

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: HENRY H. FILER MIDDLE SCHOOL

District Name: Dade

Principal: Giovanna Blanco

SAC Chair: Frances Moore

Superintendent: Alberto M. Carvalho

Date of School Board Approval:

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Giovanna Blanco	Bachelor of Science in English Education; Florida International University Master of Science in Educational Leadership, Nova University State of Florida Certification- Gifted Endorsement , English, Middle Grade English; Educational Leadership	4	16	'12 '11 '10 '09 '08 School Grade A A A B B High Standards- Reading 71 82 48 49 44 High Standards- Math 76 87 80 75 72 Learning Gains- Reading 72 69 56 35 56 Learning Gains- Math 77 73 80 77 78 Learning Gains Low. 25% Reading 78 67 69 56 55 Learning Gains Low. 25% Math 75 69 71 75 66
		Specialist in School Psychology, Master of			

Assis Principal	Jesus Aviles	Science in Psychology, Bachelor of Science in Criminology and Political Science. Certifications: Educational Leadership School Psychology K-12	2	2	'12 '11 School Grade B A High Standards Reading 47 61 High Standards Math 53 63 Learning Gains-Reading 68 66 Learning Gains-Math 75 70 75 Learning Gains Low. 25% Reading 69 71 Learning Gains Low. 25% Math 74 76
Assis Principal	Jacqueline Villazon	Degrees: Master of Science Degree in Educational Leadership Bachelor of Arts Degree in Specific Learning Disabilities; Endorsement in Gifted	3	9	'12 '11 '10 '09 '08 School Grade B A A B C High Standards Reading 47 61 70 66 59 High Standards Math 53 63 65 56 51 Learning Gains-Reading 68 66 69 64 66 Learning Gains-Math 75 70 71 54 61 Learning Gains Low. 25% Reading 69 71 71 64 69 Learning Gains Low. 25% Math 74 76 77 62 66

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	Myrna Fiallo	Master of Science in Reading, Bachelor of Arts in Sociology Certifications: Middle Grades Social Studies, Middle Grades English, and Reading K-12; Endorsements: Reading, Gifted and English.	6	6	'12 '11 '10 '09 '08 School Grade B A A A A High Standards Reading 47 61 60 59 56 High Standards Math 53 63 69 59 56 Learning Gains Reading 68 66 67 69 66 Learning Gains Math 75 70 75 74 71 Learning Gains Low. 25% Reading 69 71 68 82 72 Learning Gains Low. 25% Math 74 76 77 81 75

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Monthly meetings with beginning teachers, administration and department chairpersons	Principal	End of School Year	
2	1. Pairing new teachers with veteran teachers to provide on-going mentoring opportunities	Assistant Principal	End of School Year	
3	3. Post professional development opportunities for certification and advanced degrees and soliciting referrals from current employees	Principal	End of School Year	

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
Five (5)	<ul style="list-style-type: none"> • Test tutorials in subject area through Professional Development: (Social Studies 5-9). • Teacher needs one more course to complete the Reading Certification. • Teacher has registered for Gifted Endorsement courses.

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
59	0.0%(0)	5.1%(3)	59.3%(35)	35.6%(21)	44.1%(26)	79.7%(47)	23.7%(14)	0.0%(0)	32.2%(19)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tanika Brown	Monica Villar	Ms. Brown is a teacher certified in Language Arts. She currently serves as the Language Arts department chair and has also taken on numerous leadership roles in the school, making him invaluable to a beginning teacher.	Mentor/mentee will meet bi-weekly to discuss strategies used within the classroom and to review the pacing guides.
Myrna Fiallo	Annette Gort	Ms. Fiallo is a teacher certified in Reading and Educational Leadership. She currently serves as the Reading department chair and has also taken on numerous leadership roles in the school, making him invaluable to a beginning teacher.	Mentor/mentee will meet bi-weekly to discuss strategies used within the classroom and to review the pacing guides.

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

Henry H. Filer Middle School provides tutorial services during the school day, after school and on Saturdays. These services include in-class assistance as well as pullout tutorials. Students are selected using school-wide and individual student data to ensure that the needs of each student are being met. These services are used to target not only Level 1 and Level 2 students who are performing below grade level, but also includes students that are not demonstrating growth or have declined according to the most recent data in reading, mathematics and/or science. The Reading Coach and Department Chairpersons in consultation with the Region and District work to identify the strategies and research based materials that are most appropriate to the subject and students. These services help to provide early interventions through the use of data collection, data analysis and revisions in the delivery of instruction in the content area. Teachers are provided with professional development opportunities in school and through the District to support these efforts. Other components that are integrated into Henry H. Filer Middle's school -wide program include an extensive Parental Program, CHES, Supplemental Educational Services, and special support services to special needs students and English Language Learners.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Henry H. Filer Middle School provides services and support to migrant students and parents as needed. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs. Henry H. Filer implements all District guidelines according to MDCPS.

Title II

Henry H. Filer implements all District guidelines according to MDCPS.

The District uses supplemental funds for improving basic education as follows:

- Training for add-on endorsement programs, such as Reading, Gifted, ELL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and migrant students at Henry H. Filer Middle School by providing funds to implement and/or provide:

- Tutorial programs – before and after school
 - Parent outreach activities – parent workshops and training opportunities
 - Behavioral/mental counseling services – student services
 - Professional development on best practices for ELL and content area teachers – bi-weekly throughout the school year
 - Coaching and mentoring for ELL and content area teachers
 - Reading and supplementary instructional materials
 - Cultural supplementary instructional materials (K-12)
 - Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
 - Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
- Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

Project Upstart provides a homeless sensitivity, awareness campaign to all schools. Project Upstart also provides tutoring and counseling to twelve homeless shelters in the community and utilizes a collaborative method that includes the parents, the school and the community. This Homeless Assistance Program is available to families as needed to provide supplemental services that include transportation. Additional support is provided by the District from the Homeless Children and Youth Transition Program. In addition, the District Homeless Liaison provides yearly training to all staff members. Henry H. Filer's TRUST Counselor has been identified as the Homeless Liaison on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Title X- Homeless

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Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Henry H. Filer Middle School has a full-time TRUST Counselor who facilitates individual and group sessions/lessons on violence prevention. The Safe and Drug-Free Schools Program is utilized by the TRUST counselor and it addresses violence and drug prevention services through curriculum that is implemented by classroom teachers. Character Education and Bullying Prevention will be the targeted areas for this next school year.

Nutrition Programs

Nutrition Programs

- 1) Henry H. Filer Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Health Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

Henry H. Filer Middle School houses an outreach program from Hialeah-Miami Lakes Community School in the evenings. Courses offered are mainly for English language acquisition. However, other enrichment courses such as computers and dance are offered to the community.

Career and Technical Education

Henry H. Filer Middle School utilizes Business Education, Family and Consumer Science and Technology Education (CTE) to enhance and supplement school programs and initiatives which include technology, nutrition and career awareness and preparation.

CTE classes develop and apply hands-on strategies to help students understand reading, math and science concepts.

Career and Technical Education is funded by Perkins Grant.

Job Training

N/A

Other

Parental

Henry H. Filer Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Henry H. Filer conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Henry H. Filer Middle School also works to increase parental engagement/involvement through developing (with on-going parental input) the Title I School-Parent Compact (for each student); the school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Each Title I parent is asked to sign the agreement between the home and the school to align our ongoing efforts to meet the needs of each student and, when possible, the needs of the families.

The Community Involvement Specialist completes the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. The school also provides confidential "as-needed services" to any students in the school in "homeless situations" as applicable. Also, Henry H. Filer Middle School assists with additional academic support for families as applicable.

School Improve Grant Fund/School Improvement Grant Initiative:

The Voluntary Public School Choice Program (It's Your Choice), a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
Language Arts Teacher/Test Chairperson
Mathematics Teacher
SPED Chairperson
Reading Coach
School Psychologist
School Social Worker
Media Specialist
Counselor
Counselor
TRUST Counselor

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 following steps will be considered by Henry H. Filer's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather bi-weekly progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Bi-

weekly Progress Monitoring Tools, Phonics Screening Inventory

- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The District and Filer's professional development and support will include:

1. Training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.
2. Providing support for school staff to understand basic RtI principles and procedures; and providing a network of bi-weekly support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS/RTI_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RTI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Bi-weekly efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and bi-weekly collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Bi-weekly data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Giovanna Blanco, Principal
Jesus Aviles, Assistant Principal
Jacqueline Villazon, Assistant Principal
Odalys Fernandez, SPED Chairperson
Susana Gonzalez, ELL Chairperson
Tanika Brown, Language Arts Chairperson
Raul Miro, Mathematics Chairperson
Thais Garcia, Science Chairperson
Georgina Triana, Social Studies Chairperson
Dr. Jesse Walker, Electives Chairperson
Cesar Roque, Sixth Grade Team Leader
Teri Sands, Sixth Grade Team Leader
Jeffery Bernstein, Seventh Grade Team Leader
Arisa Horgan, Seventh Grade Team Leader
Islande Franck, Eighth Grade Team Leader
Leticia Zayas, Eighth Grade Team Leader
Zaida Schuetze, Activities Director
Luz Nunez-Baron, Counselor
Myrna Fiallo, Reading Coach
Rita Quintero, Media Specialist
Frances Moore, EESAC Chairperson

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

Henry H. Filer Middle School's Literacy Leadership Team meets on a weekly basis. The weekly agenda is prepared with input from the team members and addresses school wide concerns. Team members share information in department and team meetings that are scheduled weekly. The role of the team is to contribute to the continuous improvement of student learning and the school environment while promoting a culture of literacy in the school. Team members will be expected to identify areas for curriculum improvement that will ensure the success of transferring skills into the context of content-area materials.

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

The major initiatives of the Literacy Leadership Team for this year are:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Introduce the implementation of the Common Core Standards in all content areas.
- Implementation of the College Board's Springboard Program in all advanced and gifted Language Arts and Mathematics classes in grades 6-8.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Continue the implementation of a P.A.R.T. (Panthers are Reading Together) program through homeroom classes using grade level novels.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPEGS Goal Setting form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Henry H. Filer Middle School will incorporate research based reading strategies that are structured, focused and centered around the learning needs of individual students.

- Three school-wide CRISS strategies, margin notes, selective underling, and summarizing will be used school-wide in all content areas. The effectiveness of these strategies will be assessed by classroom observations via the reading coach and administrators' classroom walkthroughs.
- A series of short-term professional development workshops will be provided for content area teachers, presented by the reading coach, built into the school day that will promote lasting, positive changes in teacher knowledge and practice.
- The Reading coach will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Content area teachers will be trained by the reading coach to use and to teach reading strategies that are effective for their subject area.
- To increase student's vocabulary, an exercise using a word of the day will be introduced through the school's closed circuit television broadcast. These words will be used throughout the week in each content area classroom as part of the regular lesson, thus, incorporating these words across the curriculum. This strategy will deepen word associations for students by showing them how everyday vocabulary is related to knowledge of the world and will support ELL students learning by emphasizing words that may be common to both English and the student's home language. As a result, content area teachers will teach their subject area vocabulary, while infusing vocabulary development at the same time.
- All Homeroom teachers will engage students in a comprehensive reading plan designed to incorporate various methods and strategies for reading.
- Edusoft reports will be analyzed after the administration of the Baseline Assessment, and the Interim Assessments to determine effectiveness of strategies.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 27% (315) of students achieved Level 3 proficiency. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 34% (402).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (315)	34% (402)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 - Reading Application. There is a need for students to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	1.1. Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers.	1.1. Literacy Leadership Team	1.1. Bi-weekly classroom observations, assessments, and developed rubrics focusing on students' ability to complete assignments correctly.	1.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Reading assessment
2	1.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis. There is a need for sixth grade students to determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing and identifying relevant details.	1.2. Students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students will also practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.	1.2. Literacy Leadership Team	1.2. Bi-weekly classroom observations, assessments, and developed rubrics focusing on students' ability to complete assignments correctly.	1.2. Formative: Mini-assessments Summative: 2012 FCAT Assessment

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in reading.

Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 17% (197) of students achieved Levels 4 and 5 in reading. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (197)	20% (236)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 - Informational Text and Research Process.	2.1. Using informational texts, students will analyze text features, and synthesize and evaluate information to determine the validity and reliability of the text. Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions, thus, helping students build stronger arguments to support their answers.	2.1. Literacy Leadership Team	2.1. Bi-weekly classroom observations, assessments, and developed rubrics focusing on students' ability to complete assignments correctly.	2.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Reading assessment

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>The results of the 2012 FCAT Reading Test indicate that 68% (706) of students made learning gains.</p> <p>Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 73%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>68% (706)</p>	<p>73% (758)</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	<p>3.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 - Vocabulary.</p> <p>There is a need for students to identify advanced word/ phrase relationships and their meanings effectively to then analyze text.</p>	<p>3.1. Students will be provided with a variety of activities working with sets or words that are semantically related.</p> <p>The Panthers Are Reading Together (P.A.R.T.) Program will continue to be implemented during homeroom to encourage students to read.</p>	<p>3.1. Literacy Leadership Team</p>	<p>3.1. Bi-weekly classroom observations, assessments, and developed rubrics focusing on students' ability to complete assignments correctly.</p>	<p>3.1. Formative: Mini-assessments and District Interim Data reports</p> <p>Summative: Results from the 2013 FCAT 2.0 Reading assessment</p>

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 69% (185) of students in the lowest 25% made learning gains. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (185)	74% (198)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 - Reading Application. There is a need for students to become familiar with using and identifying details from the passage.	4.1. Utilize student data to identify Tier 2 and 3 students and place them appropriately into a targeted intervention program where they will be able to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	4.1. Literacy Leadership Team	4.1. Bi-weekly classroom observations, assessments, and developed rubrics focusing on students' ability to complete assignments correctly.	4.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Reading assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Increase percentage of students scoring at Levels 3-5 by 5% from 52% to 57% and reduce percentage of students scoring at levels 1 and 2 by 5% points. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 47% (544) of the Hispanic subgroup and 36% (5) of the White subgroup made satisfactory progress in reading. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 9 percentage points to 56% in the Hispanic subgroup and by 26 percentage points to 62%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36%(5)	White: 62%(9)
Hispanic: 47%(544)	Hispanic: 56%(648)

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	<p>5B.1. White: As noted on the administration of the 2012 FCAT 2.0 Reading Test the areas of deficiency for the White subgroup were Reading Application, Literary Analysis, and Informational Text in 7th Grade, and Vocabulary and Literary Analysis in 8th Grade.</p> <p>Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test the areas of deficiency for the Hispanic subgroup were Informational Text/Research Process in 6th Grade, Reading Application in 7th Grade, and Literary Analysis in 8th Grade.</p>	<p>5B.1. White: Identify students in need and provide appropriate interventions such as Reading Plus. Monitor student progress using data every month. Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions</p> <p>Hispanic: Identify students in need and provide appropriate interventions such as Reading Plus. Monitor student progress using data every month. Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions</p>	5B.1. MTSS/RtI	5B.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	<p>5B.1. Formative: Mini-assessments and District Interim Data reports</p> <p>Summative: Results from the 2013 FCAT 2.0 Reading assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 23% (83) of English Language Learners (ELL) students made satisfactory progress in reading. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 10 percentage points to 33%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (83)	33% (118)

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	5C.1. On the administration of the 2012 FCAT 2.0 Reading test the area of deficiency noted among the ELL subgroup was in Reporting Category 1, Vocabulary.	5C.1. Identify students in need and provide appropriate interventions, such as Teen Biz, and Imagine Learning a minimum of twice per week. Monitor student progress using data every month.	5C.1. MTSS/RtI	5C.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is	<p>5C.1. Formative: Mini-assessments and District Interim Data reports</p> <p>Summative: Results from the 2013</p>

	Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions.	adjusted as needed.	FCAT 2.0 Reading assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 16% (16) of Students with Disabilities (SWD) students made satisfactory progress in reading. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 21 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (16)	37% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. On the administration of the 2012 FCAT 2.0 Reading test the area of deficiency noted among the SWD subgroup was in Reporting Category 2, Reading Application.	5D.1. All teachers will receive on-going training in differentiated instruction and will implement differentiated approaches to curriculum delivery to address variant student needs.	5D.1. MTSS/RtI	5D.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5D.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Reading assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 46% (527) of Economically Disadvantaged (ED) students made satisfactory progress in reading. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 10 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (527)	56% (642)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. On the administration of the 2012 FCAT 2.0 Reading test the area of deficiency noted among the ED subgroup was in Reporting Category 2, Reading Application.	5E.1. Students will be provided with a variety of activities working with sets or words that are semantically related. The Panthers Are Reading	5E.1. MTSS/RtI	5E.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made	5E.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the

	Together (P.A.R.T.) Program will continue to be implemented during homeroom to encourage students to read.	and instruction is adjusted as needed.	2013 FCAT 2.0 Reading assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Springboard Reading Plus Training Vocabulary Discovery Learning Advanced Edusoft Reports Data Disaggregation and Progress Monitoring	6-8 6-8 6-8 6-8 6-8 6-8	Department Chairperson Springboard Coach Reading Coach Reading Coach Department Chairperson Reading Coach Administration	All Teachers Language Arts/Reading Teachers Reading Teachers Language Arts/Reading Teachers All Teachers All Teachers All Teachers	August 2012 Monthly 2012-2013 October 25, 2012 October 25, 2012 September 26, 2012 September 26, 2012 November 6, 2012	Classroom Walkthroughs Classroom Walkthroughs Classroom Coaches Classroom Walkthroughs Classroom Walkthroughs Classroom Walkthroughs Classroom Walkthroughs Classroom Walkthroughs Classroom Walkthroughs Data Chats	Administration Administration Administration Administration/Reading Coach Administration/Reading Coach Administration/Reading Coach Administration/Reading Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorials	Hourly Funds	Title I	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop	Online Software	Title I	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,300.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA indicate that 40% (155) of students scored proficient in Listening/ Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
40% (155)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. ELL students demonstrated weakness in the area of Listening/Speaking as demonstrated by the percent of proficiency in this area.	1.1. Students will be able to practice orally and practice listening skills. Teacher will use simple, direct language to address students and ensure understanding.	1.1. Administrators, ELL Department Chair	1.1. Classroom observations and review of data results from informal classroom assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	1.1. Formative: Mini assessments, classroom observations and technology based program results Summative: Results of the 2013 CELLA.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The results of the 2012 CELLA indicate that 24% (93) of students scored proficient in Reading.			
2012 Current Percent of Students Proficient in reading:					
24% (93)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. ELL students demonstrated weakness in the area of Reading as demonstrated by the percent of proficiency in this area.	2.1. Students will practice using and identifying details from passages to determine main idea, plot, and purpose. Students will also practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose through the use of graphic organizers, task cards and highlighting texts.	2.1. Administrators, ELL Department Chair	2.1. Classroom observations, assessments, and developed rubrics focusing on students' ability to identify the main idea and relevant details in grade level text will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	2.1. Formative: Mini assessments, classroom observations and technology based program results Summative: Results of the 2013 CELLA.

	Teacher will use various reading techniques in class to ensure total student participation by use of choral reading, jump in reading, and read alouds.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 20% (77) of students scored proficient in Writing
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2012 Current Percent of Students Proficient in writing:

20% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. ELL students demonstrated weakness in the area of Writing as demonstrated by the percent of proficiency in this area.	2.1. Provide students with a variety of skills that focus on the purpose and intended audience, introductions and conclusions, placing early emphasis on main idea, supporting details, and grammar and sentence structure	2.1. Administrators, ELL Department Chair	2.1. Review data to ensure students are making adequate progress.	2.1. Formative: Mini assessments, classroom observations and technology based program results Summative: Results of the 2013 CELLA.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Spanish English Dictionaries	To serve as translators in class.	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$500.00

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 29% (341) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (341)	32% (378)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1 – Fractions, Ratios, Proportional Relationships and Statistics.	1a.1. Develop school-wide classroom interactive word walls where students are exposed to mathematical terms used in the FCAT as indicated on the Item Specifications to develop an understanding and application of collecting, recording and evaluating data values in real-world applications. Provide opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.	1a.1. MTSS/RtI	1.1. Classroom Observations Review bi-weekly or monthly assessments during department meetings.	1a.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013FCAT 2.0 Mathematics assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 21% (244) of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (244)	22% (260)

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	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement.	2a.1. Implement the use of technology, graphing calculators, and inquiry-based lessons to promote authentic and rigorous student engagement to include enrichment activities that focus on geometric properties to include both rigorous on-line and off-line opportunities.	2a.1. MTSS/RtI	2a.1. Review bi-weekly classroom assignments and assessments that target applications of the skills taught. Grade level data discussions to attain effectiveness of students and computer assisted programs utilization.	2a.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 75% (775) of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (775)	80% (826)

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	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3 – Geometry and Measurement.	3a.1. Ensure proper identification, placement and monitoring of students based on the 2011 FCAT Mathematics Test. Develop a Data-Driven Instructional Focus Calendar aligned to the District Pacing Guides with assessments for progress monitoring. Schoolwide common mini-assessments will be used to reinforce and assess problem solving skills.	3a.1. MTSS/RtI	3a.1. Bi-weekly classroom assignments and assessments that target applications of the skills taught will be reviewed by teachers to ensure progress and adjust curriculum focus as needed by grade level learning teams.	3a.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013FCAT 2.0 Mathematics assessment

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 74% (196) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (196)	79% (209)

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	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1 - Fractions, Ratios, Proportional Relationships and Statistics.	4a.1. Identify and place lowest 25 % performing students in grades 6 through 8 in intensive classes using supplementary materials such as Florida Ready, Buckle Down, and computer-assisted programs such as IXL to identify deficiencies and monitor progress in the understanding of and fluency with fractions and decimals. Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers.	4a.1. MTSS/RtI	4a.1. During grade level discussions review and analyze results from District Interim Assessments and mini assessments given to this subgroup will be reviewed by teachers to ensure progress and adjust curriculum focus as needed	4a.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Increase percentage of students scoring at Levels 3-5 by 4% from 54% to 58% and reduce percentage of students scoring at levels 1 and 2 by 5% points.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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.	Our goal for the 2012-2013 school year is to increase proficiency by 26% points to 62% in the White subgroup. Our goal for the 2012-2013 school year is to increase
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Mathematics Goal #5B:	proficiency by 5% points to 58% in the Hispanic subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36% (5)	White: 62% (9)
Hispanic: 53% (614)	Hispanic: 58% (672)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: There is an overall need for additional targeted instruction in Geometry and Measurement across all grade levels including the calculation of real world data. Hispanic: There is an overall need for additional targeted instruction in Geometry and Measurement across all grade levels including the calculation of real world data.	White: Use hands-on experiences to facilitate the conceptual learning and understanding of geometric concepts and apply the learning to solve real-world problems for a given set of data. Hispanic: Use hands-on experiences to facilitate the conceptual learning and understanding of geometric concepts and apply the learning to solve real-world problems for a given set of data.	5B.1. MTSS/RtI	5B.1. Review mini and interim assessments data and adjust academic goals utilizing teacher feedback on student skill attainment.	5B.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013FCAT 2.0 Mathematics assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase proficiency by 4% points to 43% in the ELL subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (140)	39% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. ELL: The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1, Fractions Ratios, and proportions in 6th grade; Reporting Category 4, Statistics and Probability in 7th grade; and	5C.1. ELL: Provide real life contexts for mathematical explorations and develop students understanding through the support of manipulatives, oral discussions and demonstrations during the instructional block that will assist in the	5C.1. MTSS/RtI	5C.1. Review mini and interim assessments data and adjust academic goals utilizing teacher feedback on student skill attainment.	5C.1. Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013FCAT 2.0 Mathematics assessment

Reporting Category 3, Geometry and Measurement in 8th grade. There is a need for the English Language Learners to gain an understanding of FCAT-style questions in the English Language.	development of the aforementioned topics.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal for the 2012-2013 school year is to increase proficiency by 17% points to 38% in the SWD subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (20)	38% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2, Expressions and equations in 6th grade; Reporting Category 1, Number base Ten in 7th grade; Reporting Category 3, Geometry and Measurement. There is a need for the English Language Learners to gain an understanding of FCAT-style questions in the English Language.	All teachers will receive on-going training in differentiated instruction and will implement differentiated approaches to curriculum delivery to address variant student needs.	MTSS/RtI	Review mini and interim assessments data and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013FCAT 2.0 Mathematics assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal for the 2012-2013 school year is to increase proficiency by 5% points to 57% in the ED subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (596)	57% (653)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement. There is a need to utilize on- line and off-line manipulatives.	5D.1. Provide opportunities for students to find the perimeter and area of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies including the use of graph paper, the coordinate plane, and computer programs.	MTSS/RtI	Review mini assessments data and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013FCAT 2.0 Mathematics assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 EOC indicate that 31% (31) of students achieved Level 3 proficiency Our goal for the 2012-2013 school year is to maintain the proficiency level of Level 3 students at 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (31)	31% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 EOC was Reporting Category – 3 Rationals, Radicals, Quadratics, and Discrete Mathematics There is a need for proficiency in common mathematical language to formulate strategies in solving quadratics in real world situation.	Use a developed school wide vocabulary strategy plan where students are exposed to mathematical terms used in the EOC to develop an understanding and application for solving rationals, radicals, and quadratics.	MTSS/RtI Team	Classroom observations, Review monthly or topic assessments during department meetings to ensure progress and adjust curriculum focus as needed.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 EOC indicate that 66% (67) of students achieved Level 4 and 5 proficiency Our goal for the 2012-2013 school year is to maintain the proficiency level of Level 4 and 5 students at 67%
2012 Current Level of Performance:	2013 Expected Level of Performance:

66% (67)

66% (67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 EOC was Reporting Category 1 – Functions, Linear Equations and Inequalities There is a need for the use of computer based exploration and investigational programs	Implement the use of technology, graphing calculators, and inquiry based lessons to promote authentic and rigorous student engagement.	MTSS/RtI Team	Review bi-weekly classroom assignments and assessments that target applications of the skills taught. Grade level data discussion to attain effectiveness of students and computer assisted programs	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Our goal for the 2012-2013 school year is to increase proficiency by 26% points to 62% in the White subgroup. Our goal for the 2012-2013 school year is to increase proficiency by 5% points to 58% in the Hispanic subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36% (5) Hispanic: 53% (614)	White: 62% (9) Hispanic: 58% (672)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: The area of deficiency as noted on the 2012 EOC was Reporting Category 1 – Functions, Linear Equations and Inequalities Hispanic: The area of deficiency as noted on the 2012 EOC	White: Identify students in need and provide problem solving strategies such as simplifying the problem and creating representations Hispanic: Identify students in need and provide problem	MTSS/RtI Team	Review monthly or topic assessments during department meetings to ensure progress and adjust curriculum focus as needed.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra Assessment

was Reporting Category 1 – Functions, Linear Equations and Inequalities	solving strategies such as simplifying the problem and creating representations		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Our goal for the 2012-2013 school year is to increase proficiency by 4% points to 43% in the ELL subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (140)	43% (154)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 EOC was Reporting Category 1 – Functions, linear equations, and inequalities	Use school wide developed word walls where students are exposed to mathematical terms used in the EOC to develop an understanding and application for solving functions, linear equations and inequalities.	MTSS/RTI Team	Review mini and interim assessments data and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra Assessment

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Our goal for the 2012-2013 school year is to increase proficiency by 17% points to 38% in the SWD subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (20)	38% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 2, Expressions and equations in 6th grade; Reporting Category 1, Number base Ten in 7th grade; Reporting Category 3, Geometry and Measurement..	All teachers will receive on-going training in differentiated instruction and will implement differentiated approaches to curriculum delivery to address variant student needs.	MTSS/RTI	Review mini and interim assessments data and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013FCAT 2.0 Mathematics assessment

There is a need for the English Language Learners to gain an understanding of FCAT-style questions in the English Language.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Our goal for the 2012-2013 school year is to increase proficiency by 5% points to 57% in the ED subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (596)	57% (653)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 EOC was Reporting Category 1 – Functions, Linear Equations and Inequalities	Identify students in need and provide problem solving strategies such as simplifying the problem and creating representations	MTSS/RtI Team	Review mini and interim assessments data and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra Assessment

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
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No Data Submitted

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #

3A :

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

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

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

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Springboard Discovery Learning	6-8	Department Chairperson Springboard Coach	All Teachers Mathematics Teachers	August 2012 Monthly 2012-2013	Classroom Walkthroughs	Administration Administration Administration Administration Administration and Reading Coach
Vocabulary Edusoft Reports Data Disaggregation and Progress Monitoring	6-8	Reading Coach	All Teachers Mathematics Teachers	September 26, 2012	Classroom Coaches	
	6-8	Mathematics Department Chairperson	All Teachers	October 25, 2012	Classroom Walkthroughs	
	6-8	Administration	All Teachers	September 26, 2012	Classroom Walkthroughs	
	6-8	Reading Coach	All Teachers	November 6, 2012	Data Chats Classroom Walkthroughs	

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorials	Hourly	Title I	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop	Online software	Title I	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 28% (121) of the students achieved Level 3 proficiency. Our goal for the 2012 – 2013 school year is to increase level 3 student proficiency by 5% points to 33%..
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (121)	33% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 1, Nature of Science. Fidelity and consistency to the prescribed program has been an obstacle.	Ensure instruction in Comprehensive Science 1, 2, 3 courses (Regular and Advanced) and fidelity to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guide. Develop a Data-Driven Instructional Focus Calendar aligned to the District Pacing Guides. Implementation of Gizmo with fidelity.	MTSS/RtI	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly department meetings to share data, best practices and reflect on additional needs. Conduct monthly RtI meetings to review data.	Formative: Mini-assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Science assessment

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 8% (32) of the students achieved Levels 4 and 5 proficiency. Our goal for the 2012 – 2013 school year is to increase levels 4 and 5 student proficiency by 1% points to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (32)	9% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Reporting Category 1, Nature of Science.</p> <p>Fidelity and consistency to the prescribed program has been an obstacle.</p> <p>There is a need for additional guided support for students to be able to engage in computer based exploration and investigations to see the relationships that exist between the student's environment and Earth Space Science.</p>	<p>Ensure instruction in Comprehensive Science 1, 2, 3 courses (Regular and Advanced) fidelity to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guide.</p> <p>Develop a Data-Driven Instructional Focus Calendar aligned to the District Pacing Guides.</p> <p>Implementation of Gizmo and Brain Pop with fidelity.</p>	MTSS/RtI	<p>Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed).</p> <p>Conduct bi-weekly department meetings to share data, best practices and reflect on additional needs.</p> <p>Conduct quarterly RtI meetings to review data.</p>	<p>Formative: Mini-assessments and District Interim Data reports</p> <p>Summative: Results from the 2013 FCAT 2.0 Science assessment</p> <p>Summative: 2012 FCAT Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Discovery Education Vertical AP Alignment Common Core Standards Training	6 - 8	Department Chairperson Science Chairperson Science Chairperson Administration	All Teachers	August 2012	Classroom Walkthroughs Classroom Walk-through Lesson Plans	Administration Administration Administration
	6 - 8		Science Teachers	August 2012		
	6 - 8		All Teachers	September 2012	Classroom Walk-through	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Triumph Learning - FCAT Coach	Supplemental Materials	Title I	\$3,240.00
			Subtotal: \$3,240.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brainpop	Online Software	Title I	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,540.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 67% (280) of students achieved Level 3.0 proficiency or higher. Our goal for 2012-2013 school year is to increase the number of students scoring at Achievement Level 3.0 and higher by 3 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (280)	70% (294)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the administration of the 2012 FCAT Writing Test was a need for students to make a plan for writing that prioritizes ideas and addresses purpose.	Provide students with a variety of skills that focus on the purpose and intended audience, introductions and conclusions, placing early emphasis on main idea, supporting details, and grammar and sentence structure.	LiteracyLeadership Team	Review monthly writing portfolio assignments to ensure progress is being made and adjust interventions as needed.	Summative: District Baseline Writing Assessment, Monthly Writing Prompts, District Mid-Year Writing Assessment data reports Formative: Results from the 2013FCAT 2.0 Writing assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Springboard Writing Conventions	6-8 6-8 6-8	Department Chairperson Springboard Coach Language Arts Teachers	All Teachers All Teacher All Teachers	August 2012 Monthly 2012-2013 November 2012	Classroom Walkthroughs Classroom Walkthroughs Classroom Coaches Classroom Walkthroughs	Administration Administration Administration

Writing Budget:

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

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:	Our goal for the 2012-2013 school year is to increase the attendance to 95.48% by creating a climate where students and parents want to be on a daily basis. In addition, our goal for the 2012-2013 school year is to decrease the number of students with excessive absences (10 or more), and excessive tardies (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.48% (1170)	95.98% (1176)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
323	307
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
55	52

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Non-attendance of parents at required Attendance Review Committee meetings.	Conduct weekly meetings with parents of students who are developing patterns of non- attendance and provide intervention strategies and support for families. Follow a discipline plan for students	Administrators, Attendance Clerk	Attendance of students in each grade level will be monitored on a weekly basis and meetings will be scheduled with parents to address problem areas.	Meeting logs and attendance records

1		demonstrating patterns of excessive absences. Begin intervention strategies at 5 unexcused absences. Place students with 5 or more absences on an attendance contract as part of the Attendance Review Committee.			
2	The number of students tardy to school with parent permission decreased by 0.5% from the previous year.	Continue to implement a "Count Me In" school-wide media campaign to foster a climate of good attendance patterns and recognize students for their good attendance record to include daily attendance, tardies and leaving school early.	Administrators, Attendance Clerk	Continue advertising the "Count Me In" campaign during student orientation and throughout the school year on the closed circuit television system. Students will be recognized by grade levels, homerooms and individually on a monthly, quarterly and yearly basis.	Grade level, homeroom and individual attendance records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	Leadership Team	District Staff	All counselors and team leaders	August 2012	Development of a Truancy Intervention Plan and Quarterly Reports	Administration
Alliance for a Healthier Generation	6-8	Alliance for a healthier Generation Staff Member	All staff members	August 2012	Creation and Implementation of a Wellness Policy	Literacy Leadership Team

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		Our goal for the 2012-2013 school year is to decrease the number of both Indoor Suspensions and Outdoor Suspension by 10% each through interventions and incentives.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
197		177			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
146		131			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
215		194			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
142		128			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of outdoor suspensions increased from 138 in the 2010-2011 school year to 146 during the 2011- 2012 school year.	The guidance counselor will contact parents of all students placed on outdoor suspension and provide counseling for the student and the parent through "alternatives to suspension" and assistance from the Community Involvement Specialist (CIS). Upon return to school, students will meet with the counselor for follow-up sessions.	Administrators	Monitor suspension reports by grade level and monitor COGNOS reports on student outdoor suspension rates and counselor contact logs.	Student counseling logs and parent communication logs. The monthly COGNOS outdoor suspension report will also be monitored.

2	The total number of indoor suspensions decreased from 146 in the 2010-2011 school year to 145 during the 2011-2012 school year.	Incorporate a SPOT Success Recognition Program for students with no suspensions. Students will be invited to quarterly school wide activities if they meet the goal of no suspensions to continue the decrease.	Attendance	Monitor suspension reports by grade level and monitor COGNOS reports on student indoor suspension rates.	Participation logs for students who are recognized for having no indoor suspensions and the monthly COGNOS suspension reports.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Count Me In!	6-8	Assistant Principal	All Staff Members	August 2012	Develop and Implement an Alternative to Suspension Plan reviewed quarterly	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Attendance	Incentives	SBBS	\$300.00
			Subtotal: \$300.00
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: \$300.00

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>		N/A			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		<p>In the 2012-2013 school year, Henry H. Filer Middle School will offer advanced, gifted and high school science courses in grades 6-8 as follows: Gifted/Advanced sixth (29% - 104) and seventh (33% - 121). In addition, (50% - 182) students of the eighth grade class will take Honors Physical Science for high school credit during the 2012-2013 school year. Parents will be informed of the new standards through orientation, meetings and newsletters.</p> <p>Our goal for the 2012-2013 school year is to increase the number of students in grades 6-8 who successfully complete an advanced, gifted or high school course with a grade of A or B.</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	Results of 2012 Interim Assessments indicate that students have difficulty with Physical Science.	Science teachers will participate in professional development through the College Board in Pre-AP strategies to ensure that the STEM standards will be taught with rigor and the STEM standards strategies will be infused in the monthly Instructional Focus Calendars.	Administration and Department Head	Administration will conduct classroom walkthroughs and review teacher's lesson plans and students' work folders for evidence of inquiry based learning activities.	Student enrollment in advanced and gifted courses. Student quarterly grade reports.

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
STEM Standards	6-8	Science Chairperson	Science, Mathematics, and CTE Teachers	November 2012	Classroom Walkthroughs, Grade Reports	Administration

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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Our goal for the 2012-2013 school year is to increase student participation in Career and Technical Education, as well as Industry Certification courses, by 10 percentage points from 28% (317) of the student population participating in this program to 38% (432) for the coming year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient number of students are currently enrolled in CTE courses. Provide students with exposure to these programs in an effort to recruit them for enrollment next school year.	Utilize Business Education, Family and Consumer Science and Technology Education (CTE) to enhance and supplement school programs and initiatives which include technology, nutrition and career awareness and preparation. Develop and apply hands-on strategies to help students understand reading, math and science concepts.	MTSS/RtI	Enrollment of students in CTE courses.	The successful completion of the Industry Certification Exam for students enrolled in these courses. Bi-weekly assessments.

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

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

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

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutorials	Hourly Funds	Title I	\$3,000.00
CELLA	Spanish English Dictionaries	To serve as translators in class.	EESAC	\$500.00
Mathematics	Tutorials	Hourly	Title I	\$3,000.00
Science	Triumph Learning - FCAT Coach	Supplemental Materials	Title I	\$3,240.00
Suspension	Improve Attendance	Incentives	SBBS	\$300.00
				Subtotal: \$10,040.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Brain Pop	Online Software	Title I	\$300.00
Mathematics	Brain Pop	Online software	Title I	\$300.00
Science	Brainpop	Online Software	Title I	\$300.00
				Subtotal: \$900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$10,940.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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

Tutorials	\$900.00
Spanish/English Dictionaries	\$500.00
Triumph Learning	\$3,240.00
Attendance Incentives	\$300.00

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

The School Advisory Council (SAC) has an important function for the success of Henry H. Filer Middle School. Listed below are some of the functions of the SAC.

- Reach out to the community to obtain more partners
- Discuss issues relating to school safety and discipline
- Monitor the progress of the School Improvement Plan's objectives
- Sponsor drives to increase parental involvement

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District HENRY H. FILER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	63%	79%	42%	245	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	70%			136	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)	76% (YES)			147	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HENRY H. FILER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	69%	84%	34%	247	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	67%	75%			142	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?	68% (YES)	77% (YES)			145	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					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested