

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ATTUCKS MIDDLE SCHOOL

District Name: Broward

Principal: Errol A. Evans

SAC Chair: Karen W. Blount

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
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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)
		Bachelors in Economics; Masters in Social			2011-12 Boyd Anderson High School GRADE PENDING Intern Principal Boyd Anderson HS 2011-2012 Grade: Reading Mastery: 29% Reading Learning Gains: 52% Reading Gains Lowest 25%: 61% Math Mastery: 34% Math Learning Gains: 45% Math Gains Lowest 25%: 53% Writing Mastery: 75% 2010-11 Boyd Anderson High School Intern Principal School Grade - D Reading Mastery: 23% Reading Learning Gains: 36% Reading Gains Lowest 25%: 48% Math Mastery: 58% Math Learning Gains: 63% Math Gains Lowest 25%: 52% Writing Mastery: 72% Science Mastery: 21%

Principal	Errol Evans	Sciences; Certification in Educational Leadership	1	9	<p>0% of subgroups met AYP status African American, Hispanic & Economically Disadvantaged, English Language Learners not meet the AYP criteria in reading.</p> <p>Math- 58% of students at or above grade level; 63% of students making a year's worth of progress (learning gains); 52% of struggling students making a year's worth of progress in math (lowest 25%).</p> <p>African American, Economically Disadvantaged did not meet the AYP criteria in math. Writing- 72% of students met state standards in writing. Science- 21% of students at or above grade level in science.</p> <p>2009-10 South Broward High School Assistant Principal</p> <p>2008-09 South Broward High School Assistant Principal</p>
Assis Principal	Terry Tait	BA, Psychology, Ithaca College MA, Industrial Psychology, Fairleigh Dickinson University Certification: Educational Leadership Nova University	5	5	<p>2011-12 Attucks Middle School 2011-2012 GRADE : B Reading Mastery: 56% Reading Learning Gains: 67% Reading Gains Lowest 25%: 62% Math Mastery: 51% Math Learning Gains: 62% Math Gains Lowest 25%: 49 Writing Mastery: 82%</p> <p>2010-2011 School Grade-A Reading- 69% of students reading at or above grade level; 68% of students making a year's worth of progress (learning gains); 68% of struggling students making a year's worth of progress in reading (lowest 25%).</p> <p>Black, Hispanic & Economically Disadvantaged Students not meet the AYP criteria in reading.</p> <p>Math- 68% of students at or above grade level; 69% of students making a year's worth of progress (learning gains); 70% of struggling students making a year's worth of progress in math (lowest 25%).</p> <p>White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet the AYP criteria in math.</p> <p>Writing- 91% of students met state standards in writing.</p> <p>Science- 41% of students at or above grade level in science.</p> <p>Highly Qualified Administrators 2009-2010 Reading- 66% of students reading at or above grade level; 65% of students making a year's worth of progress (learning gains); 62% of struggling students making a year's worth of progress in reading (lowest 25%).</p> <p>White, Black, Hispanic, and Students with Disabilities did not meet the AYP criteria in reading.</p> <p>Math- 66% of students at or above grade level; 66% of students making a year's worth of progress (learning gains); 61% of struggling students making a year's worth of progress in math (lowest 25%).</p> <p>White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet the AYP criteria in math.</p> <p>Writing- 95% of students met state standards in writing.</p> <p>Science- 46% of students at or above</p>

					<p>grade level in science.</p> <p>2008-09 Grade: A Reading Mastery: 63% Math Mastery: 61% Science Mastery: 31% Writing Mastery: 97% AYP: Total, Black and Economically Disadvantaged did not make AYP in Reading; Total, White and Black did not make AYP in Math</p> <p>2007-08 Grade: A Reading Mastery: 62% Math Mastery: 58% Science Mastery: 35% Writing Mastery: 94% AYP: Hispanic did not make AYP in Reading; Economically Disadvantaged did not make AYP in Math</p>
Assis Principal	Shannon Burch	BA/Elementary Education, Florida Atlantic University; MS/ Human Resource Development, Florida International University; FL Certification/ Ed. Leadership, Florida Atlantic	5	4.5	<p>2011-2012 GRADE : B Reading Mastery: 56% Reading Learning Gains: 67% Reading Gains Lowest 25%: 62% Math Mastery: 51% Math Learning Gains: 62% Math Gains Lowest 25%: 49 Writing Mastery: 82%</p> <p>2010-2011 School Grade-A Reading- 69% of students reading at or above grade level; 68% of students making a year's worth of progress (learning gains); 68% of struggling students making a year's worth of progress in reading (lowest 25%).</p> <p>Black, Hispanic & Economically Disadvantaged Students not meet the AYP criteria in reading.</p> <p>Math- 68% of students at or above grade level; 69% of students making a year's worth of progress (learning gains); 70% of struggling students making a year's worth of progress in math (lowest 25%).</p> <p>White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet the AYP criteria in math.</p> <p>Writing- 91% of students met state standards in writing.</p> <p>Science- 41% of students at or above grade level in science.</p> <p>Highly Qualified Administrators 2009-2010 Reading- 66% of students reading at or above grade level; 65% of students making a year's worth of progress (learning gains); 62% of struggling students making a year's worth of progress in reading (lowest 25%).</p> <p>White, Black, Hispanic, and Students with Disabilities did not meet the AYP criteria in reading.</p> <p>Math- 66% of students at or above grade level; 66% of students making a year's worth of progress (learning gains); 61% of struggling students making a year's worth of progress in math (lowest 25%).</p> <p>White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet the AYP criteria in math.</p> <p>Writing- 95% of students met state standards in writing.</p> <p>Science- 46% of students at or above grade level in science.</p>

					<p>2008-09 Grade: A Reading Mastery: 63% Math Mastery: 61% Science Mastery: 31% Writing Mastery: 97% AYP: Total, Black and Economically Disadvantaged did not make AYP in Reading; Total, White and Black did not make AYP in Math</p> <p>2007-08 Grade: A Reading Mastery: 62% Math Mastery: 58% Science Mastery: 35% Writing Mastery: 94% AYP: Hispanic did not make AYP in Reading; Economically Disadvantaged did not make AYP in Math</p>
Assis Principal	Brian Williams	Masters in Education Leadership from Nova University Social Science 6-12	1	4	<p>2011-2012 GRADE : B Attucks Middle School Reading Mastery: 56% Reading Learning Gains: 67% Reading Gains Lowest 25%: 62% Math Mastery: 51% Math Learning Gains: 62% Math Gains Lowest 25%: 49 Writing Mastery: 82%</p> <p>2010-2011 School Grade-B South Broward High Reading- 43% of students reading at or above grade level; 46% of students making a year's worth of progress (learning gains); 40% of struggling students making a year's worth of progress in reading (lowest 25%). Black, Hispanic & Economically Disadvantaged Students not meet the AYP criteria in reading. Math- 68% of students at or above grade level; 69% of students making a year's worth of progress (learning gains); 70% of struggling students making a year's worth of progress in math (lowest 25%). White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not meet the AYP criteria in math. Writing- 91% of students met state standards in writing. Science- 41% of students at or above grade level in science.</p> <p>2009-2010 School Grade: C Gulfstream Middle Reading Mastery: 54%, Math Mastery: 53%, Science Mastery: 27%, Writing Mastery: 90% White subgroup made AYP in math. No subgroups made AYP in reading Lowest 25% learning gains: 65% Reading, 63% Math</p>

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)
					<p>2011-12</p> <p>2011-12 Attucks Middle School GRADE : B Reading Mastery: 56 Reading Learning Gains: 67 Reading Gains Lowest 25%: 62 Math Mastery: 51</p>

Science	Nicole Kasuboske	BA – History & Environmental Studies MA – Curriculum & Instruction General Science 5-9 Earth Science 6-12 Biology 6-12 Gifted Endorsed	13	3	<p>Math Learning Gains: 62 Math Gains Lowest 25%: 49 Writing Mastery: 82%</p> <p>2009-2010 ~ Attucks Middle School's 8th grade scores increased from 31% proficient to 46% proficiency. During the 2010-2011 school year, 41% of 8th grade Attucks Middle School's students met high standards on the Science FCAT.</p> <p>As a sixth-grade Science Teacher at an A-rated middle school, 98% of Ms. Kasuboske's students were proficient on 2008 FCAT Reading and 78% of her students demonstrated a learning gain on 2008 FCAT Reading. AYP Data results revealed 83% of her ELL students, 93% of her SWD students, and 83% of her FRL students were proficient on 2008 FCAT Reading.</p> <p>As a sixth-grade Science Teacher at an A-rated middle school, 93% of Ms. Kasuboske's students were proficient on 2009 FCAT Reading and 73% of her students demonstrated a learning gain on 2009 FCAT Reading. AYP Data results revealed 90% of her ELL students, 94% of her SWD students, and 90% of her FRL students were proficient on 2009 FCAT Reading.</p>
Reading	Melissa Zavala	BA Elementary Education Reading Endorsement ESOL Endorsement	5	3	<p>2011-12 Attucks Middle School GRADE : B Reading Mastery: 56 Reading Learning Gains: 67 Reading Gains Lowest 25%: 62 Math Mastery: 51 Math Learning Gains: 62 Math Gains Lowest 25%: 49 Writing Mastery: 82%</p> <p>As a seventh-grade Reading Teacher at an A-rated middle school, 79% of Ms. Zavala's students were proficient and made learning gains on 2010 FCAT Reading. As a sixth-grade Reading Teacher at an A-rated middle school, 70% of Ms. Zavala's students were proficient on 2011 FCAT Reading. As a Reading Coach, during the 2010-2011 school year, Attucks Middle School's scores increased from 66% proficient to 68% proficiency on the 2011 FCAT.</p>

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	Advertisements of teacher vacancies and shortages have been made via the district, Employment Information website, teacher recruitment job fairs, and in cities throughout the United States where teachers are being laid off	Principal	August of each year	
2	Staff development workshops are held in the area of reading to provide a vehicle by which secondary teachers and elementary reading coaches may become endorsed	Principal/Asst Principals	Ongoing	
3	A program through which Title I schools use Title I funds to pay for a Masters in Reading for teachers on staff who want to become reading teachers.	Principal/Asst. Principal	Ongoing	
4	New teachers meet regularly with Peer Coaches and Assistant Principals	Principal/Asst. Principal	Ongoing	
5	New Teachers are partnered with veteran teachers based on their individual needs and the veteran teachers' expertise	Asst.Principals	Ongoing	
6	Teachers are required to attend monthly Instructional Focus meetings	Dept. Leaders	Ongoing	
7	Teachers and mentors attend monthly NESS Meetings to discuss strategies, instructional plans, technology integration, gradebook, classroom management, etc.	Dept. Leaders/Coaches	Ongoing	
8	Familiarize teachers with Marzano Strategies to mentor into highly effective educators	Principal/Asst. Principal	Ongoing	

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
6% (3)-1-out of field, 2 new teachers 4% (2)--HQ non required Physical education and Emerging Technology	Staff development workshops held weekly Teachers are partnered with veteran teachers Attend district content area meetings PLC attendance to discuss content Best practices in lesson plans Use of Title I funds to assist teachers in endorsements

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
47	6.4%(3)	23.4%(11)	44.7%(21)	25.5%(12)	53.2%(25)	95.7%(45)	21.3%(10)	8.5%(4)	63.8%(30)

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
Melissa Zavala	Jessica Maier Language Arts/Journalism Elective	Ms. Maier is returning to Attucks, after being at a charter school in Dade. Ms. Zavala is a reading content area leader and Reading Coach.	The mentor and mentee meetings were conducted each month throughout the school year. <ul style="list-style-type: none"> •Content area standards and benchmarks training • Classroom Management, • Schoolwide procedures vs. rules • Strategies for teaching bell to bell • Steps to get 5-year Certification • Professional Growth Plans • Effective Teacher Discipline Techniques Marzano Training Common Core Standards
			The mentor and mentee meetings were conducted

Nicole Kasuboske	Rosita Salazar Social Studies/World History/Civics	Ms. Salazar returning to Attucks after being in New York for two years. Ms. Kasuboske is the NESS coach, Science coach and content area leader, with year of experience coaching teachers	each month throughout the school year to work on: <ul style="list-style-type: none"> • Pinnacle Gradebook • Schoolwide procedures vs. rules • Strategies for teaching bell to bell • Professional Growth Plans • Effective Teacher Discipline Techniques • Curriculum Mapping • Effective lesson planning • Content Area strategies, standards and benchmarks Marzano Training Common Core Standards
Sheree Ledgister	Kathleen Annis Math	Ms. Ledgister has several years as the Math Content area leader and current Math teacher.	The mentor and mentee meetings were conducted each month throughout the school year to work on: <ul style="list-style-type: none"> • Pinnacle Gradebook • Schoolwide procedures vs. rules • Strategies for teaching bell to bell • Professional Growth Plans • Effective Teacher Discipline Techniques • Curriculum Mapping • Effective lesson planning • Content Area strategies, standards and benchmarks Marzano Training Common Core Standards
Su Shy	Giselle McKnight Math 8	Ms. Shy is a veteran math teacher.	The mentor and mentee meetings were conducted each month throughout the school year to work on: <ul style="list-style-type: none"> • Pinnacle Gradebook • Schoolwide procedures vs. rules • Strategies for teaching bell to bell • Professional Growth Plans • Effective Teacher Discipline Techniques • Curriculum Mapping • Effective lesson planning • Content Area strategies, standards and benchmarks Marzano Training Common Core Standards
Carrera Padilla	Chara Smith Social Studies/World History 6	Ms. Padilla is a veteran teacher, with experience in mentoring and coaching teachers	The mentor and mentee meetings were conducted each month throughout the school year to work on: <ul style="list-style-type: none"> • Pinnacle Gradebook • Schoolwide procedures vs. rules • Strategies for teaching bell to bell • Professional Growth Plans • Effective Teacher Discipline Techniques • Curriculum Mapping • Effective lesson planning • Content Area strategies, standards and benchmarks Marzano Training Common Core Standards
			The mentor and mentee meetings were conducted each month throughout the school year to work on:

<p>Gia Roberts</p>	<p>Melissa McLarney Language Arts/Journalism/Newspaper Elective</p>	<p>Ms. McLarney is returning to Attucks. Ms. Roberts is the former Language Arts content area leader, and also a veteran teacher</p>	<ul style="list-style-type: none"> • Pinnacle Gradebook • Schoolwide procedures vs. rules • Strategies for teaching bell to bell • Professional Growth Plans • Effective Teacher Discipline Techniques • Curriculum Mapping • Effective lesson planning • Content Area strategies, standards and benchmarks • Marzano Training • Common Core Standards
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Attucks Middle School uses Title I funds to provide additional teachers to assist students, particularly low performing students, with additional academic support during the instructional day.

- Title I funds are used to provide professional development for teachers of reading, mathematics and science to increase student achievement, motivate students and assist parents with helping their children at home.
- Title I funds are used to increase parent involvement. Attucks Middle School uses Title I funds for parent training and to purchase refreshments for parent trainings and meetings. Parental activities are planned to assist parents in helping their children improve their academic performance.
- Attucks Middle School uses funds to purchase materials and technology to support student academic achievement.
- -The district coordinates with Title I, Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

Classroom teachers participate in district professional development workshops, in differentiated instruction and academic standards and benchmark training.

Title III

English Language Learners (ELL) are instructed in the subject area of reading five times per week by a certified ESOL instructor who also serves as a support facilitator for ELL in their other core classes.

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the school day and to provide the salary for the Behavior Specialist. The Behavior Specialist works directly with students in the areas of violence prevention, anti bullying and discipline.

Violence Prevention Programs

Attucks offers a non-violence and anti-drug program to students that includes field trips, community services, and counseling. Attucks implements the student code of conduct and the discipline matrix as they relate to the welfare of all students. Attucks has a zero tolerance policy for bullying and assists the students in non-violence through programs such as a Dating-violence program, Attucks Girls Empowerment (AGE) and OLWEUS.

Nutrition Programs

The school conducts a Health Expo annually which gives the 6th grade students an opportunity to create multi-media presentations representing all areas of health, including: Food and nutrition, exercise, and healthy lifestyles. Attucks also offers a nutritional breakfast and lunch program in accordance with federal, state, and county guidelines.

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Leadership Team is comprised of:
Errol Evans, Principal
Yolanda Martinez-ESE specialist; Co-Coordinator
Sydene Dixon- Guidance Director; Co-coordinator
Lashaun Williams- Guidance Counselor
Shannon Burch- 7th grade AP
Terry Tait- 8th grade AP
Brian Williams- 6th grade AP
Murielle Braure- School Psychologist
Amy Sink- School Social Worker
Nicole Kasuboske- Science Coach
Carrera Padilla- Science Dept Leader
Melissa Zavala-Reading Coach
Maria Steff-Social Studies Dept Leader
James Raymer- Math Dept Leader
Ameerah Reed- Language Arts Dept Leader
Karen Blount- Elective Dept Chair

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 team will meet the second and fourth Wednesday of each month from 8-8:45am to review referrals, monitor intervention, verify data, discuss progress and conclude if student requires additional support or a complete evaluation. For General education students, the Guidance Department, Sydene Dixon, co-coordinator, along with the assistance of Department Leaders and teachers making recommendations, will monitor and assist with interventions and data collection. For ESE students that require further support, the ESE specialist, Yolanda Martinez, co-coordinator, will conduct and complete all documentation or data to determine if additional testing or eligibility is necessary.

*Attucks Middle school RTI team was coordinated based on schools that have successfully planned, trained and designated specific responsibility to each member. Designating a specific task has helped in the process of coordinating materials, support, strategies and data collection. Each case is carefully review based on the student needs. Each intervention is developed and dates are selected to complete the necessary interventions and fulfill the requirements for each tier. The effort of each individual is crucial to successfully assist our students whether the need is academic or behavior. The Guidance Director, Sydene Dixon or ESE Specialist, Yolanda Martinez, will keep track of all documentation and data to make the best

recommendation that will benefit the student.

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

*The role of the RTI Leadership Team in the development and implementation of the school improvement plan is to properly identify students who are struggling academically or have behavioral/conduct concerns. The team identifies necessary interventions before determining if the students qualifies for Exceptional Student Education services. In addition, the leadership team will continue to meet with School Advisory Council and the Principal to assist in the development of the school improvement plan.

*Based on the SIP and SAC staff development needs are assessed and trainings are provided school based and district based, based on need by department and individual staff needs. To ensure implementation department leaders, coaches, and administrators visit the classrooms to assist, model, mentor, and coach teachers.

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.

*Department Leaders in coordination with ESE Specialist and Guidance Director have developed specific instructional materials for all subject areas for each tier. Each strategy has been place in the curriculum binder under the Professional Learning Community (PLC) for discussion and implementation. The leadership team focuses on staff and student needs utilizing data to assess individual student needs. The previous years FCAT Reading and Math scores, along with BAT 1 and BAT 2 data are analyzed to assist in the direction of instruction for all students. In addition, we utilize Data Warehouse, Virtual Counselor, FAIR scores and BEEP assessment (Reading, Math & Science) to monitor student progress and assess the student needs. We are currently utilizing chartdog.com to chart our progress monitoring for tiers 2 and 3, as needed. Monthly meetings are held by the leadership team to plan staff development activities pertinent to student needs. Classroom walkthroughs are done on a weekly basis to ensure that the teachers are utilizing the methods and information gained from trainings, both school and district based.

*In the area of behavior, the RTI will review student data from code of conduct, school matrix and the numbers of infraction to target the behavior. Based on the student pattern of behaviors a functional behavior plan and positive reinforcements will be implemented for each tier to facilitate student needs. Teachers will implement the plan throughout the day and monitor progress. Teachers will also receive support from the RTI team to ensure plan is effective or requires modification.

Describe the plan to train staff on MTSS.

*Staff will be receive an overall training in the beginning of the school year explaining the purpose and procedures required to appropriate assist struggling students and determined placement. Staff will identify student performance gaps by reviewing student data from assessments, school records, parent input, etc.

*Based on the student challenges and needs, staff will examine curriculum, instruction, and environment for needed adaptation. Implementation of strategies and evaluation of outcomes/progress is conducted often by the teacher with the assistance of the RTI team. Review of the Tier 1 outcome data and validation or re-definition of the problem is identified with evidence-based targeted interventions. Implementation and evaluation of interventions with CPS team support is provided through communication with parents on progress and intervention planned. Involvement of additional members of the CPS team is provided through an in-depth analysis of the problem by CPS team. Participation of team members in frequent ongoing monitoring of interventions and modifications are made as necessary and consideration of intervention effectiveness should include the RATE of the student's progress, as well as, the student's level of performance. In addition, the RTI team will have one day per month available for teachers who have question or concerns in regards the RTI process and information will be posted on our school CAB conference with resources, questions or concerns to better facilitate the process and staff.

Describe the plan to support MTSS.

To support MTSS, monthly meetings are scheduled to assist teachers with planning and monitoring interventions that have been implemented. The primary contacts are the guidance director and ESE specialist. Additional support is provided through district trainings and collaboration with other middle schools involving processes and implementation.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

The school based Literacy Leadership Team is comprised of the following:

Errol Evans – Principal
Shannon Burch Assistant Principal
Terry Tait – Assistant Principal
Brian Williams – Assistant Principal
Karen Blount – Magnet Coordinator
Nicole Kasuboske – Science Coach
Yolanda Martinez – ESE Specialist
Sydene Dixon – Guidance Director
Melissa Zavala – Reading Coach/Dept Leader
Niktress Jenkins-Porter Teacher
Michael Jean- Reading Teacher
Tosha Kerobo – Science Chairperson
Ameerah Reed – Language Arts Chairperson
Maria Steff – Social Studies Chairperson
Sheree Ledgister – Math Chairperson

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

Under the leadership of the principal and assistant principals, the team will meet once a month to focus on literacy goals, initiatives, programs, data and literacy concerns. The team will collaboratively facilitate, implement and monitor all literacy initiatives within the school.

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

The major initiatives for the LLT are as follows:

- 1) Interdisciplinary teaming, planning and teaching to include literacy across all content areas.
- 2) Use of data to drive instruction. Curriculum will be designed to meet the needs of the students in the areas they are showing weakness in according to the data. Following data chats, instruction will be aligned to meet areas of student need.
- 3) A data room will be created to identify and track individual student strengths and weaknesses, offering teachers the opportunity to have a visual map of student needs, which may assist in appropriate planning.
- 4) Demonstration classrooms will be used for modeling of rigor and differentiated instruction according to student needs.
- 5) Vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines will take place. All departments will continue to infuse reading into their curriculum.
- 6) School-wide initiatives (i.e. RAP3 & Word of the Day) and activities will be shared at monthly PLCs, team and department meetings.
- 7) Research based intervention materials will be supplied for students who are scoring below level on assessments.
- 8) Reading instruction using materials from The Struggling Readers Chart and strategies will be implemented with fidelity. This will be as determined by classroom walkthroughs and data discussions on improvement of students.
- 9) The team will use a Train-the-Trainer model to train teachers on Common Core and Marzano effective teaching strategies.

No teachers have completed the CAR-PD. All teachers are encouraged by the LLT to pursue this and all professional development. The reading coach regularly notifies the faculty of upcoming literacy- based trainings.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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.

Using student data and Sunshine State Standards/New Generation Standards with an infusion of Common Core Standards, the leadership team determines the monthly instructional reading focus that will be addressed in all courses. Teachers meet four times per month to align the curriculum and select those reading strategies that would best target the essential content. The Instructional Focus Calendars allow teachers to refer to the reading Standards and Benchmarks to ensure reading strategies are embedded into their specific discipline. Administrators, coaches, and department leaders monitor lesson plans through classroom walkthroughs to support the whole school reading initiative. Professional development is provided bi-weekly to enhance our school's reading program. Strategies that will be addressed include: Thinking Maps, Differentiated Instruction, Guided Instruction, Literature Circles, High Yield Strategies, Independent Reading, Word Wall and Vocabulary Development, Technology Integration, Understanding a Data-driven Curriculum, Project Based Learning, Inquiry-Based Learning, Curriculum Development (Prioritizing Curriculum), Disaggregating and Analyzing Data, Collaborative Problem-Solving, Text Complexity, ESE and ESOL strategies.

Each month teachers will be required to create follow-up activities that utilize the monthly reading skill and share these activities with their peers in a variety of formats: devising reading questions stems that align to content specific readings, submitting content-based lesson plans that include the monthly reading standard, and presenting student samples and portfolios to the faculty. During Professional Learning Communities: by Department, by Department & Grade, and by Team, teachers will review, evaluate, and monitor student data and share best practices, specifically those lessons that will ensure mastery of the standards. Members of the reading department will assist in providing additional reading strategies when the teachers meet during their Team PLC. The Reading Coach will communicate regularly with the general education teachers to adequately support the reading strategies. The reading coach will ensure that Reading Sunshine State Standards/New Generation Standards are infused into the school culture by meeting with content-based teachers during their planning, models a lesson for the content-based teachers, and suggests improvements that can be made to enhance the lesson for other classes. Teachers needing assistance will be referred to the reading coach and other PLC leaders for coaching and mentoring on reading integration into the content. Additionally, a co-teaching model will be used on some occasions to push-in support.

Administration and department heads for content areas will conduct classroom walk through (CWT) visits to ensure all teachers are teaching reading strategies and benchmarks and incorporating Marzano's effective teaching strategies. Teachers provide tutoring opportunities through teacher created materials, FCAT Explorer and FCAT Focus. Additionally, FCAT Reading Camp is available to students after school twice weekly beginning in November. FAIR, Reading FCAT, BAT 1, BAT 2, as well as mini beeps will help direct classroom instruction as well as assist in determining appropriate student placement in courses. All teachers will adhere to the Instructional Focus Calendar to support interdisciplinary teaching and learning, a critical component of the middle school concept. Incoming 6th graders, 7th and 8th graders are provided a summer reading novel pre-selected by the reading department & the Reading Coach, as well as winter reading novel.

All 6th, 7th, & 8th graders are provided a winter reading novel that is frontloaded by the Social Studies, Language Arts, and Reading Departments. As a department, Reading, Language Arts, Electives and Social Studies teachers compile FCAT based questions and graphic organizers that embed the novels content aligning it to the school-wide Instructional Focus Calendar. Camp Eagle, an open house for incoming 6th graders provides the students with an opportunity to share what they have learned, reflect with their new peers, and apply new knowledge with in cooperate learning activities.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By May 2013, 42% (310) of the students will score at Achievement Level 3 in reading on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (221)	35% (259)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient time allocated to meet with students to discuss scores and progress.	Continue to use BAT 1, BAT 2, and Mini-Benchmark Assessments to monitor student progress. FAIR assessments will be given 3 times a year to determine areas of need. FAIR assessments will be given 3 times a year to determine areas of need.	Principal, Assistant Principal, and Reading Coach	Reading Teachers will review BAT 1, BAT 2, and Mini- Assessment data with students during designated data chat dates to ensure students are monitoring their progress.	Printout assessments for all . FAIR Assessments
2	Teachers may require professional development in Common Core Standards and Marzano Evaluation Tool. Teachers will participate in staff development workshops such as CRISS, Novel Studies, Literature Circles, etc. to effectively increase student's ability in areas of reading strands.	Develop and revise Instructional Focus Calendar for Reading and all Content Areas Teachers will attend CAR-PD workshop, CRISS and PWImpact training and other reading trainings offered by the county.	Principal, Assistant Principal, and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and during pre and post-conferencing with teachers.	Effectiveness will be determined through BAT 1, BAT 2, and mini assessment data as well as end of the year FCAT Reading data
	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC) and pacing guide. Students may not receive ample instructional time to sufficiently cover each standard and benchmark.	Reading Teachers will meet bi-monthly during Standards & Benchmarks PLC and Learning Community by Department to review the Instructional Focus Calendar and develop activities and lessons that address specific	Principal, Assistant Principal, and Reading Coach	The IFC will be monitored through classroom walkthroughs. Teacher lesson plans will reflect the appropriate adjustments to the pacing guide	Teacher Lesson Plans and increased scores on BAT I, BAT II, the district-based mini-assessments and teacher-created assessments.

3	standards. Reading Teachers will select specific activities and strategies that will best address the standard through novel based lessons. Extended Learning Opportunities will be provided through FCAT Camp		I-Observation Snapshot
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By May 2013, 65% (7) students that take the Florida Alternate Assessment will score levels 4, 5, and 6 on the Reading Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (6)	65% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students possess a large range of cognitive ability and communication skills.	The teacher will implement ESE modifications and strategies to effectively increase student achievement. The teacher will differentiate instruction to meet individual student needs.	Principal, Assistant Principal, ESE Specialist and SVE teacher	Lesson plans will be reviewed during Classroom Walkthroughs and conferencing.	IEP, Diagnosis Assessment of Reading (DAR), Wilson, Rewards, view current goals and informal assessments to monitor progress. FAA Results

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:	By May 2013, 33% (244) of the students will score at or above Achievement Level 4 in reading on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (197)	33% (244)

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
	Lack of time allocated to meet with	Continue to use BAT 1, BAT 2, and Mini-	Principal, Assistant Principal,	Reading Teachers will review BAT 1, BAT 2, and	Printout assessments for all

1	students to discuss scores and progress.	Benchmark Assessments to monitor student progress. FAIR assessments will be given 3 times a year to determine areas of need.	Classroom Teacher and Reading Coach	Mini- Assessment data with students during designated data chat dates to ensure students are monitoring their progress.	students. FAIR Assessments
2	Teachers may require professional development in Common Core Standards and Marzano Evaluation Tool.	Develop and revise Instructional Focus Calendar for Reading and all Content Areas. Teachers will attend CAR-PD workshop, CRISS and PWImpact training and other reading trainings offered by the county.	Principal, Assistant Principal, and Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and during pre and post-conferencing with teachers.	Effectiveness will be determined through BAT 1, BAT 2, and mini assessment data as well as end of the year FCAT Reading data
3	Lack of sufficient time to introduce specific standards and benchmarks.	Reading Teachers will meet bi-monthly during Standards & Benchmarks PLC and Learning Community by Department to review the Instructional Focus Calendar and develop activities and lessons that address specific standards. Reading Teachers will select specific activities and strategies that will best address the standard through novel based lessons.	Principal, Assistant Principal, and Reading Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs and Observation	Teacher Lesson Plans and increased scores on BAT I, BAT II, the district-based mini-assessments and teacher-created assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By May 2013, 80% (5) students that take the Florida Alternate Assessment will score level 7 on the Reading Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (8)	80% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may be entering with a variety of behavioral and academic levels that may impede their learning.	Comprehensive behavioral and academic plan that will target the areas of need.	Principal, Assistant Principal, SVE Teacher, ESE Specialist, & Reading Coach	SVE Teacher will use informal assessment to ensure students will report the students' progress.	IEP, Progress Report, and weekly data collection
2	Students may be entering with a variety of behavioral and academic levels that may impede their learning.	Comprehensive Reading Plan to place students in appropriate reading courses in the master schedule.	Principal, Assistant Principal, SVE Teacher and Reading Coach	Teachers will use criteria to ensure students will report.	IEP, Progress Report, and weekly data collection

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By May 2013, 72% (559) of the students will make learning gains in reading on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (483)	72% (559)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient time allocated to meet with students to discuss scores and progress.	Continue to use BAT 1, BAT 2, and Mini-Benchmark Assessments to monitor student progress. FAIR assessments will be given 3 times a year to determine areas of need.	Principal, Assistant Principal and Reading Coach	Reading Teachers will review BAT 1, BAT 2, and Mini- Assessment data with students during designated data chat dates to ensure students are monitoring their progress.	Printout assessments for all students. FAIR Assessments
2	Lack of implementation of benchmarks in daily lessons across the curriculum.	Content Area teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Reading Coach	When visiting content area classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks	Assessments will be disaggregated by content area teachers to determine the effectiveness or reading benchmark instruction in the classroom.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By May 2013, 65% (7) students that take the Florida Alternate Assessment will achieve learning gains on the Reading Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (5)	65% (7)

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
	Insufficient time to target individual needs which include medical, cognitive, emotional,	Plan to target each student areas of weakness and individualize the lesson to	Principal, Assistant Principal, Classroom Teacher, Coach &	Lesson plans will be monitored on a weekly basis.	Weekly assessment, informal evaluations, parent

1	behavioral and communication.	increase student comprehension and increase learning	ESE Specialist	The SVE Teacher will review student informal assessment data and design and implement specific goals to achieve mastery.	input and weekly progress chart.
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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 reading. Reading Goal #4:	In grades 6 – 8 71%, (138) of students in lowest 25% will demonstrate learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (132)	71% (138)

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	Showing large increase in student's ability to reach reading level required grade level reading.	Level 1 and Level 2 students with a Fluency level of 120 or below will be placed in a 90 minute reading block.	Principal, Assistant Principal, and Reading Coach	Review Mini- Assessment data to ensure teachers are assessing students Quarterly data chats with teachers to discuss student progress.	FAIR test three times a year as a pre, mid and post test to assess progress.
2	Ability to share strategies that will assist with specific groups of low achieving students.	Teachers will participate in various PLC meetings to learn BEEP, RTI model, reading strategies such as 9 High Yield strategies, Think Alouds, Thinking Maps/graphic organizers, etc.	Reading Coach, Leadership team, Classroom teachers	CWT feedback, Leadership Team meetings, student work samples, FAIR, student work samples BEEP and BAT results.	Student work samples BEEP and BAT results
3	Lack of time to Integrate multi-disciplinary approaches to increase student's ability.	Teachers will integrate Technology as a tool to enhance student learning, i.e. the Internet, multimedia projects, FCAT Explorer, etc.	Instructional Technology Coach, Reading Coach, Leadership team, classroom teachers	Student work samples and CWT	Student work samples

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 #					
	By 2016-2017, students in grades 6-8 will reduce their achievement gap by 50%, from 56% mastery to 74% mastery.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	63	67	71	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012 all subgroups, White, Black, Hispanic, Asian, American Indian will achieve AYP in grades 6– 8
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 69% (95) Black: 56% (214) Hispanic: 68% (154)	White: 73% (137) Black: 61% (382) Hispanic: 72% (225)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of appropriate materials that will effectively target all subgroups and meet their needs so learning gains can be made by all groups	Team, Reading Coach and Administration review materials used by all reading classes to ensure they are most effective for all sub groups. If necessary use extra resources for various sub groups such as students with disabilities and ELLs	Administration, Reading Coach, ESE department head.	Observation during CWTs, portfolio samples and scores from weekly tests.	Test scores and work samples including responses to comprehension questions from classroom work

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:	46% (29) of ELL students scored Level 3 and above on the 2001 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (28) of ELL students scored Level 3 and above	46% (29) of ELL students scored Level 3 and above

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.Expanding comprehension ability of ELLs to levels necessary to mastery higher order thinking questions.	All ELLs will use technology to gradually increase comprehension via increasingly difficult comprehension reading programs, such as FCAT Explorer and other programs on Florida teaching websites.	Adminstration, Reading Coach and classroom teachers.	Observation of students on computers and reports generated to denote progress.	Score on assessments at end of each area of program.

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:	41% (40) Students with disability will improve to make AYP in the area of Reading.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
34% (34)			41% (104)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities are several levels below the required grade level.	Assessment data will be used to determine which supplemental program will be used to assist SWD. ESE teachers will meet monthly with reading dept. to align materials and strategies. Areas of need will be discussed based on current assessments of SWD and modifications will be made with research based ESE programs. Students will be enrolled in FCAT Camp	ESE Specialist and Asst. Princ and Reading Coach	Students will be evaluated twice monthly to determine if progress is being made with strategies and programs used in classroom. General Educator (teacher) will meet with ESE Support Facilitator weekly to make and carry out strategies to assist students' weakness	End of section tests and mini benchmark assessments.
2	Determining correct programs to increase achievement.	Meet with district reading dept and discuss best programs for students which county is using to assist students with disabilities.	Administration, ESE department head, Reading Coach.	Periodic assessments included in reading programs	Assessments given by publisher and mini benchmarks

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	64% (405) Students that are Economically disadvantaged will achieve learning gains on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (380)	64% (405)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of appropriate curriculum/materials to ensure economically disadvantaged students make satisfactory progress in reading.	PLC meetings to share best strategies for these students. Materials that are inviting and promoted desire to read will be shared with reading teachers	Administration, reading coach, teachers	Scores achieved on chapter tests of current reading materials for class	Weekly tests, BAT I and II Assessments

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infusing technology into reading curriculum to increase student achievement. Focus on improving strands such as main idea, reference and research and other strands,	6 – 8 Reading Using county and state reading sites to increase student's ability.	Media Specialist, Reading Coach, Technology support faculty. Reading Coach, Department Leaders	Reading Team, ESE support and teachers and content area teachers	Early Release or department meetings	Student reports from FCAT Explorer, FCAT Focus, and FAIR	Administration, LLT Members, Reading Coach
Transitioning to the Common Core Standards	6 – 8 Reading Teachers	Reading Coach, Technology support faculty, LLT Members	All content area teachers and ESE support members	Early Release or Department PLCs	Teacher lesson plans and Classroom Wlakhthroughs	Administration, LLT Members, Reading Coach
Marzano Effective Teaching Strategies	6 – 8 Reading Teachers	Reading Coach, Technology support faculty, LLT Members	All content area teachers and ESE support members	Early Release or Department PLCs	Teacher lesson plans and Classroom Wlakhthroughs	Administration, LLT Members, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities	FCAT Camp	FTE/ACCT Funds	\$3,000.00
Novel-based Learning	Purchase Novels	FTE/Acct/Funds	\$2,000.00
Extended Learning	Transportation	FTE/Acct/Funds	\$2,000.00
			Subtotal: \$7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Tech. Integraton	Software upgrades	FTE/Acct Funds	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Learning Communities	Substitute Teachers/Release time	Title I	\$1,000.00
Teacher Training	Materials/Release time	Title I	\$3,500.00
			Subtotal: \$4,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Motivation	FCAT Incentives	FTE/Title I/Acct. Funds	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$16,500.00

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:		100% of ELL students will be proficient in listening and speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
58% (26)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent attendance due to students being transient throughout the year.	ELLs are language-tested twice a year in order to monitor growth in English. Students who are classified A1 and A2 are part of an ESOL-specific reading/language class. Differentiated instruction will be implemented in response to student gaps in learning.	Monitoring is done by Administration with the ESOL Coordinator using a district-wide database system further monitored by the ESOL Department of the District.	The Idea Proficiency Test by Ballard & Tighe is used to determine growth throughout the year. The Comprehensive English Language Learner Assessment and FCAT reading scores measure the strategy.	The IPT and CELLA are, in themselves, the evaluation tools along with basic classroom grades and informal assessment
2	Non-use of English by new ELL's	Students will be placed in an English-learning/class and be required to respond in English in all other classes Students are able to use language dictionary to assist in translations Students are paired in classes with other students who speak same language	Teacher of DLA class, administration, all other teachers	School grades, IPT, CELLA, informal teacher assessment, basic curriculum assessments.	School grades, IPT, CELLA, informal teacher assessment, basic curriculum assessments.

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:		By June 2013, 100% of ELL students present for the full school year will increase CELLA reading scores by one level			
2012 Current Percent of Students Proficient in reading:					
29% (13)					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to score at a proficient reading level on FCAT due to language barrier.	Students will be placed in reading/language specific class focusing on learning English orally while increasing level-appropriate reading .	All school personnel and the student him/herself., ESOL Coordinator, Reading Coach, Core teachers.	School grades, IPT, CELLA, informal teacher assessment, basic curriculum assessments.	School grades, IPT, CELLA, informal teacher assessment, basic curriculum assessments
2	Limited use of English due to lack of exposure from prior experience.	Students will be given high amounts of oral reading in DLA (ESOL) class including English conversation.	All school personnel and the student him/herself.	All school personnel and the student him/herself.	All school personnel and the student him/herself.
3	Deficient English vocabulary	Students will use translation dictionaries. Students pairing up, differentiated instruction to meet individual student needs.	ESOL Coordinator, Core curriculum teachers	All instructional personnel per ELL.	School grades, IPT, CELLA, informal teacher assessment, basic curriculum

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 100% of all ELL students present for the full school year will increase their writing level by at least one level

2012 Current Percent of Students Proficient in writing:

23%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to writing in the english language	Students in all classes will have paired partners, translation dictionaries or small groups for support in writing to expedite use of English writing.	All direct instructional personal for each ELL student, ESOL coordinator and LA teachee	All direct instructional personal for each ELL student. Monthly writing prompt through LA.	School grades, IPT, CELLA, informal teacher assessment, basic curriculum assessment and FCAT Writing test.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase additional dictionaries for various languages	School budget	FTE/Budget	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Purchase and upgrade computers and software	School budget	FTE/BASIC	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,500.00

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:	By May 2013, 35% (278) of 6-8 grade students will score at Achievement Level 3 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (198)	35% (278)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure/ knowledge of relevant mathematical vocabulary concepts.	Teachers will include Vocabulary development strategies in lessons (ie. Word walls). Teachers will enforce the use of mathematical terms when students are answering word problems using RAP3 (RAP3=Restate the question; Answer the question; Prove with 3 details). Mathematical concepts will be incorporated in the school-wide Word of the Day (W.O.D.).	Principal, Assistant Principal, Mathematics Department Chair	Math classrooms will have active word walls incorporating mathematical concepts from the Word of the Day. Student work samples will show activities that reinforce vocabulary. Student RAP3 samples will include appropriate math vocabulary.	District monthly Mini- Benchmark Assessments FCAT Focus Assessments I- Observation Snapshot data on methods of instruction Weekly W.O.D. Quizzes
2	Lack of ability to solve sequential multi- step and/or higher order questions/problems.	Teachers will implement written sequential steps. Teachers will implement higher order questioning in their daily lessons. Teachers will use I do, We do, You do method. Teachers will use modeling and/or cooperative learning to assist students with answering higher-level questions.	Principal, Assistant Principal, Mathematics Department Chair	Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments. Data chats will be conducted with department on a quarterly basis with administration to assess the level of effectiveness. Lesson plans will be monitored on a monthly basis to ensure implementation of higher order questioning and sequential multi-step problems.	Bi-weekly/ Monthly Mini- Benchmark Assessments FCAT Focus Assessments I- Observation Snapshot data on methods of instruction
	Lack of exposure to rigorous curriculum and Math Practice strategies	Teachers will incorporate higher order questioning in their daily lessons.	Principal, Assistant Principal,	Samples of student work will reflect rigorous higher order application.	Student work samples

3	in preparation for the Common Core Standards.	All students will participate in a grade level inquiry-based STEM project. Teachers will implement inquiry-based activities. During PLCs teachers will collaborate to plan rigorous lessons incorporating Common Core Standards and Math Practices.	Mathematics Department Chair	Rigorous learning goals and activities will be identified in teacher lesson plans.	Common assessments tied to Next Generation Math Standards administered bi-weekly I- Observation Snapshot data
4	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of the NGSSS requirements.	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills. During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed. Extended Learning Opportunities will be provided through FCAT Camp and the Math Club. Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, Edmodo, etc.).	Principal, Assistant Principal, Mathematics Department Chair	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and relevant homework assignments. The progress of students participating in ELOs will be monitored.	Bi-weekly/ Monthly Mini-Benchmark Assessments Quarterly common assessments FCAT Focus Assessments Assessment/ progress reports from the various technology resources FCAT results

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:	By May 2013, 35% (4) of students taking the Florida Alternative Assessment will score a level 4,5,and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (6)	35% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students possess a large range of cognitive ability and communication skills.	The teacher will implement ESE modifications and strategies to effectively increase student achievement. The teacher will differentiate instruction to meet individual student needs.	Principal, Assistant Principal, ESE Specialist and SVE teacher	Lesson plans will be reviewed during Classroom Walkthroughs and conferencing.	IEP, Diagnosis Assessment of Reading (DAR), Wilson, Rewards, view current goals and informal assessments to monitor progress. FAA Results
	Limited use of	Increase use of	Principal, Assistant	Quarterly data chats with	I-Observation

2	manipulatives.	manipulatives in instruction and practice.	Principal, ESE Specialist	SVE teacher, ESE Specialist and Assistant Principals to monitor student growth as compared to previous years. CWTs conducted by the ESE Specialist, Assistant Principal and Principal. Review of lesson plans and progress reports based on individual student IEPs.	Snapshot Oral and written quizzes, formal and informal teacher created assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By May 2013, 33% (262) of 6-8 grade students will score at or above Achievement Level 4 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (188)	33% (262)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of emphasis and reinforcement of reading and writing strategies in solving word problems.	Teacher professional development on the implementation of reading and writing strategies as it applies to math word problems. Weekly implementation of school wide RAP3 process for answering word problems (RAP3 stands for: Restate the question, Answer the question, Prove with 3 details).	Reading Coach, Mathematics Department Chair, Principal Assistant Principal	Samples of student work will reflect the use of the RAP3 strategy.	Weekly student tasks and assessments requiring responses in RAP3 form reviewed by the teacher.
2	Lack of exposure to rigorous curriculum and Math Practice strategies in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning and discovery learning in their daily lessons. All students will participate in a grade level inquiry-based STEM project. During PLCs teachers will collaborate to plan rigorous lessons incorporating NGSSS, Common Core Standards and Math Practices.	Mathematics Department Chairs, Principal, Assistant Principal	Samples of student work will reflect rigorous higher order application. Rigorous learning goals and activities involving applicable Math Practices will be identified in teacher lesson plans.	Student work samples Common assessments incorporating higher order thinking concepts I-Observation Snapshot data
	Lack of exposure/knowledge of relevant mathematical vocabulary concepts.	Teachers will include Vocabulary development strategies in lessons (ie. Word walls).	Mathematics Department Chairs, Principal, Assistant Principal	Math classrooms will have active word walls incorporating mathematical concepts from the Word of the Day	Bi-weekly/ monthly Mini- Benchmark Assessments FCAT Focus

3		Teachers will enforce the use of mathematical terms when students are answering word problems using RAP3. Mathematical concepts will be incorporated in the school-wide Word of the Day (W.O.D.).		(W.O.D.) Student work samples will show activities that reinforce vocabulary. Student RAP3 samples will include appropriate math vocabulary.	Assessments Assessment reports from Gizmos, First in Math (Know and Show) and FCAT Explorer I- Observation Snapshot data on methods of instruction
4	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of the NGSSS requirements.	Teachers will regularly assign homework to provide students with additional practice on specific skills During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed Extended Learning Opportunities will be provided through FCAT Camp, EOC Camp, and the Math Club Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, Edmodo, etc.).	Mathematics Department Chairs, Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide	Bi-weekly/ monthly Mini-Benchmark Assessments Quarterly common assessments Assessment/ progress reports from the various technology resources FCAT results

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:	By May 2013, 65% (7) of students taking the Florida Alternative Assessment will score at or above Achievement Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (5)	65% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may be entering with a variety of behavioral and academic levels that may impede their learning.	Comprehensive behavioral and academic plan that will target the areas of need.	Principal, Assistant Principal, SVE Teacher, ESE Specialist, & Reading Coach	SVE Teacher will use informal assessment to ensure students will report the students' progress.	IEP, Progress Report, and weekly data collection
2					

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:		By May 2013, 70% (556) of the students will make learning gains in mathematics			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
62% (446)		70% (556)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure/knowledge of relevant mathematical vocabulary concepts.	Teachers will include Vocabulary development strategies in lessons (ie. Word walls). Teachers will enforce the use of mathematical terms when students are answering word problems using RAP3. Mathematical concepts will be incorporated in the school-wide Word of the Day (W.O.D.).	Mathematics Department Chairs, Principal, Assistant Principal	Math classrooms will have active word walls. Student work samples will show vocabulary activities and reinforcement of vocabulary. Student samples of RAP3 will include math vocabulary appropriate to the question.	District monthly Mini- Benchmark Assessments FCAT Focus Assessments I- Observation Snapshot data Weekly W.O.D. Quizzes
2	Gaps in prerequisite and foundational skills required to attain proficiency with the Next Generation Sunshine State Standards (NGSSS).	Teachers will utilize spiraling techniques throughout their daily lessons to reinforce prerequisite and weak foundational skills determined by diagnostic and common assessments administered throughout the school year. Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).	Mathematics Department Chairs, Principal, Assistant Principal	Spiraling techniques will be identified within the lesson plans. Quarterly data chats between teachers and administration and teachers and students will be conducted	Mini-Benchmark Assessments District Benchmark Assessments Quarterly common assessments Teacher made Pre/Post Tests District administered Benchmark Assessment Test Assessment/ progress reports from the various technology resources FCAT results
3	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of the NGSSS requirements.	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills. During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed. Extended Learning Opportunities will be provided through FCAT Camp, EOC Camp, and the Math Club.	Mathematics Department Chairs, Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.	Bi-weekly/ Monthly Mini-Benchmark Assessments Quarterly common assessments Assessment/ progress reports from the various technology resources FCAT results

		Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).			
4	Lack of assistance at home with math assignments due to parents' lack of knowledge of mathematical skills, strategies and resources.	Provide parents with strategies and resources they may use to assist students during Math Family Unity Night (F.U.N.) Teachers will develop and post class assignments and tutoring information via the internet using EdModo and various internet based educational tools and resources.	Mathematics Department Chairs, Principal, Assistant Principal	Maintain a record of students participating in F.U.N. and monitor student progress.	Parent Sign-in Sheets from F.U.N. Student work samples Bi-weekly and/Monthly Mini-Benchmark Assessments Quarterly Common Assessments
5					

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:	By May 2013, 90% (10) of students taking the Florida Alternative Assessment will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (7)	90% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient time to target individual needs which include medical, cognitive, emotional, behavioral and communication.	Plan to target each student areas of weakness and individualize the lesson to increase student comprehension and increase learning	Principal, Assistant Principal, Classroom Teacher, Coach & ESE Specialist	Lesson plans will be monitored on a weekly basis. The SVE Teacher will review student informal assessment data and design and implement specific goals to achieve mastery.	Weekly assessment, informal evaluations, parent input and weekly progress chart.

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:	By May 2013, 60% of 6-8 students in the lowest 25% will make learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (94)

60%

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	Gaps in prerequisite and foundational skills required to attain proficiency with the Next Generation Sunshine State Standards (NGSSS).	<p>Teachers will utilize spiraling techniques throughout their daily lessons to reinforce prerequisite and weak foundational skills determined by diagnostic and common assessments administered throughout the school year.</p> <p>Students will participate in pull-out sessions to reinforce foundational skills.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>	Mathematics Department Chairs, Principal, Assistant Principal	<p>Spiraling techniques will be identified within the lesson plans.</p> <p>Quarterly data chats between teachers and administration and teachers and students will be conducted.</p>	<p>Mini-Benchmark Assessments</p> <p>District Benchmark Assessments</p> <p>Quarterly assessments</p> <p>Teacher made Pre/Post Tests</p> <p>District administered Benchmark Assessment Test</p> <p>Assessment/ progress reports from the various technology resources</p> <p>FCAT results</p>
2	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of the NGSSS requirements.	<p>Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through FCAT Camp and the Math Club.</p> <p>Students will participate in pull-out sessions to reinforce foundational skills.</p>	Mathematics Department Chairs, Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.	<p>Bi-weekly/ Monthly Mini-Benchmark Assessments</p> <p>Quarterly common assessments</p> <p>FCAT results</p>
3	Lack of knowledge of relevant mathematical vocabulary concepts.	<p>Teachers will include vocabulary development strategies in lessons (ie. Word walls).</p> <p>Mathematical concepts will be incorporated in the school-wide Word of the Day.</p>	Mathematics Department Chairs, Principal, Assistant Principal	<p>Math classrooms will have active word walls incorporating mathematical concepts from the Word of the Day.</p> <p>Student work samples will show activities that reinforce vocabulary.</p> <p>Student RAP3 samples will include appropriate math vocabulary.</p>	<p>Bi-weekly/ Monthly Mini- Benchmark Assessments</p> <p>FCAT Focus Assessments</p> <p>I-Observation Snapshot data on methods of instruction</p> <p>Quarterly common assessments</p> <p>FCAT results</p>
	Lack of assistance at home with math assignments due to	Provide parents with strategies and resources they may use to assist	Mathematics Department Chairs, Principal, Assistant	Maintain a record of students participating in F.U.N. and monitor	Student work samples

4	parents' lack of knowledge of mathematical skills, strategies and resources.	students during Math Family Unity Night (F.U.N.). Teachers will develop and post class assignments and information via the internet using Edmodo and various internet based educational tools and resources.	Principal	student progress Parent Sign-in Sheets from F.U.N.	Bi-weekly and/Monthly Mini-Benchmark Assessments Quarterly common Assessments FCAT results
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # By 2016-2017, students in grades 6-8 will reduce their achievement gap by 50%, from 53% mastery to 73% mastery, 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By May 2013, 66%(89) White, 63%(241) Black, and 70% (159) Hispanic subgroups will make satisfactory progress in mathematics				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
The current level of students NOT making satisfactory progress for each subgroup by ethnicity is as follows: White: 39% (53); Black 51% (173); and Hispanic 50% (112)	The expected levels of proficiency for each ethnic subgroup is as follows: White: 66% (89); Black: 63% (241); Hispanic 70% (159)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in prerequisite and foundational skills required to attain proficiency with the Next Generation Sunshine State Standards (NGSSS).	Teachers will utilize spiraling techniques throughout their daily lessons to reinforce prerequisite and weak foundational skills determined by diagnostic and common assessments administered throughout the school year.	Mathematics Department Chairs, Principal, Assistant Principal	Spiraling techniques will be identified within the lesson plans. Quarterly data chats between teachers and administration and between teachers and students will be conducted.	Bi-weekly/ Monthly Mini-Benchmark Assessments District Benchmark Assessments Quarterly common assessments FCAT Results
2	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of the NGSSS requirements.	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills. During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed. Extended Learning	Mathematics Department Chairs, Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.	Bi-weekly/ Monthly Mini-Benchmark Assessments Quarterly common assessments

		Opportunities will be provided through FCAT Camp and the Math Club.			
3	Lack of ability to solve sequential multi- step and/or higher order questions/problems Teachers will implement written sequential steps.	Teachers will implement higher order questioning in their daily lessons. Teachers will use I do, We do, You do method. Teachers will use modeling and/or cooperative learning to assist students with answering higher-level questions.	Mathematics Department Chairs, Principal, Assistant Principal	Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments. Data chats will be conducted with department on a quarterly basis with administration to assess the level of effectiveness. Lesson plans will be monitored on a monthly basis to ensure implementation of higher order questioning and sequential multi-step problems.	FCAT Focus Assessments Assessment reports from Gizmos FCAT Explorer I- Observation Snapshot data on methods of instruction

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:		By May 2013, 25% (43) of students in the ELL subgroup will make satisfactory progress in mathematics			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86% (26) did NOT make satisfactory progress in mathematics		25% (43) will make progress			
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	Multiple language barriers make it difficult for teachers to communicate with students who do not have a command of the English language.	Professional Development for teachers on implementing ELL strategies Support from ELL Facilitator and consistent implementation of ELL strategies	ELL Coordinator, Principal Assistant Principal, Math Department Chair	Teacher lesson plans will reflect ELL strategies Classroom Walkthroughs will reflect the use of ELL strategies	I-Observation Snapshot
2	Lack of access to materials and resources in all students' native language.	Implementation of peer mentoring Teachers will use modeling and/or cooperative learning to facilitate student achievement	ELL Coordinator, Mathematics Department Chair, Principal, Assistant Principal	Classroom teachers will provide feedback and reports on student progress in language fluency and comprehension	I-Observation Snapshot District Benchmark Assessments FCAT results

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.	By May 2012, 25% (32) of Students with Disabilities (SWD) WILL make satisfactory progress in mathematics
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Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (72) did NOT make satisfactory progress in mathematics	25% (32) WILL make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to differentiated instructional techniques.	Teachers will receive professional development on differentiated instruction techniques. Differentiated instruction techniques will be infused into teachers' daily lessons.	Mathematics Department Chair, Principal, Assistant Principal	Teacher lesson plans will reflect differentiated instruction techniques.	Student work samples Bi-weekly/ Monthly Mini-Benchmark Assessments Quarterly common assessments FCAT results
2	Lack of assistance with at home with math assignments due to parents' lack of knowledge of mathematical skills, strategies and resources.	Provide parents with strategies and resources they may use to assist students during Math Family Unity Night (F.U.N.). Teachers will develop and post class assignments and information via the internet using EdModo and various internet based educational tools and resources.	Mathematics Department Chair, Principal, Assistant Principal	Maintain a record of students participating in F.U.N. and monitor student progress.	Parent Sign-in Sheets from F.U.N. Student work samples Bi-weekly and/Monthly Mini-Benchmark Assessments Quarterly Common Assessments FCAT results
3	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of the NGSSS requirements	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed Extended Learning Opportunities will be provided through FCAT Camp and the Math Club Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).	Mathematics Department Chairs, Principal, Assistant Principal, ESE Specialist, ESE Facilitator	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide	Bi-weekly/ Monthly Mini-Benchmark Assessments Quarterly common assessments Assessment/ progress reports from the various technology resources FCAT results
	Gaps in prerequisite and foundational skills required to attain proficiency with the Next Generation Sunshine State Standards (NGSSS).	Teachers will utilize spiraling techniques throughout their daily lessons to reinforce the weak foundational skills determined by diagnostic tests, BAT I, BAT II and various teacher created	Mathematics Department Chairs, Principal, Assistant Principal, ESE Specialist, ESE Facilitator	The spiraling techniques will be identified within the lesson plans and observed during CWTs	Bi-weekly/ Monthly Mini-Benchmark Assessments District Benchmark Assessment Test Quarterly common

4		<p>assessments throughout the school year</p> <p>Students will participate in pull-out sessions to reinforce foundational skills</p> <p>Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>		<p>assessments Teacher made Pre/Post Tests</p> <p>District administered Benchmark Assessment</p> <p>Assessment/ progress reports from the various technology resources</p>
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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:

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>By May 2012, 65% (411) of students in the economically disadvantaged subgroup will make satisfactory progress in mathematics</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>52% (369) of the students in the economically disadvantaged subgroup were proficient</p>	<p>58% (369) of the students in the economically disadvantaged subgroup were proficient</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>Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of the NGSSS requirements.</p>	<p>Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through FCAT Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>	<p>Mathematics Department Chairs, Principal, Assistant Principal</p>	<p>Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.</p>	<p>Bi-weekly/Monthly Mini-Benchmark Assessments</p> <p>District Benchmark Assessments</p> <p>Quarterly common assessments</p> <p>Teacher made Pre/Post Tests</p> <p>District administered Benchmark Assessment Test</p> <p>Assessment/progress reports from the various technology resources</p>
2	<p>Lack of ability to solve sequential multi- step and/or higher order questions/problems Teachers will implement written sequential steps.</p>	<p>Teachers will implement higher order question in their daily lessons.</p> <p>Teachers will use I do, We do, You do method.</p> <p>Teachers will use modeling and/or cooperative learning to assist students with answering higher-level</p>	<p>Mathematics Department Chairs, Principal, Assistant Principal</p>	<p>Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments.</p> <p>Data chats will be conducted with department on a quarterly basis with</p>	<p>FCAT Focus Assessments</p> <p>Assessment reports from Gizmos and FCAT Explorer</p> <p>I- Observation Snapshot data on methods of instruction</p>

		questions.		administration to assess the level of effectiveness. Lesson plans will be monitored on a monthly basis to ensure implementation of higher order questioning and sequential multi-step problems.	
3	Lack of assistance with at home with math assignments due to parents' lack of knowledge of mathematical skills, strategies and resources.	Provide parents with strategies and resources they may use to assist students during Math Family Unity Night (F.U.N.). Teachers will develop and post class assignments and information via the internet using EdModo and various internet based educational tools and resources.	Mathematics Department Chairs, Principal, Assistant Principal	Maintain a record of students participating in F.U.N. and monitor student progress Parent Sign-in Sheets from F.U.N.	Student work samples Bi-weekly and/Monthly Mini-Benchmark Assessments Quarterly Common Assessments

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:	By May 2013, 30% of 7-8 grade students taking the Algebra EOC will score at Achievement Level 3 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (33)	30% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous Algebra I curriculum and Math Practice strategies.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM project. During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and Math Practices.	Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal	Samples of student work will reflect rigorous higher order application. Rigorous algebraic learning goals and activities will be identified in teacher lesson plans.	Common assessments and quizzes District Algebra I Benchmark Assessment Tests Algebra I EOC results
	Lack of time on task based on the recommendations of the	Teachers will regularly assign relevant homework to provide	Mathematics Department Chairs, Algebra Teachers	Teacher lesson plans will reflect the appropriate adjustments to the	Common assessments/quizzes

2	current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of standards for Algebra I.	<p>students with additional practice on specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>	Principal, Assistant Principal	<p>pacing guide and relevant homework assignments.</p> <p>The progress of students participating in ELOs will be monitored.</p>	<p>Assessment/ progress reports from the various technology resources</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
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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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By May 2013, 70% of students taking the Algebra EOC will score at or above Achievement Level 4 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (53)	70% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of standards for Algebra I.	<p>Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>	Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal	<p>Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.</p> <p>The progress of students participating in ELOs will be monitored.</p>	<p>Common assessments/quizzes</p> <p>Assessment/ progress reports from the various technology resources</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
	Lack of exposure to rigorous curriculum and Math Practice strategies.	Teachers will incorporate higher order questioning in their daily lessons.	Department Chairs, Algebra Teachers Principal, Assistant Principal	Samples of student work will reflect rigorous higher order application.	<p>Common assessments/quizzes</p> <p>District Algebra I</p>

2	<p>All students will participate in a grade level inquiry-based STEM project.</p> <p>During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and Math Practices.</p>	<p>Rigorous algebraic learning goals and activities will be identified in teacher lesson plans.</p>	<p>Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # By the 2016-2017 school year, students taking the Algebra EOC will reduce their achievement gap by 50%, from 98% to 100% proficiency on the Algebra EOC.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	98	100	100	100	100	

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:	By May 2013, 100% of students in each ethnic subgroup will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2.6% (1) within the Black ethnic subgroup did NOT make satisfactory progress in Algebra.	100% ()

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous Algebra I curriculum and Math Practice strategies.	<p>Teachers will incorporate higher order questioning in their daily lessons.</p> <p>All students will participate in a grade level inquiry-based STEM project.</p> <p>During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and Math Practices Mathematics.</p>	Department Chairs, Algebra Teachers Principal, Assistant Principal	<p>Samples of student work will reflect rigorous higher order application.</p> <p>Rigorous algebraic learning goals and activities will be identified in teacher lesson plans.</p>	<p>Common assessments/ quizzes</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC).	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.	Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and relevant homework assignments.	Common assessments/ quizzes Assessment/

2	Students may not receive ample instructional time to cover all of standards for Algebra I.	<p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. River Deep, Destination Math, Khanacademy.org, Quia, Edmodo, etc.).</p>	The progress of students participating in ELOs will be monitored.	<p>progress reports from the various technology resources</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
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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:	By May 2013, 100% of ELL students will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous curriculum and Math Practice strategies.	<p>Teachers will incorporate higher order questioning in their daily lessons.</p> <p>All students will participate in a grade level inquiry-based STEM project.</p> <p>During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and Math Practices.</p>	<p>Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal</p>	<p>Rigorous algebraic learning goals and activities will be identified in teacher lesson plans.</p> <p>Samples of student work will reflect rigorous higher order application.</p>	<p>Common assessments and quizzes</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
2	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of standards for Algebra I.	<p>Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning</p>	<p>Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal</p>	<p>Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and relevant homework assignments.</p> <p>The progress of students participating in ELOs will be monitored.</p>	<p>Common assessments/quizzes</p> <p>Assessment/progress reports from the various technology resources</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC</p>

	<p>Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>		results
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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:

<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3D:</p>	<p>By May 2013, 100% of Students with Disabilities (SWD) students will make satisfactory progress in Algebra.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>n/a</p>	<p>100%</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>Lack of exposure to rigorous Algebra I curriculum and Math Practice strategies.</p>	<p>Teachers will incorporate higher order questioning in their daily lessons.</p> <p>All students will participate in a grade level inquiry-based STEM project.</p> <p>During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and Math Practices.</p>	<p>Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal</p>	<p>Samples of student work will reflect rigorous higher order application.</p> <p>Rigorous algebraic learning goals and activities will be identified in teacher lesson plans.</p>	<p>Common assessments and quizzes</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
2	<p>Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of standards for Algebra I.</p>	<p>Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. River Deep, Destination Math, Khanacademy.org, Quia,</p>	<p>Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal</p>	<p>Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.</p> <p>The progress of students participating in ELOs will be monitored.</p>	<p>Common assessments/quizzes</p> <p>Assessment/progress reports from the various technology resources</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</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:

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

By May 2013, 100% of Economically Disadvantaged students will make satisfactory progress in Algebra.

Algebra Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

1.6% (1)

100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous curriculum and Math Practice strategies.	<p>Teachers will incorporate higher order questioning in their daily lessons.</p> <p>All students will participate in a grade level inquiry-based STEM project.</p> <p>During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and Math Practices.</p>	Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal	<p>Samples of student work will reflect rigorous higher order application.</p> <p>Rigorous algebraic learning goals and activities will be identified in teacher lesson plans.</p>	<p>Common assessments and quizzes</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>
2	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of standards for Algebra I.	<p>Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. FCAT Focus, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>	Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal	<p>Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and relevant homework assignments.</p> <p>The progress of students participating in ELOs will be monitored.</p>	<p>Common assessments/quizzes</p> <p>Assessment/progress reports from the various technology resources</p> <p>District Algebra I Benchmark Assessment Tests</p> <p>Algebra I EOC results</p>

* 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:	By May 2013, 35% (7) of students enrolled in Geometry will score at Achievement Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (7)	35% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous Geometry curriculum and Math Practice strategies.	Teachers will incorporate higher order questioning and inquiry based activities into their daily lessons. All students will participate in a grade level inquiry-based STEM project. During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order geometry concepts, Common Core Standards and Math Practices.	Mathematics Department Chair, Geometry Teacher, Principal, Assistant Principal,	Rigorous learning goals and activities will be identified in teacher lesson plans. Samples of student work will reflect rigorous higher order application.	District Geometry Benchmark Assessment Geometry EOC
2	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC).	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills. During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed. Extended Learning Opportunities will be provided through EOC Camp and the Math Club. Teachers and students will utilize supplemental technology resources (i.e. Geogebra, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).	Geometry Mathematics Department Chairs, Algebra Teachers Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework. The progress of students participating in ELOs will be monitored.	District Geometry Benchmark Assessment Geometry EOC Common assessments/quizzes Assessment/ progress reports from the various technology resources

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:	By May 2013, 65% (13) of students enrolled in Geometry will score at or above Level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (11)	65% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous geometry curriculum and Math Practice strategies	Teachers will incorporate higher order questioning and inquiry based activities in their daily lessons All students will participate in a grade level inquiry-based STEM 4th quarter project During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and Math Practices	Mathematics Department Chairs, Geometry Teachers Principal, Assistant Principal	Samples of student work will reflect rigorous higher order application Rigorous algebraic learning goals and activities will be identified in teacher lesson plans	District Geometry Benchmark Assessment Tests Geometry EOC
2	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC).	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills. During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed. Extended Learning Opportunities will be provided through EOC Camp and the Math Club. Teachers and students will utilize supplemental technology resources (i.e. Geogebra, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).	Mathematics Department Chairs, Geometry Teachers Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework. The progress of students participating in ELOs will be monitored.	District Geometry Benchmark Assessment Geometry EOC Common assessments/quizzes Assessment/ progress reports from the various technology resources

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

3A. Ambitious but Achievable Annual Measurable Objectives

Geometry Goal #

By the 2016-2017 school year, 100% of students taking the



(AMOs). In six year school will reduce their achievement gap by 50%.	3A : Geometry EOC will be proficient.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	

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:	By May 2013, 100% of students in all ethnic subgroups will make satisfactory progress in Geometry.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	100% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample instructional time to cover all of standards for Geometry.	Teachers will regularly assign relevant homework to provide students with additional practice on specific skills. During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed. Extended Learning Opportunities will be provided through EOC Camp and the Math Club. Teachers and students will utilize supplemental technology resources (i.e. Geogebra, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).	Mathematics Department Chairs, Geometry Teacher, Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.	District Geometry Benchmark Assessment Geometry EOC Common assessments/quizzes Assessment/ progress reports from the various technology resources
2	Lack of exposure to rigorous curriculum and Math Practice strategies in preparation Teachers will incorporate higher order questioning in their daily lessons.	All students will participate in a grade level inquiry-based STEM project. During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order algebraic concepts, Common Core Standards and	Department Chairs, Geometry Teacher, Principal, Assistant Principal	Samples of student work will reflect rigorous higher order application. Rigorous geometry learning goals and activities will be identified in teacher lesson plans.	District Geometry Benchmark Assessment Geometry EOC

	Math Practices Mathematics.			
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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 Geometry. Geometry Goal #3C:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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:	By May 2013, 100% (1) of Students with Disabilities (SWD) will make satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	100% (1) will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous curriculum and Math Practice strategies in preparation Teachers will incorporate higher order questioning in their daily lessons.	All students will participate in a grade level inquiry-based STEM quarter project. During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order geometry concepts, Common Core Standards and Math Practices Mathematics.	Department Chairs, Geometry Teachers Principal, Assistant Principal	Samples of student work will reflect rigorous higher order application. Rigorous geometry learning goals and activities will be identified in teacher lesson plans.	District Geometry Benchmark Assessments Geometry EOC
	Lack of time on task based on the recommendations of the current Instructional Focus	Teachers will regularly assign relevant homework to provide students with additional practice on	Mathematics Department Chairs, Geometry Teachers Principal,	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and	District Geometry Benchmark Assessment Geometry EOC

2	Calendar (IFC). Students may not receive ample instructional time to cover all of standards for Geometry.	<p>specific skills.</p> <p>During PLCs teachers will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. Geogebra, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.).</p>	Assistant Principal	identify relevant homework.	<p>Common assessments/quizzes</p> <p>Assessment/ progress reports from the various technology resources</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By May 2013, 100% (11) of Economically Disadvantaged students enrolled in Geometry will make satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	100% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to rigorous curriculum and Math Practice strategies in preparation.	<p>Teachers will incorporate higher order questioning in their daily lessons.</p> <p>All students will participate in a grade level inquiry-based STEM project.</p> <p>During PLCs teachers will collaborate to plan rigorous lessons incorporating higher order concepts, Common Core Standards and Math Practices Mathematics.</p>	Mathematics Department Chairs, Geometry Teacher, Principal, Assistant Principal	<p>Samples of student work will reflect rigorous higher order application.</p> <p>Rigorous geometry learning goals and activities will be identified in teacher lesson plans.</p>	<p>District Geometry Benchmark Assessment</p> <p>Geometry EOC</p>
	Lack of time on task based on the recommendations of the current Instructional Focus Calendar (IFC). Students may not receive ample	<p>Teachers will regularly assign relevant homework to provide students with additional practice on specific skills.</p> <p>During PLCs teachers</p>	Mathematics Department Chairs, Geometry Teacher, Principal, Assistant Principal	Teacher lesson plans will reflect the appropriate adjustments to the pacing guide and identify relevant homework.	<p>District Geometry Benchmark Assessment</p> <p>Geometry EOC</p> <p>Common assessments/quizzes</p>

2	instructional time to cover all of standards for Geometry.	<p>will collaborate to adjust IFC pacing so that additional time may be provided for specific skills as needed.</p> <p>Extended Learning Opportunities will be provided through EOC Camp and the Math Club.</p> <p>Teachers and students will utilize supplemental technology resources (i.e. Geogebra, River Deep, Destination Math, Khanacademy.org, Quia, EdModo, etc.)</p>			Assessment/ progress reports from the various technology resources
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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
ER Day 1 – Goal Setting for 2012-13 (Evaluating Student Data & PGP's) ER Day 2 - Reviewing BAT Data ER Day 3 – Crunch Time Calendar Development ER Day 4 – Inquiry Based Instruction	6-8 Math Teachers Principal, Assistant Principal, Science Coach, Science Department Chair, Inservice Facilitator	Mathematics Department Chair, Department members	6-8 Mathematics Teachers	Each Early Release Day 8/2012-6/2013	CWT's, Math Department Chair Logs, Teacher Lesson Plans, Review of student work samples/artifacts	Math Department Chair, Principal, Assistant Principal, Inservice Facilitator
Standards & Benchmarks PLCs: September-Mathematical Practice #1 - Make sense of problems and persevere in solving them. October-Mathematical Practice #2 - Reason abstractly and quantitatively November-Mathematical					CWT's, Math Department Chair	

Practice #3 - Construct viable arguments and critique the reasoning of others. December-Mathematical Practice #4 - Model with mathematics. January-Mathematical Practice #5 - Use appropriate tools strategically. February Mathematical Practice #6 - Attend to precision. March Mathematical Practice #7 - Look for and make use of structure.	6-8 Mathematics Teachers	Mathematics Department Chair, Department members	6-8 Mathematics Teachers	Monthly	Logs, Teacher Lesson Plans, Review of student work samples/artifacts In addition, all math teachers will submit a monthly follow-up activity at the end of the month to be determined by the PD Facilitator. All activities will be collected by the Science Department Chair and submitted at the close of the 2012-2013 school year to the Inservice Facilitator	Math Department Chair, Principal, Assistant Principal, Inservice Facilitator
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effective use of manipulatives	Supplies/Calculators	Title I	\$2,000.00
Extended Learning Opportunities	FCAT & EOC Camp Transportation FCAT & EOC Camp materials and supplies	Title I	\$10,000.00
			Subtotal: \$12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology integration	Software upgrades	FTE/Acct funds	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on Common Core Curriculum and Math Practices.	Trainer fees & Participant stipends	Title I	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Motivation--Provide real world experiences and engage in project based learning	Lab supplies (consumable and non-consumable)	FTE/Title I/District funds	\$1,700.00
			Subtotal: \$1,700.00
			Grand Total: \$19,700.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By May 2013, 39% (110) of 8th grade students will score at Achievement Level 3 on the 2013 FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (88)	39% (110)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of familiarity with the Science Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards (CCSS)	All Science Teachers will initiate hands-on laboratory experiments that adhere to the school-wide lab report template and accompanying rubric at least once per unit using the 7E model and cooperative learning opportunities. Inquiry-based activities and experiments will be garnered from BEEP lesson plans and district-adopted textbook resources as outlined on the district-based curriculum maps. All students will write science lab reports and/or maintain lab journals that include the components of the scientific method. In addition, Labs/activities have been created/selected to follow a rotation schedule for each grade level. This allows the department to target specific benchmarks and ensure hands-on experimentation for all learners.	Principal, Assistant Principal, Science Coach, Science Department Chair	Lesson plans will be developed with fidelity in alliance with the district-based curriculum map, reviewed by the Science Coach and Science Department Chair during CWT's using iObservation, and monitored by the Assistant Principal and Principal. The Science Coach and the Assistant Principal will monitor the student portfolios and journals to ensure lab report samples adhere to the school-wide lab report template. The Science Department will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Progress will be measured using the school-wide lab report template and accompanying rubric. Effectiveness will be determined through portfolio evaluations and results from district-based mini-assessments and teacher-created assessments.
2	Student attendance at FCAT Camp, an afterschool Virtual Learning Opportunity may be limited due to transportation provided by parents, scheduled dates & times, and other school-based extracurricular activities such as clubs and sports.	Provide afterschool and Saturday Virtual Learning Opportunities for 8th grade students that score Level 1 or 2 in Reading & Math. Inquiry-based activities, BEEP lessons, and supplemental reviews from the county-adopted textbook resources that correlate to the	Principal, Assistant Principal, Science Coach, Science Department Chair	During CWT's of the Camp, the Science Coach and Assistant Principal will monitor the proper implementation of the curriculum. Follow-up between the teachers and the Science Coach will occur during designated afterschool meeting times/provided planning time.	Increased scores on the district-based mini-assessments and teacher-created assessments that will be included in each participant's Science journal and/or Science portfolio.

		district-based curriculum map will be utilized to engage learners in the extended virtual learning opportunities.			
3	Student comprehension and utilization of scientific vocabulary may be limited.	All Science teachers will familiarize themselves and orient their students to the Grade 8 Science FCAT 2.0 Glossary and utilize vocabulary strategies so that their students master the list by Spring of their 8th grade school year. Teachers may utilize foldables, graphic organizers, and apply context clues to reinforce vocabulary.	Principal, Assistant Principal, Science Coach, Science Department Chair	The science department will meet bi-monthly to select those vocabulary terms from the FCAT 2.0 Science Glossary that will be targeted. The science department will meet in their Department PLC to select or develop the vocabulary strategies that will best aide in student comprehension and utilization of those terms.	Improvement on the district-based mini-assessments and teacher created assessments that will be a required component of the student's journal and/or Science portfolio.

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:	By May 2013, 27%(3) students that take the Florida Alternate Assessment will score levels 4, 5, and 6 on the science Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	27% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students possess a large range of cognitive ability and communication skills.	The teacher will implement ESE modifications and strategies to effectively increase student achievement. The teacher will differentiate instruction to meet individual student needs.	Principal, Assistant Principal, ESE Specialist and SVE teacher	Lesson plans will be reviewed during Classroom Walkthroughs and conferencing.	IEP, Diagnosis Assessment of Reading (DAR), Wilson, Rewards, view current goals and informal assessments to monitor progress. FAA Results
2	Students lack exposure to hands-on activities and experiments.	SVE teacher with the assistance of paraprofessionals and the Science Coach will increase the use of unique learning curriculum and use of hands-on activities.	Assistance Principal, SVE Teacher, ESE Specialist	The Science Coach will provide suggested activities or experiments and meet to discuss the lessons with the SVE teacher.	The SVE teacher will monitor and record student responses to oral questions and provide documented student samples.
3	Students lack background knowledge and teacher has difficulty accessing their background knowledge.	The SVE teacher will teach vocabulary using all modalities.	Assistance Principal, SVE Teacher, ESE Specialist	The Science Coach will provide suggested lessons and meet to discuss the lessons with the SVE teacher. The SVE teacher will be attend a Science Learning Community at	The SVE teacher will monitor and record student responses to oral questions and provide documented student samples.

				least once per month to develop the vocabulary strategies that will best aide in student comprehension.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By May 2013, 10% (30) of 8th grade students will score at Achievement Level 4 and 5 on the 2013 FCAT 2.0 Science Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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6% (16)	10% (30)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of access to technology, such as the laptop carts, may be difficult to procure as departments and teachers must share. Teachers may need additional training to utilize the equipment effectively.	Provide real-world science experiences and engaging project-based learning opportunities that integrates technology in the science lab classroom, specifically Vernier Probeware and the integration of GIZMOS.	Principal, Assistant Principal, Science Coach	Teachers will integrate technology and scientific process skills to assist students with development of a Science Fair Project that will be due by December 17, 2012. Teachers will provide laboratory experiments that integrates Vernier probeware, a software program that supports data analysis and graph development. During CWT's, the Science Coach will monitor the proper implementation and utilization of probeware.	Improvement on the number of students participating in the Science Fair as well as the quality of projects submitted for competition. Improvement on the district-based mini-assessments and teacher-created assessments that will be a required component of the Science portfolio. Effectiveness will also be measured through observation of correct use and application of probeware.
2	Reviewing, remediating and enriching 6th, 7th and 8th grade benchmarks prior to the 2013 FCAT 2.0 Science Assessment.	All Science teachers (6th, 7th, 8th grades) will vertically, team to align curriculum and implement FCAT style science questions stems by strands as weekly warm-up exercises (DO NOWS).	Principal, Assistant Principal, Science Coach, Science Department Chair	All Science teachers (6th, 7th and 8th grades) will collaborate on lesson plans, model instructional strategies and review the district-based Science curriculum maps during their Department PLC to select or develop those FCAT style science questions that target and adhere to their current content.	Improvement on the district-based mini-assessments and teacher created assessments that will be a required component of the Science portfolio. All science teachers will also ensure that sample responses are placed in the student

					portfolios beginning in 6th grade and continuing to 8th grade to exhibit growth and demonstrate progression.
3	Limited integration and incorporation of higher order thinking skills into daily instruction.	All science teachers will integrate reading comprehension, vocabulary strategies and writing skills within science content. The Science Coach and Science Department Chair will ensure that all Science Teachers are familiar with CCSS including incorporating higher order questioning and thinking skills training into the monthly Standards & Benchmarks PLC. In every science class, emphasis will be placed on supporting the reading and writing calendar. All Science Teachers will incorporate FCAT short response and extended response items in lessons, homework, and assessments to apply scientific and mathematical thinking and writing skills.	Principal, Assistant Principal, Science Coach, Science Department Chair	The department will meet bi-monthly to review the district-based curriculum map and determine those enrichment activities that will be implemented to supplement the SBBC science textbook curriculum. The Science Coach will assist all science teachers in garnering activities that exemplify higher order thinking. In addition, the Science Coach will model, co-teach, observe, and reflect with those science teachers that may need assistance in leading probing discussions with their classes. The Science Coach will conduct iObservation Classroom Walk Throughs to ensure strategy compliance.	Improvement on the district-based mini-assessments and teacher created assessments that will be a required component of the Science portfolio.

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:	By May 2013, 72% (8) students that take the Florida Alternate Assessment will score at or above a level 7 on the science Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4)	72% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may be entering with a variety of behavioral and academic levels that may impede their learning.	Comprehensive behavioral and academic plan that will target the areas of need.	Principal, Assistant Principal, SVE Teacher, ESE Specialist, & Reading Coach	SVE Teacher will use informal assessment to ensure students will report the students' progress.	IEP, Progress Report, and weekly data collection
	Lack of extensive vocabulary background and teacher experience to activate	Increase the use of unique learning curriculum and use of hands-on lessons and	SVE teacher and ESE Specialist	The Science Coach will provide suggested lessons and meet to discuss the lessons	The SVE teacher will monitor and record student responses to oral

2	that knowledge.	laboratory experiments to aide in the acquisition of scientific terms.		with the SVE teacher. The SVE teacher will gauge the retention of science vocabulary monthly.	questions and provide documented student samples.
3	Heterogenous groups of students with varying exceptionalities.	Increase the use of smaller homogeneous instructional groups and invite regular ed students into the SVE classroom to assist with instruction.	Science Coach, SVE Teacher, and ESE Specialist	The Science Coach will select regular ed students to aide in assisting SVE students with select labs and activities. The SVE teacher will report observations on monthly progress reports based on IEP mastery.	The SVE teacher will monitor and record student responses to oral questions and provide documented student samples.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC by Standards & Benchmarks ~ Implementing Marzano Strategies and the Common Core Standards September - Informational Text & Research Process October - Text Complexity (Lexile Range) November & December - Plot, Structure, & Character Development January - Theme or Central Idea & Points of View February - Literary Devices & Figurative Language March & April - Cause & Effect and Compare &	6-8 Science Teachers	Science Coach, Science Department Chair, Reading Coach	6-8 Science Teachers	Monthly 8/2012-6/2013	CWT's, Science Coach Log, Teacher Lesson Plans In addition, all science teachers will submit a monthly follow-up assignment to be determined by the Science Coach and the Science Department Chair at the end of the month. All assignments will be collected by the Science Department Chair and submitted at the close of the 2012-2013 school year to the Assistant Principal.	Principal, Assistant Principal, Science Coach, Science Department Chair, Inservice Facilitator

Contrast May - PLC 2012-13 Reflection (Strengths & Weaknesses)						
PLC by Department (Early Release) ER Day 1 – Goal Setting for 2012-13 (Evaluating Student Data & PGP's); ER Day 2 - Reviewing BAT Data ER Day 3 – Crunch Time Calendar Development ER Day 4 – Inquiry Based Laboratory Experiments	6-8 Science Teachers	Science Coach, Science Department Chair	6-8 Science Teachers	Monthly 8/2012- 6/2013	CWT's, Science Coach Log, Teacher Lesson Plans	Principal, Assistant Principal, Science Coach, Science Department Chair, Inservice Facilitator
STEM through Science (Gizmos, Project based learning, Vernier Probeware)	6-8 Science Teachers	Science Coach, Science Department Chair	6-8 Science Teachers	PLC by Department Monthly 8/2012- 6/2013	Teacher Lesson Plans	Principal, Assistant Principal, Science Coach, Science Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide afterschool Science Virtual Learning Path for 8th grade students that score Levels 3, 4, or 5 in Reading & Math.	ENI activities, BEEP lessons, and activities from the SBBC-adopted textbook resources that correlate to the district-based curriculum map will be utilized to engage learners in the extended learning opportunities.	FTE/Accountability/Title I/District Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide real-world science experiences and engaging project-based learning opportunities that integrates technology in the science lab classroom, specifically Vernier Probeware.	Vernier Probeware (sensors/monitoring devices)	FTE/Accountability/Title I/District Funds	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SBBC Science Training	TDA's (substitute teachers)	FTE/Accountability/Title I/District Funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Provide real-world science experiences and engaging project-based learning opportunities.	Laboratory Supplies (Consumables & Nonconsumables)	FTE/Accountability/Title I/District Funds	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$7,000.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By May 2013, 90% (266) of 8th grade students will score at Achievement Level 3.0 and higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (224)	90% (266)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effective written communication and translation of thoughts. Students lack the ability to correctly use and understand Grammar & Conventions (sentence structure, punctuation and editing).	All Language Arts teachers will administer a diagnostic FCAT writing prompt. Scores will be turned in to the Assistant Principal. Teachers will create portfolios for students to keep monthly writing and a FCAT Writing tracking sheet so that students can track their own progress. Teachers will identify ELL students and evaluate their writing levels.	Principal, Assistant Principal, Language Arts Department Chair	Teachers will adhere to a set schedule for turning in sample student FCAT writing prompts and writing prompt score sheets. During Professional Learning Communities, teachers will use tracking sheet as a planning tool and to assess student progress. Teachers will create monthly goals for each ELL student based on their monthly writing assessment.	Teachers will receive feedback from the Language Arts administrator. Teachers will evaluate monthly goals using their writing prompt score sheet. Teacher will turn in monthly with student monthly writing scores.
2	Lack of resources in offering writing support for struggling writers.	Teachers of students who are predicted to earn below a 4.0 will recommend those students for writing camp.	Principal, Assistant Principal, Language Arts Department Chair	The department chairperson(s), using data received from the teachers, will explain the specific writing goals of the students who are predicted to earn below a 4.0 on the writing assessment.	Teachers will receive feedback from the Language Arts Department Chair on the progress of the students in writing camp.
	Tracking student progress.	Students who are predicted to earn below a 4.0 and are attending writing camp will be monitored for growth and improvement using their tracking sheet. All Language Arts teachers will administer a diagnostic FCAT writing prompt. Scores will be	Principal, Assistant Principal, Language Arts Department Chair	At the end of each week, writing camp instructors will turn in a writing skills checklist for each of the pre-identified students. Teachers will adhere to a set schedule for turning in sample student FCAT writing prompts and writing	During PLCs, writing camp instructors will meet with Language Arts teachers to evaluate student progress and needs assessments. Teachers will

3	turned in to the Assistant Principal. Teacher will create portfolios for students to keep monthly writing and a FCAT Writing tracking sheet so that students can track their own progress. 8th grade teachers will meet with students on a bimonthly basis to discuss their writing progress.		prompt score sheets. During Professional Learning Communities, teachers will use tracking sheets as a planning tool and to assess student progress.	receive feedback from the Language Arts administrator. Teachers will bring tracking sheets to PLC's. Teacher will turn in monthly tracking sheets with student monthly writing scores.
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By May 2013, 100% (11) students that take the Florida Alternate Assessment will score a level 4 or higher on the Writing Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6)	100% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for individual oral and written expression of thoughts.	Increase time for oral and written expression of thoughts.	SVE teacher, ESE Specialist, Assistant Principal, Language Arts Department Chair	The SVE teacher will report observations on monthly progress reports based on IEP mastery.	The SVE teacher will monitor and record student responses to oral questions and provide documented student samples.
2	Students lack the ability to correctly use and understand Grammar & Conventions (sentence structure, punctuation and editing).	Increase the use of smaller homogeneous instructional groups and invite regular education students into the SVE classroom to assist with instruction.	SVE teacher, ESE Specialist, Assistant Principal, Language Arts Department Chair	The SVE teacher will report observations on monthly progress reports based on IEP mastery.	The SVE teacher will monitor and record student responses to oral questions and provide documented student samples.

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

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

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

Writing to the Core	6-8 Language Arts Teachers	Ameerah Reed Language Arts Department Chair	6-8 Language Arts Teachers 6-8 Reading Teachers 6-8 Social Studies Teachers	September - December 2012 3 PLC Sessions Two weeks per topic (6 weeks)	Participants will bring samples of student essays that have already been scored.	Assistant Principal, Language Arts Department Chair, Reading Department Chair, Social Studies Department Chair
5 Great Openers	6-8 Language Arts Teachers	Ameerah Reed Language Arts Department Chair	2 PLC sessions Once Weekly	2 PLC sessions Once Weekly	Participants will bring samples of students using each of the different openers to two of the PLC sessions.	Assistant Principal, Language Arts Department Chair, PLC Facilitator
RAP3: Responding to Short and Extended Response Questions	6-8 Language Arts Teachers	Ameerah Reed Language Arts Department Chair	School-wide	August 2012: 2 PLC Sessions	Assistant principals will monitor to see that teachers are incorporating the RAP3 format into their daily starters.	Assistant Principal, Language Arts Department Chair, Reading Department Chair, Social Studies Department Chair, Science Department Chair, Electives Department Chair, Math Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide additional support to students who are having difficulty mastering the writing process.	Writing Camp	FTE/Categorical/ Title I/Grant	\$5,000.00
To provide organizational student tools	Student Agendas	Title I	\$3,634.00
			Subtotal: \$8,634.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To facilitate differentiated instructions and provide students with individualized instruction.	Writing Training--10 hours for 15 teachers @\$15.00 each and materials	FTE/Categorical/ Title I/Grant	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To assess students' writing progress in order to better address deficiencies and weaknesses on a monthly basis.	Writing/ Monthly Writing Assessment	Title I	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$13,134.00

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
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards.	Principal, Assistant Principal, Social Studies Teachers	Lesson plans, Unit plans	Marzano Art and Science of Teaching Framework through I Observation and Student Samples
2	Student exposure to complex nonfiction text.	Social Studies and Reading Teachers will use nonfiction text in their curriculum area on a weekly basis.	Principal, Assistant Principal, Social Studies Department Chair, Reading Coach	Lesson plans, Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily.	Principal, Assistant Principal, Social Studies Department Chair, Reading Coach	All Social Studies Classrooms will include interactive word walls.	I-Observation Snapshot

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
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. During Learning Community by Department PLCs, Social Studies teachers will have common planning time to plan rigorous lesson incorporating Common Core	Principal, Assistant Principal, Social Studies Department Chair, Reading Coach	Lesson plans, Unit plans	Marzano Art and Science of Teaching Framework through I Observation and Student Samples

		Standards.			
2	Exposure to "real-time" government interactions.	Social Studies Teachers will incorporate technology into classroom setting so students can interact with government discussions/actions including, but not limited to, real time chats during debates.	Principal, Assistant Principal, Social Studies Department Chair	Lesson plans, Unit plans	Student sample data from Edmodo and student writing samples.

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
RTI training to assist teachers in becoming familiar with attendance issues.	All teachers	Guidance Director	School Wide	Monthly Grade level meetings. Faculty planning week 2012	Attendance	Classroom teacher, Principal, Asst, Principals, Guidance, CPST
RTI training to assist teachers in becoming familiar with attendance issues.	All teachers	Guidance Director	School Wide	Monthly Grade level meetings. Faculty planning week 2012	Attendance	Classroom teacher, Principal, Asst, Principals, Guidance, CPST
RTI training to assist teachers in becoming familiar with attendance issues.	All teachers	Guidance Director	School Wide	Monthly Grade level meetings. Faculty planning week 2012	Attendance	Classroom teacher, Principal, Asst, Principals, Guidance, CPST
RTI training to assist teachers in becoming familiar with attendance issues.	All teachers	Guidance Director	School Wide	Monthly Grade level meetings. Faculty planning week 2012	Attendance	Classroom teacher, Principal, Asst, Principals, Guidance, CPST

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional Reading Sources	Magazines, Newspapers	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Integration	Software Upgrades	Title I	\$1,500.00
Technology Integration	Promethean Upgrades	Title I	\$1,400.00
			Subtotal: \$2,900.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on technology integration	Teacher stipends and trainer fees	Title I	\$1,000.00
Development of substitute curriculum	Teacher stipends	Title I	\$1,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Motivation	Field trips	Title I	\$1,000.00
Family Unity Night	Supplies and materials for implementation	Title I	\$300.00
			Subtotal: \$1,300.00
			Grand Total: \$7,700.00

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:	By June 2013, based on average daily attendance, unexcused tardies, and students signing out early, 96% of all 6th, 7th, and 8th grade students will attend all classes regularly.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (753)	95% (760)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
48% (391)	25% (200)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
3% (21)	1% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of motivation to arrive to school on time.	Students will be informed of the proactive discipline plan/tardy policy and placed on proactive discipline tardy track. Teachers will participate in professional development regarding attendance procedures and motivators for	Assistant Principals, Guidance Counselor, Teachers, School-based Social Worker	The CPST will meet quarterly to determine if the schoolwide tardy policy is being effectively implemented by all teachers. If a concern exists with a student the team will make recommendations for additional assistance.	School attendance records from Pinnacle

		students.			
2	Lack of parent involvement	Parents/guardians of students who are habitually truant to school, more than 5 days in a 9-week period, will be sent a district letter explaining the SBBC attendance policy and concern of truancy. If truancy continues, the school social worker will attempt to make contact with the student's parents/guardians.	Assistant Principals, Guidance Counselor, Teachers, School-based Social Worker	Guidance Counselors will monitor the school attendance record to determine if student attendance is improving	School attendance records from Pinnacle

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
Review of attendance plan and procedures and motivators for students	All teachers	Guidance Counselors	Schoolwide	Monthly Grade Level Meetings Faculty planning week 2012	Pinnacle attendance records Feedback from teachers	Classroom Teachers, Principal, CPST, Assistant Principal

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
Accurate attendance records	Server upgrades for Pinnacle	Acct funds	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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:	By May 2013 Attucks Middle School will reduce the number of being suspended by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
652	587
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
33% (286)	32% (258)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18% (154)	17% (139)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12% (106)	12% (96)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of Proactive Discipline Plan	Provide Classroom management training to staff. Provide Proactive Discipline Plan training for teachers.	Administrator or Support	Classroom Walkthrough	DMS Report
2	Fidelity of Implementation	Mini-Inservice	Team Leader	Classroom Walkthrough	DMS Report

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

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

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

Suspension 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 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:		By May 2013, parent involvement will increase by 10% (25).			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
30% (251)		40% (322)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of participation in TITLE I Parent nights, PTSA and parent conferences.	Provide incentives for students and parents. Follow-up telephone calls through Parent Link and classroom teachers. Provide student entertainment, exhibits for parents/guardians. Translate brochures, letters and flyers to ensure understanding.	Title 1 Liaison Assistant Principals	Review of parent sign-in logs as well as parent surveys.	Parent attendance sign-in sheets and the Title 1 Monthly Parent Involvement Report.
2	Parent participation in Customer Survey.	Provide incentives for students and parents to complete survey. Follow-up telephone calls via Parent Link and homeroom teachers. Provide surveys in various languages. Allow parents to utilize school computers to complete survey.	Title 1 Liaison Assistant Principals	Collect and review parent participation as well as analyze data.	Parent survey and computer usage log-in sheets.

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
Understanding Poverty Ruby Payne Off-site Workshop	6-8 All teachers & parents	SBBC Training	6-8 All teachers and parents	February, 2013	Sign In Sheets	Principal, Assistant Principal, Title I Liason

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Communicating and working with parents, purchasing student agendas FCAT Family Nights (2) Parent Seminars/PTSA Meetings	Student agendas	Parent Involvement Funds	\$3,200.00
Family Unity Nights (2)	Food, drinks and supplies for Family Unity Night	Parent Involvement Funds	\$600.00
Conduct/host parent seminars and PTSA activities	Supplies for seminars and activities	Parent Involvement Funds	\$740.00
			Subtotal: \$4,540.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement virtual surveys	Quia and test making software licenses	Title I Funds	\$3,400.00

			Subtotal: \$3,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers and parents about the needs of low socioeconomic students	Teacher stipends, trainer fees, and materials for and off-site Understanding Poverty by Ruby Payne training	Title I Funds	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$11,940.00			

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:	Attucks Middle School will integrate 21st century skills in all subject areas and disciplines including, but not limited to, student use of Word documents, spreadsheet development, integrating power points, and developing complete presentations using a rubric.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have basic knowledge of existing STEM careers.	Attucks Middle will host a STEM career day in April 2013 to expose students to different STEM careers and build background knowledge. Students will have several guest speakers during the year that work in a STEM related field to expose students to STEM related careers.	Science Coach, Science Department Chair, Magnet Coordinator, Math Department Chair	Sign in sheets for Career Day.	Student reflections of presentations and speakers.
2	Teacher lack of knowledge and integration of STEM resources.	Provide teachers with information about STEM resources such as tools (Promethean boards, electronic clickers, ELMOs) and programs (GIZMOS, IMACS, GeoGebra, QUIA Surveys) to use in their classrooms	Science Coach, Science Department Chair, Magnet Coordinator, Math Department Chair	CWT's, Science Coach Log, Teacher Lesson Plans	Results from Quia Surveys will be analyzed in addition to student projects and reports developed in the various subject areas including the Science Fair Project, the History Fair Project, and the Health Fair.
	Ineffective use of STEM strategies to reinforce science and math concepts and higher order thinking.	ESE (Gifted) instructional support will provide opportunities and mini-lessons to include STEM strategies for students needing enrichment.	Principal, Assistant Principal, Science Coach, Science Department Chair, Math Department Chair, ESE	CWT's, Science Coach Log, Teacher Lesson Plans	Student projects and reports developed in the various subject areas including the Science Fair Project, the

3			Specialist		History Fair Project, and the Health Fair. Results from Math and Science Common Assessments in addition to GIZMO usage reports will reflect increased integration of STEM strategies.
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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
Vernier Probeware	6-8/Science and Math Teachers	Science Coach, Science Department Chair, Math Department Chair	6-8 Science and Math Teachers	District Training Dates	CWT's, Science Coach Log, Teacher Lesson Plans	Principal, Assistant Principal, Science Coach, Science Department Chair, Magnet Coordinator, Math Department Chair
Integrating STEM technology: Vernier Probeware, Gizmos, Geogebra	6-8/Math, Science and Technology teachers	Science Coach, Science Department Chair, Math Department Chair	6-8/Math, Science and Technology teachers	Monthly PLC's 8/2012-6/2013	CWT's, Science Coach Log, Teacher Lesson Plans	Principal, Assistant Principal, Science Coach, Science Department Chair, Magnet Coordinator, Math Department Chair
STEM PLC: Project based Learning	6-8/all subject areas	Science Coach, Science Department Chair, Math Department Chair	School-wide	District Training Dates	CWT's, Science Coach Log, Teacher Lesson Plans	Principal, Assistant Principal, Science Coach, Science Department Chair, Magnet Coordinator, Math Department Chair

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of Quia Surveys to collect and analyze student data.	QUIA Computer Program	FTE/Accountability/Title I/District Funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide real-world science experiences and engaging project-based learning opportunities that integrates technology in the science lab classroom, specifically Vernier Probeware	Vernier Probeware (sensors/monitoring devices)	FTE/Accountability/Title I/District Funds	\$1,000.00
I-PADS to assist student with project development and integration of computer programs in the classroom.	Mac Apple I-PADS	FTE/Accountability/Title I/District Funds	\$4,000.00
			Subtotal: \$5,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SBBC Science Trainings	TDA's (substitute teachers)	FTE/Accountability/Title I/District Funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide real-world science experiences and engaging project-based learning opportunities.	Math Manipulatives and Laboratory Supplies (Consumables & Nonconsumables)	FTE/Accountability/Title I/District Funds	\$2,000.00
			Subtotal: \$2,000.00
Grand Total: \$8,500.00			

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:		By June 2013, 30% of students enrolled in Magnet classes (Web, Design, Emerging Technology, Journalism and TV Production) will be proficient in Excel, Adobe Photoshop, Dreamweaver, PowerPoint, and iMovie.			
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	Teacher training	Provide staff with appropriate training and development of software	Administration; Magnet Coordinator	Production of documents for various class and school wide activities.	Teacher made exams based on common core technical 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
Teacher training in Adobe	7th and 8th grade magnet teacher	District trainer from ETS	Magnet Elective teachers in CBA Magnet. (Communications and Broadcast Arts)	Availability of District trainings Tech Tuesdays throughout the year	Follow up with teachers	Admin; Magnet Coord.

CTE Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Teacher training	Upgrade on software, Release time for teacher training	FTE/Budget/Account funds/Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase additional laptops	Upgrades on hardware	Accountability funds/school fund/grants	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00

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	Extended Learning Opportunities	FCAT Camp	FTE/ACCT Funds	\$3,000.00
Reading	Novel-based Learning	Purchase Novels	FTE/Acct/Funds	\$2,000.00
Reading	Extended Learning	Transportation	FTE/Acct/Funds	\$2,000.00
CELLA	Purchase additional dictionaries for various languages	School budget	FTE/Budget	\$500.00
Mathematics	Effective use of manipulatives	Supplies/Calculators	Title I	\$2,000.00
Mathematics	Extended Learning Opportunities	FCAT & EOC Camp Transportation FCAT & EOC Camp materials and supplies	Title I	\$10,000.00
Science	Provide afterschool Science Virtual Learning Path for 8th grade students that score Levels 3, 4, or 5 in Reading & Math.	ENI activities, BEEP lessons, and activities from the SBBC-adopted textbook resources that correlate to the district-based curriculum map will be utilized to engage learners in the extended learning opportunities.	FTE/Accountability/Title I/District Funds	\$2,000.00
Writing	To provide additional support to students who are having difficulty mastering the writing process.	Writing Camp	FTE/Categorical/ Title I/Grant	\$5,000.00
Writing	To provide organizational student tools	Student Agendas	Title I	\$3,634.00
Civics	Additional Reading Sources	Magazines, Newspapers	Title I	\$1,000.00
Parent Involvement	Communicating and working with parents, purchasing student agendas FCAT Family Nights (2) Parent Seminars/PTSA Meetings	Student agendas	Parent Involvement Funds	\$3,200.00
Parent Involvement	Family Unity Nights (2)	Food, drinks and supplies for Family Unity Night	Parent Involvement Funds	\$600.00
Parent Involvement	Conduct/host parent seminars and PTSA activities	Supplies for seminars and activities	Parent Involvement Funds	\$740.00
STEM	Integration of Quia Surveys to collect and analyze student data.	QUIA Computer Program	FTE/Accountability/Title I/District Funds	\$500.00
CTE	Teacher training	Upgrade on software, Release time for teacher training	FTE/Budget/Account funds/Title I	\$5,000.00
				Subtotal: \$41,174.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tech. Integraton	Software upgrades	FTE/Acct Funds	\$3,000.00
CELLA	Purchase and upgrade computers and software	School budget	FTE/BASIC	\$10,000.00
Mathematics	Technology integration	Software upgrades	FTE/Acct funds	\$1,000.00
Science	Provide real-world science experiences and engaging project-based learning opportunities that integrates technology in the science lab classroom, specifically	Vernier Probeware (sensors/monitoring devices)	FTE/Accountability/Title I/District Funds	\$2,000.00

	Vernier Probeware.			
Writing	To facilitate differentiated instructions and provide students with individualized instruction.	Writing Training--10 hours for 15 teachers @\$15.00 each and materials	FTE/Categorical/ Title I/Grant	\$3,000.00
Civics	Technology Integration	Software Upgrades	Title I	\$1,500.00
Civics	Technology Integration	Promethean Upgrades	Title I	\$1,400.00
Attendance	Accurate attendance records	Server upgrades for Pinnacle	Acct funds	\$2,000.00
Parent Involvement	Implement virtual surveys	Quia and test making software licenses	Title I Funds	\$3,400.00
STEM	Provide real-world science experiences and engaging project-based learning opportunities that integrates technology in the science lab classroom, specifically Vernier Probeware	Vernier Probeware (sensors/monitoring devices)	FTE/Accountability/Title I/District Funds	\$1,000.00
STEM	I-PADS to assist student with project development and integration of computer programs in the classroom.	Mac Apple I-PADS	FTE/Accountability/Title I/District Funds	\$4,000.00
CTE	Purchase additional laptops	Upgrades on hardware	Accountability funds/school fund/grants	\$5,000.00
				Subtotal: \$37,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Learning Communities	Substitute Teachers/Release time	Title I	\$1,000.00
Reading	Teacher Training	Materials/Release time	Title I	\$3,500.00
Mathematics	Teacher training on Common Core Curriculum and Math Practices.	Trainer fees & Participant stipends	Title I	\$5,000.00
Science	SBBC Science Training	TDA's (substitute teachers)	FTE/Accountability/Title I/District Funds	\$1,000.00
Civics	Teacher training on technology integration	Teacher stipends and trainer fees	Title I	\$1,000.00
Civics	Development of substitute curriculum	Teacher stipends	Title I	\$1,500.00
Parent Involvement	Train teachers and parents about the needs of low socioeconomic students	Teacher stipends, trainer fees, and materials for and off-site Understanding Poverty by Ruby Payne training	Title I Funds	\$4,000.00
STEM	SBBC Science Trainings	TDA's (substitute teachers)	FTE/Accountability/Title I/District Funds	\$1,000.00
				Subtotal: \$18,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Motivation	FCAT Incentives	FTE/Title I/Acct. Funds	\$2,000.00
Mathematics	Student Motivation--Provide real world experiences and engage in project based learning	Lab supplies (consumable and non-consumable)	FTE/Title I/District funds	\$1,700.00
Science	Provide real-world science experiences and engaging project-based learning opportunities.	Laboratory Supplies (Consumables & Nonconsumables)	FTE/Accountability/Title I/District Funds	\$2,000.00
Writing	To assess students' writing progress in order to better address deficiencies and weaknesses on a monthly basis.	Writing/ Monthly Writing Assessment	Title I	\$1,500.00

Civics	Student Motivation	Field trips	Title I	\$1,000.00
Civics	Family Unity Night	Supplies and materials for implementation	Title I	\$300.00
STEM	Provide real-world science experiences and engaging project-based learning opportunities.	Math Manipulatives and Laboratory Supplies (Consumables & Nonconsumables)	FTE/Accountability/Title I/District Funds	\$2,000.00
Subtotal:				\$10,500.00
Grand Total:				\$106,974.00

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 (Uploaded on 10/22/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives	\$3,000.00
Staff Development	\$3,000.00
Schoolwide Improvements	\$1,000.00
Community Activities	\$1,000.00

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

All stakeholders are notified via newsletter, web site, student take home notices and the automated phone system, Parent Link. Officers are elected according to the By-Laws with other members being appointed by the Chair as deemed necessary to meet the criteria. The School Advisory Council (SAC) creates committees to develop the school improvement goals and objectives. These committees consist of faculty members, parents and members of the community. Committee members are developed for reading, math, writing, science, school personnel, technology, parental and community involvement. Committees are in charge of developing objectives and the action steps required to meet said objectives. Assistant Principals, Department chairs and various other staff are responsible for the coordination of each action step. In addition, allocation of funds are identified if deemed necessary. All budgetary reports must be approved by the SAC.

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

Broward School District ATTUCKS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	68%	91%	41%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	69%			137	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District ATTUCKS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	66%	95%	46%	273	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	66%			131	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	61% (YES)			123	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					527	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested