

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: W. R. THOMAS MIDDLE SCHOOL

District Name: Dade

Principal: Lisa Pizzimenti-Bradshaw

SAC Chair: Mr. Christopher Campos

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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325 West Gaines Street
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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)
Principal	Lisa Pizzimenti-Bradshaw	Master in Educational Leadership Bachelor of Science in Special Education	6	22	School Year 12 11 10 09 08 School Grades A A A B A High Standards –Rdg 66 69 66 63 68 High Standard –Math 63 65 65 62 65 Lrng Gains-Rdg 74 67 67 60 68 Lrng Gains-Math 75 63 75 64 68 Gains-R-25 69 73 67 67 71 Gains-M-25 57 59 73 63 67 AMO Progress All : 55 W: 55 B: N/A H: 55 A: N/A AI: N/A SWD: 33 ED: 51 N/A N/A N/A N/A
		Master in Educational Leadership Bachelor of Science in			School Year 12 11 10 09 08 School Grades A A A B A High Standards –Rdg 66 69 66 63 68 High Standard –Math 63 65 65 62 65

Assis Principal	Ignacio Rodriguez	Physical Education Certification: Educational Leadership Physical Education 6-12	10	10	Lrng Gains-Rdg 74 67 67 60 68 Lrng Gains-Math 75 63 75 64 68 Gains-R-25 69 73 67 67 71 Gains-M-25 57 59 73 63 67 AMO Progress: All: 55, W: 55, B: N/A, H: 55, A: N/A, AI: N/A SWD: 33, ED: 51
Assis Principal	Lourdes Linares	Bachelor of Science Degree in Microbiology Bachelor of Science in Medical Technology Master Degree in Science Education Certification: Educational Leadership Science 5-9	4	15	School Year 12 11 10 09 08 School Grades A A A B A High Standards -Rdg 66 69 66 63 70 High Standard -Math 63 65 65 62 71 Lrng Gains-Rdg 74 67 67 60 67 Lrng Gains-Math 75 63 75 64 75 Gains-R-25 69 73 67 67 66 Gains-M-25 57 59 73 63 75 AMO Progress: All: 55, W: 55, B: N/A, H: 55, A: N/A, AI: N/A SWD: 33, ED: 51

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)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Monthly Team/ Department meetings with Administration	Principal/Assistant Principal	June 2012	
2	2. Support Intern/ Directing teacher opportunities from local Colleges and Universities	Assistant Principal of Curriculum	June 2011	
3	3. Soliciting referrals from current employees	Principal	ongoing	
4	Survey instructional staff relative to leadership experience opportunities within curriculum	Principal	Ongoing	
5				

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
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4 - out of field
0 - less than effective

Waivers have been submitted and are on file for selected teachers who are out of field. Information through briefings and district communications regarding professional development and required subject area tests are provided to all instructional staff who are out of field.

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
45	2.2%(1)	6.7%(3)	53.3%(24)	37.8%(17)	51.1%(23)	55.6%(25)	20.0%(9)	4.4%(2)	13.3%(6)

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
Beatriz Navarro	NA	NA	NA
Merrit Zaichick	NA	NA	NA

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

WRTMS provides services to ensure that students requiring additional remediation and support services are provided to students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Title III after-school programs; in house Saturday school, in-house pullout Homeroom tutoring, Virtual School, and summer school are also venues of student remediation and academic support. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. The Literacy Leadership Team develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. The Multi-tiered System of Support Leadership Team identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Involvement Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title 1 and other programs and conducts a comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are being met.

Title I, Part D

WRTMS receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

MDCPS/WRTMS uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program when applicable.
- Training for add-on endorsement programs, such as Reading, Gifted, and ELL when applicable.
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Programs that provide supplemental counseling delivered through the Extending Media and Counseling for Academic Supplemental Support (EMCASS) program and local culturally-enriching field trip opportunities through the Cultural Academy for Newly Arrived (CANA) students. Title III funds also supported afterschool ELL Academy tutoring sessions in Reading for eligible ELL students.

Title X- Homeless

WRTMS works with our school's Social Worker to coordinate resources (clothing, school supplies social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition;

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

WRTMS will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

WRTMS offers non-violence, anti-bullying and anti-drug program to students that incorporate guest speakers, community service, drug tests, and counseling. Students also participate and have earned recognition through the Youth Crime Watch of Miami Dade County Poster Contest.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the MDCPS Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education, science, and vocational courses.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) The school documents and reports school health related requirements through the CDC School Health Index as part of the Alliance for a Healthier Generation initiative.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By WRTMS promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses. WRTMSS is in the process of applying for a middle school level CAPE academy in Informational Technology.

Job Training

N/A

Other

Other

A major objective of WRTMS is to involve parents in the planning and implementation of the Title I Program and maintain an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. WRTMS Seeks to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; promoting the Title I Orientation Meeting , and compiling other documents/activities necessary in order to comply with dissemination and reporting requirements. WRTMS conducts formal and informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. WRTMS reviews Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submits it to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable. The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Health Connect in Our Schools

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Principal and Assistant Principal: will keep stakeholders advised of the MTSS/RtI Leadership Team's progress during the monthly ESSAC meetings. The shared instructional LLT and SPED Program Manager: will collaborate with the MTSS/RtI Leadership Team to develop, lead, and evaluate school core content standards/ programs. Curriculum Leaders will disaggregate all current and relevant data to drive instruction. The shared LLT will look for patterns of student needs and use while district resources to identify appropriate, evidence based intervention strategies and provide early intervening services for "at risk" students. The LLT will oversee the progress monitoring, data collection, and data analysis for the reading program. Curriculum Leaders: Curriculum Leaders will provide information about subject area content and align intervention efforts with MTSS/RtI goals. They will facilitate departmental meetings to disaggregate student data, and support low performing teachers regarding instruction/intervention with mentoring. Student Services Personnel: Student Services

personnel will provide emotional, behavioral, and academic strategies for teachers to implement with Tier 1, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students. Selected General Education Teachers: Selected veteran general education teachers will provide information about instruction, take the lead in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Special Education (SPED) Teachers: Selected Special Education Teachers will take the lead in student data collection, be responsible for integrating core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. The most targeted (increased time, narrowed focus, reduced group size) instruction and intervention will be based upon individual student needs.

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

The MTSS/Rti Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students? The MTSS/Rti Leadership Team meetings will be based on instituting the FCIM to address student deficiencies and enhance strengths to foster a learning environment for all learners. The MTSS/Rti Leadership Team will meet monthly to disaggregate current data, identify areas of weaknesses, develop an action plan to create activities that will attend to individual needs and utilize an evaluative tool that will measure the value of the efforts.

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 MTSS/Rti Leadership Team will meet with the EESAC and the principal to help develop the SIP and recommend strategic data collecting, evaluation and implementation plans relative to each tier's needs and goals. The team will help set clear expectations and objectives for instruction. The MTSS/Rti Leadership Team will describe all stakeholders' efforts to address the needs of students identified as Tier 1, 2, and 3.

MTSS Implementation

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

Baseline Benchmark Assessment
Progress Monitoring and Reporting Network (PMRN)-Progress Monitoring
2012 FCAT Results
Florida Assessment for Instruction in Reading (FAIR)
District's Interim Assessments
Achieve 3000 Reports
EDUSOFT
End of the Year Data: 2013 FCAT 2.0 Results
Student Case Management reports, attendance bulletins, and Cognos suspension reports will be monitored to address behavior.

For all academic areas for Tier 1, Baseline Benchmark Assessment test results will guide the initial instructional goal development for each subject area. In addition, Baseline Data will address the benchmarks in need of improvement as reflected by the 2012 FCAT results and the Florida Assessment for Instruction in Reading (FAIR). Behavior management will be addressed through the school's progressive disciplinary plan and positive reinforcements such as monthly SPOT Success and Honor Roll student recognitions. For Tier 2 academic and behavior management, all of the above will apply in addition to: District's Interim Assessments, and School-wide assessments. Additional academic intervention in mathematics and reading will take place weekly through targeted FCAT level tutoring during Homeroom. Tier 3 will also incorporate the aforementioned strategies, but will require a more focused intervention program to include individual student Progress Monitoring Plans, Functional Assessment of Behavior, Behavior Intervention Plans, and specialized testing to measure strengths and weaknesses.

Describe the plan to train staff on MTSS.

Professional development will be provided during MDCPS Professional Development's early release days and information will be disseminated through Faculty Meetings (as needed). In collaboration with the district, W. R. Thomas Middle will provide continuous professional development on the MTSS/Rti goals and methods.

Describe the plan to support MTSS.

The Principal will provide the vision for the use of data-based decision-making. The Principal and Assistant Principals will ensure that the school-based MTSS/Rti Leadership Team is implementing Multi-Tiered System of Supports (MTSS/Rti) services and actions, as well as maintaining appropriate documentation of the process. Using the FCIM, the Principal and Assistant Principals will conduct a needs assessment to determine the professional development needed to support the MTSS/Rti Leadership Team, assess the success of the MTSS/Rti goals and make recommendations for improvement as needed by identifying visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts. Referencing Common Core Standards, the alignment of policies and procedures across classroom, grade, building, district, and state levels will be addressed through the School Improvement Plan process. Ongoing efficient facilitation and accurate use of a problem-solving process will be conducted to support planning, implementing, and evaluating effectiveness of services. All stakeholders who provide education services and contribute to increases in student outcome will be able to provide input through the school's advisory council, Curriculum Leaders Meetings, and Faculty Meetings. Ongoing data-driven professional development activities that align to core student goals and staff needs will be scheduled and shared with all instructional staff. Access to comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level will be promoted, and outcomes with stakeholders will be communicated frequently throughout the school year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is comprised of:

Lisa Pizzimenti-Bradshaw-Principal,
Ignacio Rodriguez-Assistant Principal of Curriculum
Stacey Williams-Language Arts Curriculum Leader
Elida Giraldi – Reading Teacher
Carolyn Sanders-Media Specialist
Denise Flores-L.A. Teacher
Jennifer Romero-L.A. Teacher

Meetings by the LLT are open to all other members of the faculty that want to participate.

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and support staff. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The LLT is vital in the process of identifying areas of need for professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the LLT, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, LLT, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Literacy Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The LLT must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. The school Literacy Leadership Team members may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rti problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

The LLT will:

Gather and analyze reading data to assess the effectiveness of the instructional decision making.
Collaborate with the MTSS/Rti Leadership Team to ensure consistency in the reading intervention programs.
Ensure that the School Wide Reading program is implemented with fidelity.

Increase literacy among all sub groups by using Accelerated Reader as a motivational tool. The LLT will make recommendations to address and implement the requirements of the CRRP with fidelity across all subject areas, grade levels, and student subgroups. In order to accomplish this, teachers will have access to electronic sources of performance data on their current students through the teacher portal, EduSoft web-based assessment platform, Progress Monitoring and Reporting Network (PMRN), and Student Performance Indicators. The data will be reviewed at regularly scheduled LLT meetings.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/8/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All core and non-core teachers will responsible for improving their students reading skills. All teachers will participate in professional development activities to effectively teach reading skills, implement differentiated instruction and analyze FCAT and Interim Assessment data to be used in data driven decision making. All teachers will receive and monitor individual student reading data. All teachers will have "Word Walls" with relevant vocabulary associated with current lessons. In addition, Mathematics teachers will use word problems, Science teachers will use the Scientific Method, and Social Studies teachers will use graphic organizers to teach reading.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The students achieving proficiency level in reading will increase from 24% (179) in the 2012 FCAT 2.0 to 26% (191) in the 2013 FCAT 2.0 showing an increase of 2 percentage points in the number of students scoring at the student proficiency level in reading.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

24% (179)

26% (191)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process. The students were deficient in reading skills due low proficiency in fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension.	1a.1. Reading enrichment from a variety of texts will be incorporated, as well as instruction in the meaning of complex words in context. The use of these strategies will enrich and enhance student's ability to identify advanced word/phrase relationships and their meanings. Students will emphasize how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, (graphs) aid reader understands in reading across the curriculum.	1a.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	1a.1. Monthly review of data available through formative reports, such as AR and FAIR will be reviewed by the LLT.	1a.1. Formative: Accelerated Reader Reports FAIR Data Interim Assessments Summative : 2013 FCAT 2.0 Reading Assessment

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

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

Reading Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. As noted on the 2012 FAA data students could benefit from increased practice in Reading Application.	1b.1. W. R. Thomas will include multiple reads of a selection prior to responding to comprehension questions.	1b.1. Principal, Assistant Principal, LLT, SPED Curriculum Leader, and MTSS/Rti Leadership Team	1b.1 The MTSS/Rti Leadership Team will review and discuss students' academic progress in class. In addition, class walkthroughs by Administrative Team will be used to provide necessary feedback of lessons.	1b.1. Formative: Teacher-made assessments and class work assignments Summative : 2013 Florida Alternate Assessment (FAA) in Reading

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:	Reading Goal #2a: Students achieving above proficiency level in reading will increase from 40% (296) in the 2012 FCAT 2.0 to 41% (302) in the 2013 FCAT 2.0 showing an increase of 1 percentage point of students scoring at the above proficiency level in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (296)	41% (302)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process. Students did not receive sufficient higher level questions in classroom assessments and opportunities to compare and contrast enough of a variety of genres.	2a.1. Students will be provided with moderate to high complexity level of questioning during classroom discussions and informal and formal assessments. The use of these strategies will enrich and enhance student's ability to respond to high level questioning relative to the reading passages. Students will be provided with more opportunities to conduct research using multiple primary and secondary resources and become familiar with depth of knowledge questions.	2a.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader.	2a.1. Student learning engagement, formal and informal assessments will be monitored monthly during classroom walkthroughs. Instructional strategies will be modified as needed by reviewing assessment reports using the Florida Continuous Improvement Model.	2a.1 Formative: Accelerated Reader reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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	2b.1. As noted on the 2012 FAA data students were deficient in Reading Application. Students did not have enough practice in reading sufficient fiction, nonfiction and informational text to identify the differences.	2b.1. To improve comprehension, reading selections will be taught at a level that does not frustrate the student (high interest low readability) and provide students with opportunities for guided practice relative to identifying differences in various reading genres. Students will be provided with continuous review/practice when learning reading concepts.	2b.1 Principal, Assistant Principal, LLT, SPED Curriculum Leader, and MTSS/Rti Leadership Team	2b.1. The MTSS/Rti Leadership Team will review and discuss students' academic progress in class. In addition, class walkthroughs by Administrative Team will be used to provide necessary feedback of lessons.	2b.1. Teacher-made tests and classwork assignments Summative : 2013 Florida Alternate Assessment (FAA) in Reading

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:	Reading Goal #3A: The percentage of students making learning gains in reading will increase from 74% (509) in the 2012 FCAT 2.0 to 79% (543) in the 2013 FCAT 2.0 showing an increase of 5 percentage points of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (509)	75% (509)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process.	3a.1. Students will follow the school wide instructional focus calendar driven by data from progress monitoring tools. Students will be provided with ample opportunities to identify various text structures, summarize text, and identify unfamiliar vocabulary words. Students will participate in quarterly data chats with teachers in order to review and become self aware of personal progress in reading.	3a.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	3a.1. Monthly monitoring of the Accelerated Reader usage reports, quarterly students' data chat for self-monitoring achievement/data progress forms will be conducted.	3a.1. Formative: Accelerated Reader Reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. As noted on the FAA data students were deficient in Reading Application.	3b.1. Students will be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students will be provided with continuous repetition/practice relative to learning reading concepts.	3b.1. Principal, Assistant Principal, LLT, SPED Curriculum Leader, and MTSS/Rti Leadership Team	3b.1. The MTSS/Rti Leadership Team will review and discuss students' academic progress in class. In addition, class walkthroughs by Administrative Team will be used to provide necessary feedback of lessons.	3b.1. Teacher-made tests and classwork assignments Summative : 2013 Florida Alternate Assessment (FAA) in Reading

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:	3b.1. Teacher-made tests and classwork assignments Summative : 2013 Florida Alternate Assessment (FAA) in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (119)	74% (128)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process. Through tutoring support, student's instructional needs will require	4a.1. Students will participate in pullout tutorial programs using Reading Plus during advisement and ensure that "below proficiency" students attend.	4a.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	4a.1. The MTSS/Rti Leadership Team will monitor weekly pullout tutorial program attendance, review individual students progress, review and make recommendations using the Florida Continuous Improvement Model.	4a.1. Formative: Accelerated Reader Reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading Assessment.

progress monitoring.

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	66	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of the White subgroup making Satisfactory Progress in reading will increase from 69% (21) in the 2012 FCAT 2.0 to 70%% (21) in the 2013 FCAT 2.0. The percentage of the Hispanic subgroup making Satisfactory Progress in reading will increase from 66% (454) in the 2012 FCAT 2.0 to 70%% (482)) in the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 69%(21) Black: N/A Hispanic: 66% (454) Asian: N/A American Indian: N/A	White: 70%(21) Black: N/A Hispanic: 70% (482) Asian: N/A American Indian: 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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process. To receive additional practice, students need to effectively incorporate task cards and graphic organizers in other subject areas.	5B.1. Using task cards and graphic organizers students will identify context clues to decipher meaning of unfamiliar words and identify advanced word/phrase relationships and their meanings in readings across the curriculum. Students will be provided with more opportunities to conduct research using multiple primary and secondary resources	5B.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	5B.1. Student classroom work will be monitored monthly during walkthroughs. Assessment data reports will be reviewed. And self monitoring achievement/data progress forms will be reviewed by Rti. Instructional strategies will be modified as needed.	5B.1. Formative: Accelerated Reader Reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	5B.1. Formative: Accelerated Reader Reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (25)	46% (39)
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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	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process. To receive additional practice, students need to effectively incorporate task cards and graphic organizers in other subject areas.	5C.1. Using task cards and graphic organizers students will identify context clues to decipher meaning of unfamiliar words and identify advanced word/phrase relationships and their meanings in readings across the curriculum. Students will be provided with more opportunities to conduct research using multiple primary and secondary resources.	5C.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	5C.1. Student classroom work will be monitored monthly during walkthroughs. Assessment data reports will be reviewed. And self monitoring achievement/data progress forms will be reviewed by Rti. Instructional strategies will be modified as needed.	5C.1. Formative: Achieve 3000 Reports Accelerated Reader Reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of SWD subgroup not making Satisfactory Progress in reading will increase from 42% (50) in the 2012 FCAT 2.0 to 44% (52) in the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (50)	44% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process. Students' deficiency was noted in lack of identifying multiple meaning within literary context for unfamiliar vocabulary words.	5D.1. Students will receive additional practice, in understanding the meaning of prefixes suffixes, and root words. Students will be provided with more opportunities to conduct research using multiple primary and secondary resources.	5D.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	5D.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	5D.1. Formative: Accelerated Reader Reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading Assessment.

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

5E. Economically Disadvantaged students not making	
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satisfactory progress in reading. Reading Goal #5E:	The percentage of ED subgroup not making Satisfactory Progress in reading will increase from 62% (357) in the 2012 FCAT 2.0 to 63% (362) in the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (357)	63% (362)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 1, Vocabulary and Reporting Category 4, Informational Text and Research Process.	5E.1. Students will identify context clues to decipher meaning of unfamiliar words and identify advanced word/phrase relationships and their meanings in readings across the curriculum. Students will be provided with more opportunities to conduct research using multiple primary and secondary resources.	5E.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader, and MTSS/Rti Leadership Team	5E.1. Data derived from FAIR and Interim Assessments will be monitored monthly to assess and drive student learning.	5E.1. Formative: Accelerated Reader Reports FAIR Data Interim Assessments Summative 2013 FCAT 2.0 Reading

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
Effective Implementation of the Instructional Focus Calendar in alignment with Common Core Standards	6-8	Curriculum Leaders	School Wide	October 25, 2012	Classroom visits to monitor the frequency and effectiveness of instructional activities on student learning.	Principal, Assistant Principals, and Curriculum Leaders
The use of data to drive instruction and address deficiencies	6-8	LLT	School Wide	October 25, 2012	Classroom visits to monitor the frequency and effectiveness of instructional activities on student learning.	Principal, Assistant Principals, and Curriculum Leaders

Reading Budget:

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
Development of Reading Instructional Focus Calendars	Stipend for summer development	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The percentage of ELL students scoring Proficient in Listening/Speaking will increase from 52% (47) in the 2012 CELLA test administration to 54% (49) in the 2013 CELLA test administration.			
2012 Current Percent of Students Proficient in listening/speaking:					
52% (47)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The anticipated barriers to increasing the percentage of students acquiring English language proficiency in oral skills is the need for more practice in listening and speaking in the classroom setting. Access to tutoring will benefit students	1.1. Through teaching modeling and teacher led groups students will produce language in response to first-hand, multi-sensorial experiences. ESOL Curriculum Leader will monitor and adapt speech to ELL students modifying lessons to adapt to the linguistic needs of the students accordingly. Students will be offered the opportunity to	1.1. Principal, Assistant Principals, ESOL Curriculum Leader and MTSS/Rti Leadership Team.	Biweekly classroom walkthroughs by Administrative Team will be used to provide feedback.	1.1. Formative: Students' portfolios Teacher made assessments Tutoring attendance logs Summative: 2013 CELLA

	attend after school tutoring through Title III.		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of ELL students scoring Proficient in Reading will increase from 30% (28) in the 2012 CELLA test administration to 32% (29) in the 2013 CELLA test administration.
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2012 Current Percent of Students Proficient in reading:

30% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The anticipated barriers to increasing the percentage of students acquiring English language proficiency in reading skills is the need for more consistent exposure to complex text and a variety of reading passages.	2.1. Visual/graphic organizers and task cards will be used before presenting a reading passage. Using Achieve 3000, students will complete at least two multiple choice reading activities per week, for a total of 80 activities over the course of a ten-month school year.	2.1. Principal, Assistant Principals, ESOL Curriculum Leader and MTSS/Rti Leadership Team.	2.1. ESOL Curriculum Leader will monitor Achieve 3000 reports weekly to ensure compliance with reading goals of students.	2.1. Students' portfolios Teacher made assessments Achieve 3000 Reports Summative: 2013 CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of ELL students scoring Proficient in Writing will increase from 25% (23) in the 2012 CELLA test administration to 27% (25) in the 2013 CELLA test administration.
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2012 Current Percent of Students Proficient in writing:

25% (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	The anticipated barriers to increasing the percentage of students acquiring and attaining English language proficiency in writing skills is the need for more consistent practice with the writing process.	2.1 Students will be provided with opportunities to share and respond to each other writing. Writing samples will be compiled in student portfolios which the teacher will check and provide written feedback.	2.1. Principal, Assistant Principals, ESOL and Language Arts Curriculum Leaders and MTSS/Rti Leadership Team.	2.1. ESOL Curriculum Leader will collaborate biweekly with the Language Arts Curriculum Leader in order to analyze and provide feedback relative to the students' writing portfolios.	2.1. Students' portfolios Teacher made assessments Student Writing Portfolios Summative: 2013 CELLA

CELLA 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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The level of students achieving proficiency in mathematics will increase from 23% (166) in the 2012 FCAT 2.0 to 25% (179) in the 2013 FCAT 2.0, showing an increase of 2 percentage points of students scoring at the student proficiency level in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(166)	25% (179)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1 The areas of deficiency for all grade levels as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry and Measurement. The deficiency is due to limited access to manipulatives for each classroom, the effective use of mathematical terms and vocabulary.	1a.1. W.R. Thomas students will: Reinforce Mathematics vocabulary in daily lessons by referring to word walls and incorporating manipulatives to conceptualize operations, problems, and process. Keep the "Bell Ringer" work to enable students to convert a thought process in to writing.	1a.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	1a.1. Student progress will be evaluated using quarterly vocabulary assessments relative to mathematics. Student use of manipulatives will be monitored biweekly during classroom walkthroughs.	1a.1. Interim Assessments Quarterly cumulative vocabulary assessments Report Cards Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.1. The area of deficiency at the Independent level as noted on the 2012 administration of the	1b.1. Students will be provided with opportunities to learn concepts using manipulatives and visuals	1b.1. Principal, Assistant Principals, SPED Curriculum Leader, and MTSS/Rti	1b.1. Student progress will be evaluated using quarterly teacher made assessments. Student	1b.1. Formative: Teacher-made assessments and class work

1	Florida Alternate Assessment was Geometry and Measurement. Students were deficient at the Independent level and would benefit from practicing with visual choices as presented in the Florida Alternate Assessment.	representations using emergent technology. Students will have continuous repetition/practice when learning math concepts relative to Geometry and Measurement.	Leadership Team will meet monthly.	use of manipulatives and use of technology for visuals representations will be monitored biweekly during classroom walkthroughs.	assignments Summative : 2013 Florida Alternate Assessment (FAA) in 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The level of students achieving Levels 4-5 in mathematics will increase from 38% (273) in the 2012 FCAT 2.0 to 39% (280) in the 2013 FCAT 2.0, showing an increase of one percentage point of students scoring above student proficiency levels in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(38% (273))	39% (280)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The areas of deficiency for all grade levels as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry and Measurement. Focus needs to increase with regards to real-world problem-solving through the use of classroom manipulatives, technology, and visuals, while providing activities that enable students to be more successful when tackling higher level concept such as participating in Mathematics competitions.	2a.1. Instructional focus with regards to introducing problems which will require student to apply mathematical concepts to explain a problem or situation in a real world context. Students will participate in district, state, or national mathematics competitions, Mathematics vocabulary will be re-enforced in daily lessons by all teachers. Teachers will mandate all students keep their "Bell Ringer" work in order to enable students to convert their thought processes into writing.	2a.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	2a.1. The Mathematics Curriculum Leader will conduct biweekly "Learning Dialogues" within the Mathematics department to share best practices and planning strategies. Teachers will review data from teacher-made assessments, alternative assessments, and District Interim Assessments to ensure students are making adequate progress. Teachers will keep and maintain a data binder with results of the District Assessments. Lesson Plans will show evidence of data driven instruction.	2a.1 Teacher made assessments Competition records and logs Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2b.1. The area of deficiency at the Independent level as noted on the 2012 administration of the Florida Alternate Assessment was Geometry and Measurement.</p> <p>Students would benefit from enrichment lessons addressing higher order questions and discussion of mathematical applications in real life.</p>	<p>2b.1. Students will be provided with further opportunities to review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Using guided discussion groups students will apply concepts to real life math problems.</p>	<p>2b.1. Principal, Assistant Principals, SPED Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.</p>	<p>2b.1. Data from teacher-made assessments will be reviewed weekly to ensure students are making adequate progress. Teachers will keep and maintain a student portfolio with results of the Teacher made assessments. Lesson Plans will show evidence of data driven instruction.</p>	<p>2b.1. Teacher made assessments Report Cards Student Portfolios</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The percentage of students in grade levels 6th through 8th making learning gains in mathematics will increase from 75% (500) in the 2012 FCAT 2.0 to 80% (533) in the 2013 FCAT 2.0, showing an increase of 5 percentage points of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (500)	80% (533)

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>3a.1. The areas of deficiency for all grade levels as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry and Measurement.</p> <p>Students' understanding of the above referenced concepts as it relates to real life situations require further consistent exposure and development.</p>	<p>3a.1. Students will be provided with opportunities to: Take Baseline Assessment tests or similar teacher made assessments either at the beginning of the school year or upon entering their mathematics class. Revisit the low performing benchmarks through weekly tutoring and "pull out" programs as per results of District Topic Exams. Use Mathematics vocabulary in daily lessons.</p>	<p>3a.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.</p>	<p>3a.1. Data from teacher-made assessments, alternative assessments, and District Interim Assessments will be reviewed monthly. Teachers will keep and maintain a data binder with results of the District Assessments. Lesson Plans will show evidence of data driven instruction.</p>	<p>3a.1. Interim Assessment Quarterly cumulative vocabulary assessments Report Cards Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

	Keep the "Bell Ringer" work to convert a thought process in to writing.		
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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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. The area of deficiency at the Independent level as noted on the 2012 administration of the Florida Alternate Assessment was Geometry and Measurement.	3b.1. The area of deficiency at the Independent level as noted on the 2012 administration of the Florida Alternate Assessment was Geometry and Measurement.	3b.1. Principal, Assistant Principals, SPED Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly	Data from teacher-made assessments will be reviewed weekly to ensure students are making adequate progress. Teachers will keep and maintain a student portfolio with results of the teacher made assessments. Lesson Plans will show evidence of data driven instruction.	3b.1. Teacher made assessments Report Cards Student Portfolios Summative: 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the Lowest 25% making learning gains in mathematics will increase from 57% (103) in the 2012 FCAT 2.0 to 67% (121) in the 2013 FCAT 2.0 , showing an increase of 10 percentage points of students in the lowest 25% making learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (103)	67% (121)

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
	4a.1. The areas of deficiency for all grade levels as noted on the 2012 administration of the	4a.1. Students will be provided with the opportunity to attend tutorial programs, with fidelity, such as	4a.1. Principal, Assistant Principal, LLT, Language Arts Curriculum Leader,	4a.1. Teachers will analyze the data monthly and make adjustments to instruction as reflected in	4a.1. Interim Assessment Quarterly cumulative

1	FCAT 2.0 Mathematics Assessment were Geometry and Measurement.	those offered by the school on selected Saturdays and designated days throughout the week. Lessons relative to the deficiency identified as anticipated barriers will be developed for the Saturday FCAT Tutoring Camp. Students will use Mathematics vocabulary in daily lessons. Students will use the "Bell Ringer" work to convert thought processes in to writing.	and MTSS/Rti Leadership Team	teacher-made assessments, and Interim Assessments. Lesson Plans will show evidence of data driven instruction. Tutorial attendance logs will be maintained.	vocabulary assessments Report Cards Tutorial Attendance Logs Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
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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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	57	61	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of the White subgroup making Satisfactory Progress in mathematics will increase from 72% (22) in the 2012 FCAT 2.0 to 75% (23) in the 2013 FCAT 2.0. The percentage of the Hispanic subgroup making Satisfactory Progress in mathematics will increase from 62% (415) in the 2012 FCAT 2.0 to 65% (435) in the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 75% (23) Black: N/A Hispanic: 65% (435) Asian: N/A American Indian: N/A	White: 75% (23) Black: N/A Hispanic: 65% (435) Asian: N/A American Indian: 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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Fractions, Ratios, Proportional Relationships, and Statistics; Number: Base Ten; and Geometry and Measurement.	5B.1. Students will be provided with opportunities to: Re-enforce mathematics skills through Elective classes to ensure program continuity across the curriculum and provide added progress monitoring data.	5B.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	5B.1. Biweekly scheduled department data chats and classroom visits of elective classes to assure implementation of supportive strategies will be conducted.	5B.1. Interim Assessment Quarterly cumulative vocabulary assessments Report Cards Interim Assessments Summative: 2013 FCAT 2.0
	Using data with fidelity to	Use mathematics			

drive instruction and continuously adjust instructional focus as needed. Students need mathematics skills to be re-enforced throughout the day.	vocabulary in daily lessons. Keep the "Bell Ringer" work to convert a thought process in to writing.		Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL subgroup making Satisfactory Progress in mathematics will increase from 42% (36) in the 2012 FCAT 2.0 to 56% (48) in the 2013 FCAT 2.0, showing an increase of 14 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (36)	56% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Fractions, Ratios, Proportional Relationships, and Statistics; Number: Base Ten; and Geometry and Measurement.	5C.1. Students will be provided with opportunities to: Re-enforce mathematics skills through Elective classes to ensure program continuity across the curriculum and provide added progress monitoring data. Use mathematics vocabulary in daily lessons. Keep the "Bell Ringer" work to convert a thought process in to writing.	5C.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	Biweekly scheduled department data chats and classroom visits of elective classes to assure implementation of supportive strategies will be conducted.	5C.1. Interim Assessment Quarterly cumulative vocabulary assessments Report Cards Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students in the SWD subgroup not making satisfactory progress in mathematics will increase from 36% (42) in the 2012 FCAT 2.0 to 43% (51) in the 2013 FCAT 2.0, showing an increase of 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (42)	43% (51)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Fractions, Ratios, Proportional Relationships, and Statistics; Number: Base Ten; and Geometry and Measurement.</p> <p>Students need more differentiated instruction and small group instruction in alignment with the goals and priority educational needs of students.</p>	<p>5D.1.</p> <p>Students will be provided with opportunities to:</p> <p>Participate in learning centers and tutorial programs.</p> <p>Use mathematics vocabulary in daily lessons.</p> <p>Keep the "Bell Ringer" work to convert a thought process into writing.</p>	<p>5D.1.</p> <p>Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.</p>	<p>Using the FCIM, the MTSS/Rti Leadership Team will analyze student data monthly to ensure proper placement within tutorials programs.</p>	<p>5D.1.</p> <p>Interim Assessment Quarterly cumulative vocabulary assessments Report Cards Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>The percentage of students in the SWD subgroup not making satisfactory progress in mathematics will increase from 59% (329) in the 2012 2.0 FCAT 62% (346)) in the 2013 FCAT 2.0, showing an increase of 3 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>59% (329)</p>	<p>62% (346)</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>5E.1.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Fractions, Ratios, Proportional Relationships, and Statistics: Number: Base Ten; and Geometry and Measurement.</p> <p>Students need more differentiated instruction and small group instruction in alignment with the goals and priority educational needs of students.</p>	<p>5E.1.</p> <p>Students will be provided with opportunities to:</p> <p>Participate in learning centers and tutorial programs.</p> <p>Use mathematics vocabulary in daily lessons.</p> <p>Keep the "Bell Ringer" work to convert a thought process into writing.</p>	<p>5E.1.</p> <p>Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly</p>	<p>5E.1.</p> <p>Using the FCIM student data will be analyzed monthly to ensure proper placement within tutorials programs.</p>	<p>5E.1.</p> <p>A cumulative assessment of mathematics vocabulary will be administered at the end of each grading period. Report Card Teacher made Assessments Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</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 Algebra. Algebra Goal #1:	The percentage of students making Satisfactory Progress in Algebra 1 will increase from 37% (24) in the 2012 FCAT 2.0 to 39% (25) in the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (34)	39% (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	1.1. Based on the EOC Algebra 1 assessment, the anticipated barrier is the need for more exposure of hands-on projects and continuous practice with algebraic terms and vocabulary.	1a.1 Students will use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Students will also be given enrichment opportunities to participate in District, State, and/or National competitions, such as the Odyssey of the Mind.	1a.1 Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	1a.1 Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson plan modifications in alignment with the Instructional Focus Calendar.	1a.1 Teacher made Assessments Report Cards Interim Assessments Summative: 2013 Algebra EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of students making above Satisfactory Progress in Algebra 1 will increase from 57% (37) in the 2012 Algebra 1 EOC to 58% (38) in the 2013 Algebra1 1EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (37)	58% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Based on the EOC Algebra 1 assessment, the anticipated barrier is the need for more exposure to hands-on projects and continuous practice with graphing calculators. Students would also	2.1. Students will use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Students will also be	2.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	2.1. Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson plan modifications in alignment with the Instructional Focus	2.1. Teacher made Assessments Report Cards Interim Assessments Summative: 2013 Algebra EOC

benefit from participating in competitions.	given enrichment opportunities to participate in District, State, and/or National competitions, such as the Odyssey of the Mind.	Calendar.
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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 # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The percentage of students in the Hispanic subgroup making above Satisfactory Progress in Algebra 1 will increase from 62% (38) in the 2012 Algebra 1 EOC to 65% (40) in the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: 62% (38) Asian: N/A American Indian: N/A	White: N/A Black: N/A Hispanic: 65% (40) Asian: N/A American Indian: 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	Based on the EOC Algebra 1 assessment, the area of deficiency noted is the lack of hands-on projects and continuous practice algebraic terms and vocabulary. An anticipated barrier is that incoming FCAT Level 3 students may not have a strong enough background in discrete mathematics.	3B.1. Students will be provided with consistent opportunity to attend in-house before school tutorial sessions with fidelity. Students will use daily "Do Nows" such as word problems to reinforce benchmarks identified as "below mastery."	3B.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	3B.1. Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson plan modifications in alignment with the Instructional Focus Calendar.	3B.1. Teacher made Assessments Report Cards Tutoring Attendance Logs Interim Assessments Summative: 2013 Algebra EOC

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Algebra 1 Goal #3E: The percentage of economically disadvantaged students making above Satisfactory Progress in Algebra 1 will increase from 59% (26) in the 2012 Algebra 1 EOC to 62% (27) in the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (26)	62% (27)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Based on the EOC Algebra 1 assessment, the area of deficiency noted is the need for more exposure to hands-on projects and continuous practice	3E.1. Students will be provided with consistent opportunity to attend tutorial programs with fidelity.	3E.1. Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team	Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson plan modifications in	3E.1. Teacher made Assessments Report Cards Interim Assessments

1	algebraic terms and vocabulary. An anticipated barrier is that incoming FCAT Level 3 students may not have a strong enough background in discrete mathematics.	Students will reinforce Algebra vocabulary by referring to the word wall and incorporating manipulatives to solidify algebraic concepts.	will meet monthly.	alignment with the Instructional Focus Calendar.	Summative: 2013 Algebra EOC
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Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percentage of students making Satisfactory Progress in Geometry will increase from 0% (0) in the 2012 Geometry EOC to 0% (0) in the 2013 Geometry EOC. One-hundred percent of students scoring in the upper third will be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Based on the Geometry EOC assessment, no area of deficiency was noted in that students performed well and 100% were scoring in the upper third.	1.1 Using the Instructional Focus Calendars and Topic Assessments, teachers will continue to supplement lessons plans with activities which target specific benchmarks tested on the EOC assessments. Students will be provided consistent opportunities to work through application based problems related to real life experience. Students will be provided enrichment through competitions and math	1.1 Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly.	1.1 Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson plan modifications in alignment with the Instructional Focus Calendar.	1.1 Teacher made Assessments Report Cards Interim Assessments Summative: 2013 Geometry EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The percentage of students making above Satisfactory Progress in Geometry will be maintained from 100% (19) in the 2012 Geometry EOC to 100% (19) in the 2013 Geometry EOC. Provided with increased exposure to enrichment lessons and competitions, 100% of students scoring in the upper third will be maintained.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (19)	100% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the Geometry EOC assessment, no anticipated barrier is noted. Students were equipped with strategies to solve real-world application based problems.	2.1. A hands-on approach and use of manipulatives and scientific calculators, will continue to be enforced in all Geometry classes. Students will be provided with opportunities to use inductive reasoning strategies that include discovery learning activities. Students will be provided enrichment through competitions and math club.	Principal, Assistant Principals, Mathematics Curriculum Leader, and MTSS/Rti Leadership Team will meet monthly	2.1. Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson plan modifications in alignment with the Instructional Focus Calendar.	2.1. Teacher made Assessments Report Cards Interim Assessments Summative: 2013 Geometry EOC

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective use of manipulatives and hands on activities	6-8	District ISS, Curriculum Leader	Mathematics teachers	October 25, 2012	Classroom visits to monitor the frequency and effectiveness of instructional activities on student learning.	Principal, Assistant Principals, and Mathematics Curriculum Leader
Differentiated Instruction and Incorporating Common Core Standards and Webb's Depth of Knowledge Levels	6-8	District ISS, Curriculum Leader	School Wide	October 25, 2012	Classroom visits to monitor the frequency and effectiveness of instructional activities on student learning.	Principal, Assistant Principals, and Mathematics Curriculum Leader

Mathematics 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
Development of Mathematics Instructional Focus Calendars aligned with Common Cores Standards	Principal, Assistant Principals, and Mathematics Curriculum Leader	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial programs	Saturday School and After school tutoring programs	Title 1	\$3,000.00

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students achieving proficiency level in Science will increase from 32% (62) in the 2012 FCAT 2.0 to 36% (69) in the 2013 FCAT 2.0, showing an increase of 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(66)	36% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency according to the 2012 FCAT Science Assessment was the Reporting Category: Earth/Space Science.	1a.1. Students will be provided with inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design and apply key earth/space concepts.	Principal, Assistant Principals, Science Curriculum Leader and MTSS/Rti Leadership Team	1a.1. Teachers will administer bi-weekly informal assessments incorporating hands on activities to generate progress monitoring data and adjust Instructional Focus Calendar as needed.	1a.1. Teacher made assessments Student Science Projects Class work/Labs Summative: 2013 FCAT 2.0 Science Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.1. The area of deficiency according to the 2012 Florida Alternate	1b.1. Students will be provided with continuous	1b.1. Principal, Assistant Principals, SPED	1b.1. The SPED Curriculum Leader will review and discuss students'	1b.1. Formative: Teacher-made assessments and

1	Assessment in Science was the Reporting Category: Earth/Space Science.	review/practice when learning new science concepts and will use manipulatives and visual simulations to reinforce these concepts.	Curriculum Leader and MTSS/Rti Leadership Team	academic progress in class with department teachers on a monthly basis. In addition, biweekly class walkthroughs by Administrative Team will be used to provide necessary feedback of lessons.	class work assignments Summative : 2013 Florida Alternate Assessment (FAA) in Science
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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:	The percentage of students achieving above proficiency level in Science will increase from 14% (26) in the 2012 FCAT 2.0 to 15% (29) in the 2013 FCAT 2.0, showing an increase of 1 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (26)	15% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency according to the 2012 FCAT Science Assessment is the Reporting Category: Earth/Space Science and Nature of Science. Students need to develop higher order thinking skills in order to increase proficiency.	2a.1. W.R. Thomas will provide classroom opportunities for students to design and develop science and engineering projects relating to Earth and Space Science. In addition, students will relate science ideas and concepts within the content area and among other content areas (Level 4 Webb's DOK). Students will also be able to use emergent technologies (e.g., iPads) to explore virtual simulations available through Science related apps online.	2a.1. Principal, Assistant Principals, Science Curriculum Leader and MTSS/Rti Leadership Team	2a.1. The MTSS/Rti Leadership Team will review and discuss students' academic progress in class. In addition, biweekly class walkthroughs by Administrative Team will be used to provide necessary feedback of lessons.	2a.1. Rubrics Teacher made assessments Student Science Projects Class work/Labs Summative: 2013 FCAT 2.0 Science Assessment.

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. The area of deficiency according to the 2012 Florida Alternate Assessment in Science is the Reporting Category: Earth/Space Science and Nature of Science.	2b.1. Students will be provided with opportunities to observe real time activities to determine outcomes. Students will be provided with continuous review/practice when learning new science concepts.	2.1. Principal, Assistant Principals, SPED Curriculum Leader and MTSS/Rti Leadership Team	2b.1. The MTSS/Rti Leadership Team will review and discuss students' academic progress in class on a monthly basis. In addition, biweekly class walkthroughs by Administrative	2b.1. Rubrics Teacher made assessments Report Cards Student Portfolios Summative: 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards/Hands on Activities	6-8	District CSS	All Science teachers	December 13, 2012	Review weekly lesson plans and classroom visits to monitor student engagement and learning	Principal, Assistant Principals, and Science Curriculum Leader
Differentiated Instruction	6-8	District CSS, Curriculum Leader	School Wide	December 13, 2012	Classroom walkthroughs to monitor the frequency and effectiveness of instructional activities.	Principal, Assistant Principals, and Science Curriculum Leader

Science 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
Development of Science Instructional Focus Calendars aligned with Common Cores State Standards	Development of Science Instructional Focus Calendars aligned with Common Cores State Standards	Title 1	\$1,000.00
			Subtotal: \$1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial Programs	Saturday School and After school tutoring programs	Title 1	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$4,000.00

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:	The percentage of students achieving at 3.0 in writing will increase from 70% (135) in the 2012 FCAT Writing to 73% (141) in the 2013 FCAT Writing, showing an increase of 3 percentage point
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (135)	73% (141)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Based on the 2012 FCAT Writing test, the area of deficiency noted was an need for increased exposure in the elements of the writing process to include focus, organization, support, and conventions.	1a.1. Students will be provided with opportunities to: Write on a daily basis to increase writing fluency and keep a writer's notebook for journal responses, writing practice, and vocabulary development. Engage in the writing process and produce drafts that show evidence prewriting, drafting revising and editing. Participate in quarterly FCAT practice activities to include an 8th grade writing review and FCAT checkpoints outlined in the language arts writing plan.	1a.1. Principal, Assistant Principal, Assistant Principals, all Curriculum Leaders, and the MTSS/Rti Leadership Team.	1a.1. Weekly review of student writing journals and biweekly classroom walkthroughs will be used to monitor the infusion of daily writing assignments, student work and to make recommendations for adjustments to the Instructional Focus Calendars.	1a.1. Formative: Progress between the Baseline Writing Prompt and Mid-year Writing Prompt Summative: 2013 FCAT Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	
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Writing Goal #1b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
No Data Submitted			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching the Writing Process	6-8	District ISS	School Wide	December 13, 2012	Monitor student writing assignments	Principal, Assistant Principals, all Curriculum Leaders

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Development of writing IFC	Stipend for summer development	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Stipend for summer development	Stipend for summer development	Title 1	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$5,000.00

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The percentage of students achieving Proficiency in the Civics District Baseline Assessment was 0%. For the winter administration of the Civics District Assessment, 10% (31) of students will make Satisfactory Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Teachers will administer bi-weekly informal assessments incorporating hands on activities to generate progress monitoring data and adjust Instructional Focus Calendar as needed.	1.1. Students will be provided with classroom activities aimed at developing an understanding of the content-specific vocabulary taught in government/civics using interactive word walls. Students will engage in debates and examine opposing points of view on a variety of issues.	1.1. Principal, Assistant Principal, Assistant Principals, Social Studies Curriculum Leader, and the MTSS/Rti Leadership Team	1.1. Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson plan modifications in alignment with the Instructional Focus Calendar.	1.1. Teacher made assessments Baseline Benchmark Assessments Student Class Work Summative: 2013 Civics Spring Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The percentage of students making above Proficiency in the Civics District Baseline Assessment was 0%. For the winter administration of the Civics District Assessment, 10% (31) of students will make Satisfactory Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. The area of deficiency as noted in the administration of the baseline Civics District Assessment was that students were not	2.1. Students will be provided with classroom activities aimed at developing an understanding of the content-specific	2.1. Principal, Assistant Principal, Assistant Principals, Social Studies	2.1. Curriculum Leader will participate in biweekly Learning Dialogues with grade level instructional staff and using data analysis propose lesson	2.1. Teacher made assessments Baseline Benchmark Assessments Student Class

1	equipped with the vocabulary and contextual knowledge of the tested benchmarks.	vocabulary taught in government/civics using interactive word walls. Students will be provided with project based activities, including co-curricular programs offered by the District; e.g., Project Citizen.	Curriculum Leader, and the MTSS/Rti Leadership Team	plan modifications in alignment with the Instructional Focus Calendar.	Work Summative: 2013 Civics Spring Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks	6-8 Social Studies	District ISS	Social Studies Department	December 13, 2012	Monitor students Edusoft data reports	Principal, Assistant Principals, all Curriculum Leaders

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The daily student attendance percentage will increase from 96.17% (734) in the 2011-2012 school year to 96.67% (738) in the 2012-2013 school year, showing a .5 percentage points increase in the daily student attendance percentage.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.17 (734)	96.67 (738)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
189	180
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
57	54

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student's perception of the importance of daily attendance, being on time to school, its impact on academic achievement and total school success.	1.1. W.R. Thomas will increase student attendance with provision of incentives, facilitating advisement, and consistent parental notification through Connect Ed. For students with tardy issues, counselors will speak with students and communicate with parents to identify area of concern and provide support and intervention strategies which will be logged in a Student Case Management forms.	Principal, and Assistant Principals	1.1. The Administrative Team will monitor daily attendance bulletins, and COGNOS Reports weekly. Students with 100% attendance will be monitored quarterly and will be eligible to receive incentives for regular attendance.	1.1. Teacher to parent contact logs Daily, weekly and Monthly Attendance Reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus - Attendance Review Committee	6-8	Assistant Principal for Attendance	Assistant Principal, Student Services Curriculum Leader, Attendance Clerk	October 25, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Review of daily attendance bulletin, referral reports, and quarterly attendance reports.	Assistant Principal for Attendance

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provision of attendance incentives	Certificates and various donated items for quarterly drawings	EESAC Dade Partners	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The total number of suspensions will be reduced by 10% percentage points when comparing the 2011-2012 Suspension data to the 2012-2013 suspension data.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
187	168
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
102	92

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
74	67
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
53	48

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students and Parents are not familiar with the Code of Student Conduct and the School Wide Discipline Plan and do not understand the consequences of their negative behavior leading to indoor and outdoor suspension.	1.1. Discuss and explain to students the Code of Student Conduct through the Grade Level Orientations. Address the Code of Student Conduct at Open House by referring to the MDCPS Website and Student Agendas. The school's Disciplinary Committee will suggest adjustments to the School Wide Discipline Plan that will enforce structure and discipline while reducing suspensions.	Principal and Assistant Principals	1.1. Reduction in school and out of school suspensions will be monitored using the Cognos Report for suspensions, and the school's daily SCSI logs.	Monthly Suspension Reports Administrative Referrals Parent Academy - Alternative to Suspension

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		An increase of 10 percentage points in Parental Involvement will be evident by data gathered and sign-in rosters for school activities across all grade levels.		
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
72% (513)		82% (584)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The goal is to increase STEM involvement through access to rigorous courses and participation in competitions such as the District Science Fair, Odyssey of the Mind, and the Fairchild Challenge.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The anticipated barrier in the need to increase the number of students recommended for advanced/rigorous courses and participation in STEM competitions.	1.1. Increase activities for students to develop science, mathematics, and engineering skills with projects utilizing technology to promote participation in STEM competitions.	1.1. Principal, Assistant Principal, Science and Mathematics Curriculum Leaders, and MTSS/Rti Leadership Team	1.1. Enrollment in advanced/honors courses and participation of students in the district Science Fair and other competitions.	1.1. Rubrics Teacher made assessments Interim Assessments Science Fair Projects Competition records and logs

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
Cambridge Team Meetings	6-8	Dr. Lourdes Linares	Cambridge Magnet Teachers	Quarterly	Administrator will monitor Baseline/Interim testing and student portfolios	Principal and Assistant Principal
STEM PD	6-8	District ISS	Science Teachers	December 8, 2012	Department Meetings- sharing best practices	Principal

STEM Budget:

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

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	W. R. Thomas will be establishing a Career and Professional Education Academy (CAPE) which will

CTE Goal #1:		increase student enrollment in a career and professional education program and provide IT certification to 8th grade students in the year 2015.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The anticipated barrier is that students are not prepared at this time for certification in a timely manner.	1.1. CTE teachers will integrate industry certification preparation strategies at every level of the program's courses	1.1. Principal, Assistant Principals, and CTE instructor	1.1. CTE instructor will conduct analysis of student data results and reports in order to make modifications to lesson plans as needed.	1.1. Student class work Teacher made assessments Summative: 2015 Industry Certification Examinations

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
Industry Certification PD	6-8	District CSS	CTE Instructor	November 6, 2012	Classroom Walkthroughs	Assistant Principal for Curriculum
Industry Certification PD		District CSS	CTE Instructor	February 1, 2013	Classroom Walkthroughs	Assistant Principal for Curriculum

CTE Budget:

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

Additional Goal(s)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Development of Reading Instructional Focus Calendars	Stipend for summer development	Title 1	\$1,000.00
Mathematics	Development of Mathematics Instructional Focus Calendars aligned with Common Cores Standards	Principal, Assistant Principals, and Mathematics Curriculum Leader	Title 1	\$1,000.00
Science	Development of Science Instructional Focus Calendars aligned with Common Cores State Standards	Development of Science Instructional Focus Calendars aligned with Common Cores State Standards	Title 1	\$1,000.00
Writing	Development of writing IFC	Stipend for summer development	Title 1	\$2,000.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Tutorial programs	Saturday School and After school tutoring programs	Title 1	\$3,000.00
Science	Tutorial Programs	Saturday School and After school tutoring programs	Title 1	\$3,000.00
Writing	Stipend for summer development	Stipend for summer development	Title 1	\$3,000.00
Attendance	Provision of attendance incentives	Certificates and various donated items for quarterly drawings	EESAC Dade Partners	\$250.00
				Subtotal: \$9,250.00
				Grand Total: \$14,250.00

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 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Attendance incentives	\$250.00

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

Assist the administration with the development, implementation and assessment of the SIP.
Reach out to the community to maintain partnerships.
Conduct monthly meetings to discuss school related concerns and recommend emergent initiatives in support of the

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District W. R. THOMAS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	65%	94%	37%	265	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	63%			130	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?	73% (YES)	59% (YES)			132	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

Dade School District W. R. THOMAS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	65%	91%	37%	259	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	75%			142	3 ways to make gains: <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?	67% (YES)	73% (YES)			140	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					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested