

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PALM SPRINGS MIDDLE SCHOOL

District Name: Dade

Principal: Eric Acosta

SAC Chair: Ronald Landrum

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/26/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eric Acosta	SOCIAL SCIENCES AND EDUCATIONAL LEADERSHIP	2	7	12 11 10 09 08 School Grade B A A A A High Stds Read 47 62 84 80 79 High Stds Math 51 66 84 81 82 Lng Gains Read 65 64 70 56 67 Lng Gains Math 66 66 81 76 78 Gains-Rdg 25% 72 75 71 72 68 Gains-Math 25% 71 70 71 69 67
Assis Principal	Mary Garrastazu	MATHEMATICS, ED LEADERSHIP	3	5	12 11 10 09 08 School Grade B A A A A High Stds Read 47 62 84 80 79 High Stds Math 51 66 84 81 82 Lng Gains Read 65 64 70 56 67 Lng Gains Math 66 66 81 76 78 Gains-Rdg 25% 72 75 71 72 68 Gains-Math 25% 71 70 71 69 67
Assis Principal	Cortnye Arce	ELEM ED, ED LEADERSHIP	6	6	12 11 10 09 08 School Grade B A A A A High Stds Read 47 62 84 80 79 High Stds Math 51 66 84 81 82 Lng Gains Read 65 64 70 56 67 Lng Gains Math 66 66 81 76 78 Gains-Rdg 25% 72 75 71 72 68

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Silvia Lewis	READING, ESOL, SPEC LEARN DISAB, ED LEADERSHIP	3	6	12 11 10 09 08 School Grade B A A A A High Stds Read 47 62 84 80 79 High Stds Math 51 66 84 81 82 Lng Gains Read 65 64 70 56 67 Lng Gains Math 66 66 81 76 78 Gains-Rdg 25% 72 75 71 72 68 Gains-Math 25% 71 70 71 69 67

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. Partnering new teachers with veteran staff.	administration	End of Year	
2	2. Provide Professional Development Opportunities for all teachers to increase academic achievement.	administration and district personnel	End of Year	
3	3. Soliciting referrals from current employees, neighboring schools and parents.	administration	End of Year	
4	4. Recruit teachers who are highly qualified and certified infield.	administration	End of Year	
5	5. Communicate with local universities to increase the number of internships at Palm Springs Middle School consequently increasing the number of Highly Qualified candidates for employment at Palm Springs Middle School.	administration	End of Year	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

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
73	1.4%(1)	11.0%(8)	38.4%(28)	49.3%(36)	38.4%(28)	76.7%(56)	16.4%(12)	4.1%(3)	37.0%(27)

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
N/A	N/A	N/A	N/A

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

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

Palm Springs Middle School provides services and support to migrant students and parents in conjunction with Team Metro. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school

The Professional Development focuses on Professional Learning Communities (PLC) development and facilitation and best practices.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

The school registrar ensures appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Palm Springs Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the classroom teachers, and our TRUST Specialist.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

The TRUST Specialist school focuess on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's.
- 4) Palm Springs Middle School participates in the Alliance for a Healthier Generation Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By 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 and provide 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 other industry certifications

Job Training

N/A

Other

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.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Principal
Assistant Principal
Assistant Principal
School Psychologist
Reading Coach
Language Arts Chairperson
Mathematics Chairperson
Science Chairperson
Social Studies Chairperson
Electives Chairperson
UTD Steward
ESOL Department Chairperson
6th grade Team Leader
7th Grade Team Leader

8th Grade Team Leader
SPED chairperson / Program Specialist
Behavioral Management Team Chairperson
Student Services Chairperson / Test Chairperson

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

The school-based MTSS/RtI Leadership Team will conduct meetings twice a month to discuss performance assessment data results generated by students, teachers and grade levels. Furthermore, the key questions and responses will be discussed and shared with all stakeholders impacting instruction and interventions. MTSS/RtI is a general education initiative in which the levels of

support are allocated in direct proportion to student's needs. MTSS/RtI uses progressively more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and behaviorally.

This process ensures that the school's mission of continuous improvement stays on focus and aligns the strategic changes in instruction that are needed to help students become more successful. The following is a description of the roles and functions

of each individual MTSS/RtI member.

Principal - Ensures that the school-based team is implementing MTSS/RtI, and conducts assessment of MTSS/RtI Skills of school staff.

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation,

ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal - Participates in collection, interpretation, and analysis of data; facilitates development of instructional focus calendars, provides guidance on the literacy plan; and provide professional development and technical assistance to teachers regarding data based instructional planning, monitors Tier 1, 2 and 3 intervention plans; provides support for testing fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

Assistant Principal - Participates in student data collection, integrates core instructional activities/materials and collaborates with SPED and general education teachers through inclusion classes and child study teams. Ensures implementation of intervention support and documentation; supports a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Collaborates with staff to implement Tier 2 and Tier 3 interventions.

Reading Coach - Communicate with parents regarding school-based MTSS/RtI plans and activities and uses research based materials with teachers, ensuring they all have the Professional development to deliver the material with fidelity. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student's 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;" assists in the design and implementation for progress monitoring, data collection, and data analysis. Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting the school's goals and student growth as measured by benchmark progress and progress monitoring data.

Language Arts/Reading Chairperson - Provides guidance on K-12 reading plan. Facilitates and supports data Collection activities; assistance in data analysis; Provide professional development and technical assistance to teachers regarding databased

instructional programs and provides support for assessment and implementation monitoring. He provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mathematics Chairperson - Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provide development and technical assistance to teachers regarding data-based instructional programs. Develops, leads, and evaluates school math core content standards. Participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring. He provides information about core instruction, participates in student data collection, delivers Tier 1

Instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1

materials/instruction with Tier 2/3 activities.

Science Chairperson - Develops, leads, and evaluates school science core content standards. Participates in the design and delivery of professional development; and provides support for assessment and program implementation. She provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials / instruction with Tier 2/3 activities.

Social Studies Chairperson - Develops, leads, and evaluates school social studies core standards, participates in the design and delivery of professional development; and provides support for assessment and monitoring.

Electives Chairperson - Develops, leads, and evaluates school elective course standards. Participates in the design and delivery of professional development; and provides support for assessment, implementation monitoring and provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Program Specialist /SPED Chairperson and Behavioral Management Team Chairperson: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, inclusion, and mainstreaming students into courses they can be successful in on their own without support. Participates in collection, interpretation, and analysis of data. Ensures the appropriate placement of students in their

appropriate exceptionality, as well as scheduling them into classes indicated on their IEP's. Facilitates development of intervention plans, provides support for intervention fidelity and documentation, and makes appropriate changes to schedules as data provides additional information on student's progress or lack of. Provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Participates in student data collection and collaborates with SPED and general education teachers through such activities as co-teaching, inclusion, and mainstreaming. She ensures that all SWD students are scheduled in compliance with their IEP's.

Student Services Chairperson / Test Chairperson - Provides expertise in support of students' academic performance and progress, emotional and behavioral development, and career choices and social success. She also provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's needs.

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?

Palm Springs Middle School's MTSS/RtI Leadership Team will meet on a regular basis with the administration to help develop and revise the School Improvement Plan as needed. The team provides data on all level 1 and level 2 students, bubble students, and the lowest 25% of students. This data helps set clear expectations for instruction and facilitates the development for a systemic approach to teaching and learning.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention through the use of Edusoft data.
3. The Leadership Team will provide levels of support and interventions to students based on data from all interim tests and school site specific tests

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.

Palm Springs Middle School uses the following data management systems to summarize tiered data:

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

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

2. Managed data will include :

Academic:

- District Interim assessments

- State/Local Math and Science assessments
- FCAT scores
- Student grades
- FAIR assessments

Behavior

- Positive Behavior Support Program
- Minor Infractions
- Student Case Management System
- Detentions
- Suspensions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals
- Team surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

1. training for all administrators in the MTSS/RTI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RTI principles and procedures; and providing a network of ongoing support for MTSS/RTI organized through feeder patterns

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Eric Acosta, Principal
 Cortnye Arce, Assistant Principal for Curriculum
 Mary Garrastazu, Assistant Principal
 Dr. Silvia Lewis, Reading Coach
 Neyda Guerra, Language Arts Department Chairperson
 Ronald Landrum, Mathematics Department Chairperson
 Janis Lord, Science Department Chairperson
 Francisco Someillan, Social Studies Department Chairperson
 Virginia Valdes, Student Services Department Chair/Test Chair

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 coaches. 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 reading/literacy coach is vital in the process of providing job embedded professional development at the school level. The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus

on areas of literacy concern across the school. The LLT at Palm Springs Middle School meets monthly to address the needs of the students and facilitate the goals of the school's overall Reading Plan. The LLT is based on a cross-section of the faculty and administrative team including reflecting highly qualified professionals interested in serving to improve literacy instruction across the curriculum. The principal promotes the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. During the monthly meetings, the LLT members analyze the effectiveness of the Instructional Focus Calendars; collect and analyze the effectiveness of FAIR and Interim assessments; develop workshops for instructional staff; enrich classrooms with reading literacy tools as a lifelong goal for student success, organize literacy activities for students and parents; make necessary revisions and improvements to focus lessons; and share best practices and student work.

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

The main focus with the Literacy Leadership Team for the 2012- 2013 school year will be a more concentrated effort to utilize data. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The LLT will maintain a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Specific goals for the LLT this year encompass the following:

- Implement a Pacer Time literacy program that incorporates a curriculum that reinforces reading, mathematics and science skills on a daily basis.
- Implement CRISS strategies across the curriculum with graphic organizers.
- Create and implement a literacy partnership among students, parents and teachers through the use of the Reading Plus Program.
- Design a book fair to increase school wide and community literacy.
- Assign Summer 2012 Reading projects that will be incorporated into each student's grade through Language Arts at the beginning of the 2012-2013 school year.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All certified teachers provide students with effective reading strategies in the classroom. Teachers will create a print rich environment for students which include word walls, charts, diagrams, goals etc. They will also develop a classroom library that includes a variety of genres organized by reading/interest levels. The library will be utilized by students during guided reading, small group instruction and/or independent reading.

Teachers are also be provided with Vocabulary, Reading, and Math Reinforcement activities during Pacer Time (Homeroom) that are based on school-wide data. Palm Spring Middle School's school-wide initiative focuses on promoting reading across the curriculum.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 26% of students achieved a level 3 and above. On the 2013 FCAT, our goal is for 34% of students to meet high standards in Reading.
---	--

2012 Current Level of Performance:

2013 Expected Level of Performance:

26%
(310)

34%
(398)

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					
3	The area of deficiency in grades 6-8 as noted on the results of the 2012 administration of the FCAT Reading Test was in the reporting category of Text / Research Process.	Cooperative Learning ability groups will be utilized with Language Arts students in grades 6-8 to focus instruction on Text Structure and Text Features. Instructional Focus Calendars and interim assessment data will be used to create benchmark specific groups and to target instruction	MTSS/RTI Literacy Leadership Team Language Arts Chairperson and Reading Coach	Monitor and review through ongoing data disaggregating Data chats during team and department meetings	Formative: Teacher Assessments Interim Assessments Reports Summative: 2013 FCAT Reading Assessment
4	Based on the 2012 FCAT Reading Assessment, sixth, seventh, and eighth grade students showed a deficiency in the reporting category of vocabulary. Students are in need of targeted, direct vocabulary instruction	To improve the weaknesses in sixth, seventh and eighth Pacer Time teachers will utilize Vocabulary Activities on a weekly basis as part of their Pacer Time Curriculum in order to improve word recognition and vocabulary Development	MTSS/RTI Principal Assistant Principal Literacy Leadership Team MTSS/RTI Leadership Team.	Conduct ongoing classroom assessments focusing on student's ability to utilize context clues, prefixes, word walls, and suffixes to determine the meaning of unfamiliar words and phrases.	Formative: Teacher Assessments Interim Assessments Reports Summative: 2013 FCAT 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:

The results of the 2012 Florida Alternate Assessment (FAA) indicate that 24% of students achieved a level 4, 5, or 6 in reading. On the 2012 FAA, our goal is for 29% of students to score a 4, 5, or 6

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (8)	29% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Students require multiple reads of a selection prior to responding to comprehension questions	This can be accomplished by using read -alouds, auditory tapes and text readers that provide print with visuals and or symbols. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RtI Behavior Management Teacher SPED Department Chairperson.	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 17% of students achieved proficiency levels 4 and 5. Our goal for the 2012-2013 school year is to increase the percent of students achieving levels 4 and 5 proficiency to 20 percent
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (195)	20% (234)

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	These students need additional support with activities that require them to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	Use real world documents, articles, brochures and websites to locate, interpret and organize information using various graphic organizers as appropriate for the selection	MTSS/RtI Literacy Leadership Team	Review of ongoing classroom assessments through the use of established rubrics and observations	Formative: Teacher Assessments Interim Assessments Reports Summative: 2013 FCAT Reading Assessment
3	Students are in need of additional support regarding relevance and rigor in the curriculum.	Implement the College Board/Spring Board curriculum in all advanced courses. Spring Board offers built-in higher order, college readiness, and pre-AP strategies,	MTSS/RtI Literacy Leadership Team Administrative Team	Administrative walkthroughs Department Chair feedback	Formative: Teacher Assessments, Interim Assessments, Reports

	making it an effective means to add rigor and depth to the core curriculum		Summative: 2013 FCAT 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:	The results of the 2012 Florida Alternate Assessment (FAA) indicate that 53% of students achieved at or above a level 7 in reading. On the 2013 FAA, our goal is for 56% of students to score at or above a level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (18)	56% (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					
2	Students require multiple reads of a selection prior to responding to comprehension questions.	This can be accomplished by using read- alouds, auditory tapes and text readers that provide print with visuals and /or symbols. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RTI Behavior Management Teacher SPED Department Chairperson	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 66% of students made learning gains. Our goal for the 2012-2013 school year is to increase the % of students achieving learning gains to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (676)	71% (727)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
	Students do not participate in the Reading Plus program at optimal levels. An informal survey	The implementation of Reading Plus will continue as a School-wide Program.	MTSS/RTI Literacy Leadership Team	Monitor, analyze, and use program generated reports to ensure students are making	Formative: Teacher Assessments Interim

2	of students suggests that they did not have time to complete assigned passages or they lacked adequate access to technology at home.	Students will participate in a minimum of 30 minutes twice a week in school to complete a minimum of sessions weekly. Students will access Reading Plus through both their social studies classes and their homerooms.	adequate progress in reading practices	Assessments Reports Summative: 2013 FCAT 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:	The results of the 2012 Florida Alternate Assessment Reading Test indicate that 64% of students made learning gains. Our goal for the 2012-2013 school year is to increase the % of students achieving learning gains to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (19)	69% (21)

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	Students require multiple reads of a selection prior to responding to comprehension questions.	This can be accomplished by using read -alouds, auditory tapes and text readers that provide print with visuals and or symbols. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RtI Behavior Management Teacher SPED Department Chairperson	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 74% of the students in the lowest 25 percentile made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students in the lowest 25 percentile achieving learning gains to 79%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (197)	79% (210)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students require a more structured tutoring tool implemented with fidelity. Reading Plus will be used to meet this need. Additionally, students in this category need targeted and sustained intervention in a small group setting.	Students in the lowest 25 percentile will receive pull-out / push in tutoring provided during Pacer Time (homeroom) on a daily basis. Targeted students will spend 45 minutes a day on Reading Plus. Students will also participate in a 3 on 1 intervention program .	MTSS/RtI Literacy Leadership Team MTSS/RtI Leadership Team Reading interventionist	Conduct ongoing classroom assessments focused on students ability to discuss and justify answers based on-going back to the text for support. Reciprocal teaching strategies will be incorporated in every lesson.	Formative: Teacher Assessments Interim Assessments Reports Summative: 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 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
	52	57	61	65	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal from 2011-2017 for all ethnic subgroups is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65%(19) Black: 25%(5) Hispanic: 47%(524) Asian: NA American Indian: NA	White: 73% (21) Black: 41% (8) Hispanic: 57% (635) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of further instruction and tools for interacting with non-fiction texts that are lengthy and dense. Students often abandon reading a passage because it is too long and informational	Implementation of a school-wide guided reading program that provides students with a consistent way to interact with non-fiction texts. Teachers will model, enforce and practice the use of these school-wide guided reading strategies with students across the curriculum	Department chairpersons Team Leaders Reading Coach Administration	Student work folders and portfolios of work samples	District interim assessments and teacher-created assessments
2	Students are in need of additional practice reading and comprehending non-fiction grade level texts.	Reading Reinforcement Support Program pull out through Reading Plus software. Extensive use of reading	Department chairpersons Team Leaders Reading Coach Administration Reading	Student work folders and portfolios of work samples	Student work folders and portfolios of work samples Reading Plus

	interventionist to reteach guided reading skills and practice comprehension strategies..	Interventionist		summative data reports
--	--	-----------------	--	------------------------

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal from 2011-2017 for all ELL students is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(67)	36%(104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of developing a richer, more content specific vocabulary.	Implementation of "words of the week" across the curriculum. Use of Teen Biz and Imagine Learning software platforms to reinforce decoding skills. Targeted instruction in word families, loan words, and cognates	Department chairpersons Team Leaders Reading Coach Administration	Student work folders and portfolios of work samples	District interim assessments and teacher-created assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our goal from 2011-2017 for all SWD students is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(55)	38%(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	Students are in need of developing a richer, more content specific vocabulary and need re-teaching in small groups.	Implementation of "words of the week" across the curriculum Targeted instruction in word families, loan words, and cognates Targeted small group instruction provided by reading interventionist	Department chairpersons Team Leaders Reading Coach Administration Reading Interventionist	Student work folders and portfolios of work samples	District interim assessments and teacher-created assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal from 2011-2017 for all ED students is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(478)	57%(619)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of focused instruction in decoding and comprehension skills.	Implementation of "words of the week" across the curriculum Targeted instruction in word families, loan words, and cognates Targeted small group instruction provided by reading interventionist	Department chairpersons Team Leaders Reading Coach Administration Reading Interventionist	Student work folders and portfolios of work samples	District interim assessments and teacher-created assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Spring Board/Curriculum Mapping	6,7,8	College Board	Language Arts	June 11-June 20	Classroom Observations/Follow-Up assignments	Administrative Team
Common Core Standards Training	6,7,8	Reading Coach and Math Department Chairperson (Certified Trainers)	School-Wide	October 26, 2012	Classroom Observations/Follow-Up assignments	Administrative Team

Reading 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 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:		Our goal for the 2012-2013 school year is to increase the percentage of ELL students meeting proficiency in all subgroups in the area of Listening and Speaking by 5%.			
2012 Current Percent of Students Proficient in listening/speaking:					
45% (126)					
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 2012 CELLA Listening/Speaking results showed that over half (55%) of students understand English that is at or below grade level in the process of learning in English as a second language. These students need additional practice speaking English and hearing English spoken properly.	Incorporate CELLA Connections as opening routine Include differentiated instruction in classrooms to target skill deficiencies.	MTSS/Rtl ESOL/Language Arts Teachers	Classroom monitoring; Teacher Observation; Speaking/Listening Activities-based openers (Focused Mini-Lessons) using the CELLA Connections. On-going monitoring of student growth through teacher observation	Formative: Classroom Assignments Informal Observation Summative Assessment: 2013 CELLA
2	Some students have been classified as ESOL levels 1-2 for eight consecutive semesters or more.	Offer students who have been unable to improve their ESOL placement after eight semesters an opportunity to enroll in a Critical Thinking Language Acquisition Elective	MTSS/Rtl ESOL/Language Arts Teachers	Classroom monitoring; Teacher Observation; Speaking/Listening Activities-based openers (Focused Mini-Lessons) using the CELLA Connections.	Formative: Classroom Assignments Informal Observation Summative Assessment: 2013 CELLA

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Our goal for the 2012-2013 school year is to increase the percentage of ELL students meeting proficiency in all subgroups in the area of Reading by 5 percentage points

2012 Current Percent of Students Proficient in reading:

27%
(79)

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 2012 CELLA Reading results showed that over two-thirds of students are reading in English grade level text in a manner similar to non-ELL students (High Intermediate) . These students need continued practice with academic English and vocabulary with a high level of specificity and contextual relevance.	Incorporate the Reading Department's Instructional Focus Calendar. Require students to complete two Teen Biz reading assignments a week. Use of Reading Plus Include differentiated instruction in classrooms to target skill deficiencies.	MTSS/RtI Developmental Language Arts Teacher. ESOL/Language Arts Teachers	Classroom Observations Monitor the use of Teen Biz in all developmental classes. Monitor the use of Reading Plus for the students in the ESOL level 3 and 4 classes.	Formative: Classroom Assignments District Assessments Teen Biz Pre-test Interim Test Post Test Reading Plus Summative Assessment: 2013 CELLA
2	Some students have been classified as ESOL levels 1-2 for eight consecutive semesters or more.	Offer students who have been unable to improve their ESOL placement after eight semesters an opportunity to enroll in a Critical Thinking Language Elective.	MTSS/RtI ESOL/Language Arts Teachers	Classroom monitoring; Teacher Observation; Speaking/Listening Activities-based openers (Focused Mini-Lessons) using the CELLA Connections. Student performance on District-created interim reading assessments	Formative: Classroom Assignments Informal Observation Summative Assessment: 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:

Our goal for the 2012-2013 school year is to increase the percentage of ELL students meeting proficiency in all subgroups in the area of Writing by 5%.

2012 Current Percent of Students Proficient in writing:

23%
(66)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students are unable to develop sentences with grammatically correct structure and are unable to use punctuation appropriately. Additionally, students lack the vocabulary to develop well thought out and written paragraphs.	Explicit instructions on the writing process. Using pictures to elaborate written questions and description. Increase the use of Teen Biz	MTSS/RtI ESOL/Language Arts Teachers	Student sample writing. Ongoing observation	Teen Biz-Writing Section FCAT Writing for 8th graders Summative: 2013 CELLA Assessment
2	Some students have been classified as ESOL levels 1-2 for eight consecutive semesters or more.	Offer students who have been unable to improve their ESOL placement after eight semesters an opportunity to enroll in a Critical Thinking Language Elective	MTSS/RtI ESOL/Language Arts Teachers	Classroom monitoring; Teacher Observation; Speaking/Listening Activities-based openers (Focused Mini-Lessons) using the CELLA Connections.	Formative: Classroom Assignments Informal Observation Summative Assessment: 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 results of the 2012 FCAT Mathematics Test indicate that 28% of students achieved Level 3 proficiency. On the 2013 FCAT, our goal is for 34% of our students to meet high standards in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (324)	34% (399)

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 2012 FCAT Mathematics Assessment, the area of deficiency for sixth grades was in the reporting category of Geometry and Measurement. Students need additional support to comprehend abstract concepts.	To improve the weaknesses in sixth grade, Mathematics teachers will (1) utilize investigation models to demonstrate fractional and proportional relationships, (2) Investigate geometric properties, using Florida Achieves, and (3) real world discovery interpreting and displaying statistical data.	MTSS/RTI Principal Assistant Principal Math Department Chair College Board/Spring Board Liaisons	Initiate hands on learning activities, ongoing assessment of student comprehension through reciprocal teaching techniques, student presentations, and group work Data Chats with both teachers and with students after each interim assessment	Formative: Florida Achieves assessments, teacher made tests, project assessments Summative: Results from 2013 Mathematics Assessment
2	Based on the 2012 FCAT Mathematics Assessment, the area of deficiency for seventh grades was in the reporting category: Ratios and Proportional Relationships.	To improve the weaknesses in seventh grade, Mathematics teachers will (1) utilize investigation models to demonstrate fractional and proportional relationships, (2) Investigate geometric properties, using Florida Achieves, and (3) real world problems interpreting and displaying statistical data.	MTSS/RTI Principal MTSS Team	Initiate hands on learning activities, ongoing assessment of student comprehension through reciprocal teaching techniques, student presentations, and group work. Data Chats with both teachers and with students after each interim assessment	Formative: Florida Achieves assessments, teacher made tests, project assessments Summative: Results from 2013 Mathematics Assessment
3	Based on the 2012 FCAT Mathematics Assessment, the area of deficiency for eighth grades was in the reporting category of Operations, Problems and Statistics.	To improve the weaknesses in eighth grade, Mathematics teachers will use real world documents, articles, brochures and websites to locate, interpret and organize information to solve real world problems	Principal Literacy MTSS/RTI Team	Initiate hands on learning activities, ongoing assessment of student comprehension through reciprocal teaching techniques, student presentations, and group work	Formative: Florida Achieves assessments, teacher made tests, project assessments Summative: Results from 2012 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:	The results of the 2012 Florida Alternate Assessment (FAA) in Mathematics indicate that 29% of students achieved Level 4, 5, or 6. On the 2013 FAA, our goal is for 34% of our students to achieve a level 4, 5, or 6 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (10)	34% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in review/practice when learning math concepts as well sufficient visual representation.	Provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Provide students with opportunities to learn concepts using manipulative visuals, number lines and assistive technology.	Behavior Management Teacher SPED Department Chairperson	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings Data Chats with both teachers and with students after each interim assessment	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The results of the 2012 FCAT Mathematics Test indicate that 20% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in levels 4 and 5 to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (238)	23% (270)

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 2012 FCAT Mathematics Assessment Test the greatest area of deficiency overall was in the reporting category of Geometry and Measurement	Teachers will provide targeted instruction that focuses on the vocabulary used in the geometry and measurement strand. Teachers will differentiate to provide support and remediation to those students who are not proficient in this reporting category as measured by the Winter Interim Assessment	MTSS/RtI Data Chats with both teachers SPED Department Chairperson Literacy Leadership Team (LLT)	Continuously monitoring classroom assessments focusing on student's level of comprehension. The students will utilize their work folders and rubrics as means of assessing their own learning Data chats with teachers and with students after each interim assessment	Formative: Florida Achieves project Assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
	Advanced students are in	Implement the College	MTSS/RtI	Conduct ongoing	Formative:

2	need of sufficient exposure to relevance and rigor in their mathematics curriculum.	Board's Springboard curriculum in all advanced mathematics courses. Spring Board offers built-in higher order, college readiness, and pre-AP strategies, making it an effective means to add rigor and depth to the core curriculum	Mathematics Department Chair	classroom assessments through Administrative walkthroughs Team Meetings Data chats with teachers and with students after each interim assessment	Florida assessments, teacher made tests, project assessments Summative: Results from 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:	The results of the 2012 Florida Alternate Assessment (FAA) in Mathematics indicate that 51% of students achieved at or above a level 7. On the 2013 FAA, our goal is for 54% of our students to achieve at or above a level 7 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (18)	54% (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	Students are in need of continuous review/practice when learning math concepts as well sufficient visual representation	Provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Provide students with opportunities to learn concepts using manipulative visuals, number lines and assistive technology. Provide students with additional support via FastMath and Fraction Nation math reinforcement software.	MTSS/RtI Behavior Management Teacher SPED Department Chairperson	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings Data chats with teachers and with students after each interim assessment Date reports from Scholastic to gauge efficacy of software intervention programs	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 68%of the students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (691)	73% (742)

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FCAT Mathematics Assessment sixth grade students need improvement in the reporting category of Geometry and Measurement.	Utilize New District Mathematics Curriculum Pacing Guides to ensure all Next Generation Sunshine State Standards Benchmarks are covered during the appropriate 9 week grading period throughout the 2012-2013 school year. Students will utilize Florida Achieves as a supplemental resource to classroom instruction. Implement a teacher-based Math Reinforcement Pull-out Program during Pacer Time to increase learning gains for bubble students.	MTSS/RtI Leadership Team	Incorporate hands on activities, reciprocal teaching, student presentation, and group work	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test
2	Based on the 2012 FCAT Mathematics Assessment seventh grade students need improvement in the reporting category of Ratios and Proportional Relationships	Utilize New District Mathematics Curriculum Pacing Guides to ensure all Next Generation Sunshine State Standards Benchmarks are covered during the appropriate 9 week grading period throughout the 2012-2013 school year. Students will utilize Florida Achieves as a supplemental resource to classroom instruction. Implement a teacher-based Math Reinforcement Pull-out Program during Pacer Time to increase learning gains for bubble students.	MTSS/RtI Leadership Team	Incorporate hands on activities, reciprocal teaching, student presentation, and group work	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test
3		Based on the 2012 FCAT Mathematics Assessment eighth grade students need improvement in the reporting category of Operations, Probability, and Statistics.	Utilize New District Mathematics Curriculum Pacing Guides to ensure all Next Generation Sunshine State Standards Benchmarks are covered during the appropriate 9 week grading period throughout the 2012-2013 school year. Students will utilize Florida Achieves as a supplemental resource to classroom	MTSS/RtI Leadership Team	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

			instruction. Implement a teacher-based Math Reinforcement Pull-out Program during Pacer Time to increase learning gains for bubble students.	
--	--	--	---	--

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:	The results of the 2012 Florida Alternate Assessment (FAA) in Mathematics indicate that 73% of students made learning gains in Mathematics. On the 2013 FAA, our goal is for 78% of our students to make learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (23)	78% (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	Students are in need of continuous review/practice when learning math concepts as well sufficient visual representation	Provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Provide students with opportunities to learn concepts using manipulative visuals, number lines and assistive technology	MTSS/RtI Leadership Team Behavior Management Teacher SPED Department Chairperson	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicates 74% of students in the Lowest 25% that achieved learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (204)	79% (218)

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 2012	After school tutoring	MTSS/RtI	Analyze Interim	Formative:

1	FCAT Results, the number of students in the lowest 25% making learning gains was 74%. It is evident that a greater emphasis must be placed on teaching students to apply critical thinking skills to evaluate real-world scenarios.	will be made available for students to receive additional support. Parents will be contacted and informed of school tutoring services. All mathematics teachers will use differentiated instruction practices. A Math Reinforcement pullout program has been developed to address the specific needs of our lowest 25% through technology-based intervention. Teachers will design lessons which target weakest strands in department meetings.	Leadership Team	Assessment Data Reports and intervention reports to adjust instruction, as needed, to ensure progress is being made and students are making learning gains.	Interim Assessments Summative: 2013 Florida Alternate Assessment.
---	---	---	-----------------	---	---

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal from 2011-2017 is to reduce the percent of non-proficient students in the Hispanic subgroup by 50%.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Hispanic: 52% (579) Asian: NA American Indian: NA	Hispanic: 59% (657) Asian: NA American Indian: NA				
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	Hispanic: Students are in need of basic literacy skills reinforcement	Targeted small group instruction to reteach and reinforce basic skills under a pull-out and push-in model Math Reinforcement Support Program : Fraction Nation and FastMath software in math pull out labs	Department Chairs Administration Math Interventionists	Student work samples Summative data reports from Fast Math and Fraction Nation software applications Debriefings with math interventionists Periodic review of student achievement data	District interim assessments and teacher-created assessments

2	Students are in need of additional practice and support with comprehension and application of math content-specific vocabulary	Teaching of word parts and families. Pervasive use of word walls.	Department Chairs Administration Math Interventionists	Student work samples Debriefings with math interventionists Periodic review of student achievement data	District interim assessments and teacher-created assessments
---	--	--	---	---	--

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal from 2011-2017 is to reduce the percent of non-proficient students in the ELL subgroup by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(67)	36%(104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from math literacy reinforcement as well as help with the language of math	Targeted small group instruction to reteach and reinforce basic skills under a pull-out and push-in model Math Reinforcement Support Program : Fraction Nation and FastMath software in math pull out labs	Department Chairs Administration Math Interventionists	Student work samples Summative data reports from Fast Math and Fraction Nation software applications Debriefings with math interventionists Periodic review of student achievement data	District interim assessments and teacher-created assessments
2	ELL students are in need of strategies for reading and understanding math word problems.	Use of the school-wide guided reading strategies and textual notes	Department Chairs Administration Math Interventionists	Student work samples Summative data reports from Fast Math and Fraction Nation software applications Debriefings with math interventionists Periodic review of student achievement data	District interim assessments and teacher-created assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal from 2011-2017 is to reduce the percent of non-proficient students in the ED subgroup by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(478)	57%(619)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from math literacy reinforcement as well as help with the language of math	Targeted small group instruction to reteach and reinforce basic skills under a pull-out and push-in model Math Reinforcement Support Program : Fraction Nation and FastMath software in math pull out labs	Department Chairs Administration Math Interventionists	Student work samples Summative data reports from Fast Math and Fraction Nation software applications Debriefings with math interventionists Periodic review of student achievement data	District interim assessments and teacher-created assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving a three or higher on the Algebra I EOC to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (17)	77% (17)
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	According to the results of the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems. Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve real world problems. Place Algebra I students in pull-out program during homeroom in order to provide them with targeted assistance with this cluster.	MTSS/RtI Team Administrators, Department Head.	During math department meetings, teachers will use results of biweekly assessments to ensure progress and to guide and focus curricular interventions. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies will be made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results of the 2013 Algebra I EOC assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving a four or five on the Algebra I EOC to maintain 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (4)	18% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra I EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving graphic quadratic equations, both with and without technology that involve real-world problems. Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve real world problems. Place Algebra I students in pull-out program during homeroom in order to provide them with targeted assistance with this cluster. Offer after-school tutoring for enrichment	MTSS/RtI Team Administrators, Department Head.	During math department meetings, teachers will use results of biweekly assessments to ensure progress and to guide and focus curricular interventions. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies will be made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results of the 2013 Algebra I EOC assessment

	and acceleration of high-performing students in the Algebra I classes. Encourage students to join Mu Alpha Theta and compete in District and state-wide competitions	
--	---	--

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Our goal from 2011-2017 is to reduce the percent of non-proficient students in all ethnic subgroups by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 52% (11) Asian: NA American Indian: NA	Hispanic: 59% (13) Asian: NA American Indian: NA

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	Hispanic: Students would benefit from additional support with the language of Algebra and the use of specific vocabulary and terminology. Asian: NA American Indian: NA	Students will participate in a pull-out tutoring and skills reinforcement program during homeroom. Students will have access to free after school tutoring Monday through Thursday. Additionally, we will offer review sessions throughout the year and as part of our Saturday Success Academy.	Rtl Administration Math Department Chair Math Department	Student work samples and data chats	District created interim Algebra I assessments Student work samples

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Our goal from 2011-2017 is to reduce the percent of non-proficient ELL students in all ethnic subgroups by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0(0%)					16(50%)
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from additional support with the language of Algebra and the use of specific vocabulary and terminology.	Students will participate in a pull-out tutoring and skills reinforcement program during homeroom. Students will have access to free after school tutoring Monday through Thursday. Additionally, we will offer review sessions throughout the year and as part of our Saturday Success Academy.	Rtl Administration Math Department Chair Math Department	Student work samples and data chats	District created interim Algebra I assessments Student work samples

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Our goal from 2011-2017 is to reduce the percent of non-proficient SWD students in all ethnic subgroups by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0(0%)	4(50%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from additional support with the language of Algebra and the use of specific vocabulary and terminology.	Students will participate in a pull-out tutoring and skills reinforcement program during homeroom. Students will have access to free after school tutoring Monday through Thursday. Additionally, we will offer review sessions throughout the year and as part of our Saturday Success Academy.	Rtl Administration Math Department Chair Math Department	Student work samples and data chats	District created interim Algebra I assessments Student work samples

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Our goal from 2011-2017 is to reduce the percent of non-proficient ED students in all ethnic subgroups by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

49%(9)			59%(11)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students would benefit from additional support with the language of Algebra and the use of specific vocabulary and terminology.	Students will participate in a pull-out tutoring and skills reinforcement program during homeroom. Students will have access to free after school tutoring Monday through Thursday. Additionally, we will offer review sessions throughout the year and as part of our Saturday Success Academy.	Rtl Administration Math Department Chair Math Department	Student work samples and data chats	District created interim Algebra I assessments Student work samples

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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:
<input type="text"/>	<input type="text"/>

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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				

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
Adding Rigor and Complexity to the Curriculum	6,7,8	Various Instructional Leaders	School-wide	February 1, 2013	PD Home Learning Assignment, Classroom observations, and review of teacher lesson plans.	Administration
Common Core Standards Training	6,7,8	Reading Coach and Math Department Chairperson (Certified Trainer)	School-wide	September 24, 2012	Classroom visits and review of student work samples	Administration
Instructional Focus Calendar Planning	6,7,8	Administrators and Math Department Chairperson	School-wide	August 24, 2012	PD Home Learning Assignment, Classroom observations, and review of teacher lesson plans.	Administration

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
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 Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.

The results of the 2012 FCAT Science Test indicate that 23% of students achieved level 3 proficiency. Our

Science Goal #1a:	goal for the 2012-2013 school year is to increase level 3 student proficiency to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (92)	28% (111)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category Nature of Science .	Develop and share activities that require students to address Nature of Science strand through hands-on activities. Implement Science technology lab to strengthen and review all strands using interactive computer based programs. Utilize reports from software to refocus instruction, re-teaching where necessary.	MTSS/Rtl Team Science Department Chairperson and Assistant Principal	Classroom walkthroughs, observations, and ongoing review of lesson plans	Formative: Edusoft results of Interim assessments. Summative: 2013 FCAT
2	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category Nature of Science .	Created targeted mini-assessments biweekly focusing on the strands of Nature of Science	MTSS/Rtl Team Science Department Chairperson and Administration	Science teachers will use Edusoft reports to review the results of science assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary	Formative: Edusoft results of Interim assessments. Summative: 2013 FCAT

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:	On the 2013 FAA, our goal is for 34% of our students to achieve a level 4, 5, or 6 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (5)	34% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction must be hands on so students can manipulate and explore actions and outcomes.	Use realia for exploration and identification of key scientific concepts. Implement Science technology lab to strengthen and review	MTSS/Rtl Team Behavior Management Teacher SPED Department Chairperson	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

	all strands using interactive computer based programs. Utilize reports from software to refocus instruction, re-teaching where necessary.		
--	---	--	--

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 7% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (27)	9% (35)

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 2012 FCAT Science Test, there is a need for more enrichment strategies to increase performance of students at proficiency	Implement Saturday Success Academy and Science Technology Lab to increase student performance. Implement Science technology lab to strengthen and review all strands using interactive computer based programs. Utilize reports from software to refocus instruction, re-teaching where necessary. Encourage participation in SECME and the Science Fair	MTSS/RtI Team Administration, Science Department Chairperson and SECME Sponsor	Projects will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary..	Formative: Edusoft results of Interim assessments. HLAP data and logs. Summative: 2013 FCAT
2	Students need more guidance on testing techniques in the reporting category of Earth/Space Science	Competition and reward system will be implemented to encourage students scoring high on exams Encourage participation in SECME Re-implement "Science Jeopardy" during homeroom to reinforce concepts taught	MTSS/RtI Team Administration and Science Department Chairperson	Student samples and lab portfolio folders. Winners of Science Jeopardy activities	Formative: Edusoft results of Interim assessments. HLAP data and logs. Summative: 2013 FCAT

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:	On the 2013 FAA, our goal is for 38% of our students to achieve a level 7 in Science.
---	---

2012 Current Level of Performance:		2013 Expected Level of Performance:			
35% (6)		38% (6)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need support strategies for accessing non-fiction science content text. Students are unable to efficiently breakdown and interact with non-fiction text	Provide exposure to objects/ pictures for exploration and identification of key scientific concepts. Model for students how to interact with texts through pervasive use of graphic organizers and note-taking protocols. Share best practices at science department meetings.	MTSS/RtI Team Behavior Management Teacher SPED Department Chairperson	Conduct ongoing classroom assessments through Administrative walkthroughs Team Meetings	Formative: Teacher Assessments Summative: 2013 Florida Alternate Assessment Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edusoft Training	6,7,8	Department Chair	Science Department	September 17, 2012	Classroom Walkthroughs; Data Binders	Administration; Department Chair

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
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 Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 69% of students achieved level 4 proficiency or higher. Our goal for the 2012-2013 school year is to increase to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (271)	72% (283)

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 2012 FCAT Writing test, there is a need for targeted, school-wide instruction and focus on writing strategies and skills.	Implement School-Wide systemic writing model. Implement School-Wide guided reading plan to increase student awareness of key skills	MTSS/RtI Team Department Chairpersons Administration	Student Folders Classroom Walkthroughs	Formative: Classroom Assignments Summative: 2013 FCAT Writing Test
2	Corrective feedback is often limited in the writing process which hinders student progress.	Incorporate a student systemic writing checklist across the curriculum that will facilitate both student and teacher corrective feedback.	MTSS/RtI Team Department Chairpersons Administration	Student Folders Classroom Walkthroughs	Formative: Classroom Assignments Summative: 2013 FCAT Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	On the 2013 FAA, our goal is for 76% of our students to achieve a level 4 or higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (13)	81% (14)

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 2012 FCAT Writing test, there is a need for targeted, school-wide instruction and focus on writing strategies and skills	Implement School-Wide systemic writing model. Implement School-Wide guided reading plan to increase student awareness of key skills and the essential traits of writing.	MTSS/RtI Team SPED Chairperson Administration	Student Folders Classroom Walkthroughs	Formative: Classroom Assignments Summative: 2013 FCAT Writing Test
---	---	---	--	---	---

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Strategies	6,7,8	C. Clark	School-wide	October 26, 2012	Classroom Walkthroughs and student folders	Administrative Team
Writing Across the Curriculum	6,7,8	Rhett Landrum and Neyda Guerra	School-Wide	January 17, 2013	Classroom Walkthroughs and student folders	Administrative Team

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for the 2013 Civics EOC is for 70% percent of our students to score achievement level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 7th Grade Social Studies Curriculum adheres to the Districts Pacing Guide, Florida Sunshine State Standards, and Common Core. Based on our item analysis of assessments background knowledge, vocabulary, and reading comprehension will continue to be a challenge.	Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Additionally, provide classroom activities which help students develop an understanding of the content specific vocabulary taught in government or civics.	MTSS/RtI Team Administration will be responsible for the monitoring of the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Formative: Monthly assessments Chapter/unit Assessments Post Test Summative: 2013 Civics EOC
2	Based on our item analysis of assessments understanding Primary and Secondary Source Documents will continue to be a challenge.	Provide activities that allow students to interpret primary and secondary sources of information. Also, provide opportunities for students to utilize print and non print resources to research specific issues related to government or civics; help students provide alternate solutions to the problems researched. Additionally, provide opportunities for students to participate in project based learning activities, including co-curricular programs offered by the District, e.g., Project Citizen	MTSS/RtI Team Administration will be responsible for the monitoring of the implementation of the identified strategies	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus	Formative: Monthly assessments Chapter/unit Assessments Post Test Summative: 2013 Civics 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 Civics. Civics Goal #2:	Our goal for the 2013 Civics EOC is for 30 percent of our students to score achievement levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling conflicts hinder placement into advanced courses	Increase enrollment in advanced Civics.	MTSS/RtI Team Administration will be responsible for the monitoring of the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Formative: Monthly assessments Chapter/unit Assessments Post Test Summative: 2013 Civics EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District training on EOC Exams	7th grade Civics	District	Social studies teachers	Nov. 6, 2012	Classroom Walkthroughs	Administration and District Staff

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

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to maintain student attendance at 96% In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), from 326 to 310. Also, our goal for this year is to decrease the number of students with excessive tardies (10 or more), from 113 to 107.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.78% (1193)	96.28% (1200)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
326	310
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
113	107

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	Illnesses and excused absences have increased from the previous year.	Update parent contact information at the beginning of each quarter; utilize bilingual Connect-Ed messages and host a series of parent workshop nights to provide parents with strategies for wellness and prevention of illness	MTSS/RtI Team Administrators and attendance clerk	Review the parent contact information as well as the parent contact logs and Connect-Ed logs.	Parent contact logs; attendance rosters and COGNOS
2	Insufficient incentives to reward student attendance are an obstacle	Implement monthly reward system through PBS (Positive Behavior Support) Program for students with no tardies.	MTSS/RtI Team Administrators and attendance clerk	Monitoring of electronic grade book and COGNOS Reports	Electronic grade book

(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
Attendance Incentive training/PBS	6-8	Assistant Principal	All Teachers	September 2012	Electronic Gradebook	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Attendance Incentive	Movie gift cards	School-based funding	\$250.00
			Subtotal: \$250.00
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: \$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:	Our goal for the 2012 school year is to reduce our number of suspensions in each category by 5 percent.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
14	13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9	8

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
191	172
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
106	95

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of the Student Code of Conduct and the consequences of misbehavior	Provide a copy to homeroom teachers of the Student Code of Conduct / Positive Behavior Support System (PBS) to be reviewed by the homeroom teachers and the parents. Parents and students must sign and return	Response to Intervention Leadership Team	Monitor COGNOS reports on student indoor and outdoor suspensions.	COGNOS Reports
2	Students with recurring behavior incidents hinder our ability to reduce the suspension rate. Students are in need of additional rewards for positive behavior.	Identify students with recurring incidents and follow the progressive discipline plan. Reward students monthly with various activities through PBS Program.	Administration Team Leaders PBS Team Leaders	Monitor reports on Alternative to Suspension Program RtIB Report System	Alternative to Suspension Program Reports RtIB Report System

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
Positive Behavior Support Training	6,7,8	Robin Morrison	PBS Team	9/25/12	Reduce number of tardies and unexcused absences	Assistant Principal
RtIB Database Training	6,7,8	Robin Morrison	PBS Team Leaders	9/19/12	Reduce number of suspensions	PBS Team and Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Implement PBS to reward students for good behavior	Pacer Pesos	PTSA and EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of 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>	See Parent Involvement Plan (PIP)				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
see PIP	See PIP				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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:		Based on the 2011-2012 school data, 15% of students participated in STEM projects or areas of enrichment like the science fair, SECME, the Fairchild Challenge, and math competitions. This year's goal is to increase the number of students participating in STEM projects or areas of enrichment advanced STEM courses to 35%.			
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
	Students are in need of appropriate resources and follow up to successfully complete a quality science fair	Design checklists and rubrics for science fair projects. Conduct interviews with	MTSS/RtI Team Assistant Principal and Science Department Chairperson	Student attendance at meetings. Teacher-created checklist	Formative: Rosters from meetings Summative:

1	project.	students to check on progress of their projects. Assist students in selecting topics that are manageable and feasible given parameters and access to resources		Number of students who complete a science fair project that receives a grade of B or higher	Number of students who participate in county-wide science fair
2	Students are in need of support and guidance to adequately prepare for math competitions and brain bowls.	Establish a junior chapter of Mu Alpha Theta, math honors society. Sponsoring teacher will work with students on practice problems. Use of enrichment and re-teaching software like the Kahn Academy and Gizmos	MTSS/Rtl Team Principal and Science Department Chairperson	Student attendance at meetings. Teacher-created checklist	Formative: Rosters and sign-in sheets of students participating Summative: Number of students who participate in county-wide competitions
3	Students are in need of guidance and appropriate resources to participate in the Fairchild Challenge with fidelity.	Hold meetings and planning sessions for Fairchild Challenge during homeroom. Encourage participation of various teaches and their classes.	MTSS/Rtl Team Principal and Science Department Chairperson	Student attendance at meetings. Teacher-created checklist	Formative: Number of students participating in the Fairchild Challenge Summative: Placement and award in the Fairchild Challenge

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair	6,7,8	District Science personnel	Science department representative	January 2013	Science Fair projects	Dept. Chairs and Asst. Principal
SECME Workshop	6,7,8	District Science personnel	Ms. Morris, Ms. Ruiz	February 2013	Student work folders	Dept. Chairs and Asst. Principal
NASCAR Partnership	6	Josh Carney	Math Department Leaders	Sept-November 2012	NASCAR Project	Dept. Chairs and Asst. 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 CTE Goal #1:			Our goal is to increase student participation in career-oriented clubs and organizations by 50%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware that they can participate in organizations like Technology Students of America and Skills USA.	Encourage students to participate in TSA and Skills USA through morning announcements and recruitment through sound engineering classes. Elect officers in both organizations for our school chapters.	Administration Department Chairperson Teachers	Number of students participating in Skills USA and/or TSA. Number of local competitions and activities in which students participate.	Formative : Rosters of students attending meetings Summative: Total enrollment in club Participation in state and local activities/competitions
2	Students are unable to attend scheduled FCCLA meetings due to issues with transportation	Schedule FCCLA meetings during lunch and homeroom	Administration Department Chairperson Teachers	Number of students participating in FCCLA. Number of local competitions and activities in which students participate	Formative : Rosters of students attending meetings Summative: Total enrollment in club Participation in state and local activities/competitions

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
Technology Refresher	6,7,8	Alex Gonzalez	All teachers	November 2012	Administrative walk-throughs	Administration Leadership Team

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Student Attendance Incentive	Movie gift cards	School-based funding	\$250.00
Suspension	Implement PBS to reward students for good behavior	Pacer Pesos	PTSA and EESAC	\$500.00
				Subtotal: \$750.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/26/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District PALM SPRINGS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	66%	86%	44%	258	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	64%	66%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	70% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					533	
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 PALM SPRINGS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	61%	89%	33%	246	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	63%	61%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	70% (YES)			131	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested