

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: POWELL MIDDLE SCHOOL

District Name: Hernando

Principal: Jamie Young

SAC Chair: James Peppe

Superintendent: Bryan Blavatt

Date of School Board Approval: 11/06/12

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
Assis Principal	Lisa Piesik	MA Educational Leadership BA Management  ESE K-12 Elementary Education K-6 Business Education 6-12	9	2	2011-2012 Assistant Principal. Powell Grade B/C. 60% meeting high standards in Reading; 49% meeting high standards in Math; 66% meeting high standards in Writing; 42% meeting high standards in Science; 64% making learning gains in Reading; 58% making learning gains in Math; 62% making learning gains in Reading lowest 25%; 54% making learning gains in Math lowest 25%; 534/560 points earned; 100% tested; 58% on free & reduced lunch; 29% minority rate 2010-2011 Acting Assistant Principal April-June, Powell Grade A - High Standards: Reading 73%; Math 68%; Writing 74%; Science 43%. Learning Gains: Reading 65%; Math 70%. Lowest %ile Learning Gains: Reading 63%; Math 71%. AYP Criteria 85%.
					2011-2012 Principal. Powell Grade B/C. 60% meeting high standards in Reading; 49% meeting high standards in Math; 66% meeting high standards in Writing; 42% meeting high standards in Science; 64%

Principal	Jamie Young	MA Educational Leadership BA Elementary Education	3	5	<p>making learning gains in Reading; 58% making learning gains in Math; 62% making learning gains in Reading lowest 25%; 54% making learning gains in Math lowest 25%; 534/560 points earned; 100% tested; 58% on free &amp; reduced lunch; 29% minority rate</p> <p>2010-2011 Assistant Principal, Powell Grade A - High Standards: Reading 73%; Math 68%; Writing 74%; Science 43%. Learning Gains: Reading 65%; Math 70%. Lowest %ile Learning Gains: Reading 63%; Math 71%. AYP Criteria 85%.</p> <p>2009-2010 Assistant Principal, Powell, Grade B - High Standards: Reading-68%; Math-65%; Writing-83%; Science-40% Learning Gains: Reading-61% Math 69% Lowest %ile Learning Gains: Reading-62% Math-68% AYP Criteria-87%</p> <p>2008-2009 Assistant Principal, Powell, Grade B - High Standards: Reading-67%; Math-61%; Writing-79%; Science-25% Learning Gains: Reading-65% Math 68% Lowest %ile Learning Gains: Reading-68% Math-65% AYP Criteria-74%</p> <p>2007-2008 Assistant Principal, Eastside Elementary, Grade A - High Standards: Reading-69%; Math-72%; Writing-58%; Science-40% Learning Gains: Reading-65% Math 64% Lowest %ile Learning Gains: Reading-70% Math-67% AYP Criteria-90%</p> <p>2006 -2007 Assistant Principal, Eastside Elementary, Grade B - High Standards: Reading-73%; Math-71%; Writing-78%; Science-35% Learning Gains: Reading-65% Math 67% Lowest %ile Learning Gains: Reading-57% Math-61% AYP Criteria-97%</p>
Assis Principal	Thomas Dye	MA Educational Leadership	1	1	2012-2013 Assistant Principal, Powell Grade B

## 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	Erica Bell McDowell	Educational Leadership, Reading Grades K-12	4	5	Powell does not have a dedicated instructional coach for any subject area. We utilize district personnel as needed.

## 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	Offer a new teacher mentor program	Lisa Piesik, Assistant Principal and Luz Bauzo, Lead Mentor Teacher	On-going throughout the year	
2	Provide meaningful professional development	Lisa Piesik, Assistant Principal, Luz Bauzo, Lead Mentor Teacher, and Laura Rufa, Assessment Teacher	On-going throughout the year	

3	Powell will be providing additional support to any teacher new to Powell and any teacher that is on annual contract through our content area department leaders.	Joi Ely, Maria Dumas, Donna Dasher, Kathleen Marcucci, and Ed Carlson, Content area department leaders	On-going throughout the year	
4	Utilize professional development modules through the PD 360 program that are appropriate to individual teacher needs.	Jamie Young, Tom Dye, and Lisa Piesik, Administration	On-going throughout the 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
Linda Buono, Intensive Reading & Language Arts Teacher Dinah McCue, Reading & Language Arts Teacher Deborah Chesteen, Intensive Reading & Language Arts Teacher	Support in continuation of reading endorsement and ESOL endorsement classes.

### 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
64	3.1%(2)	26.6%(17)	46.9%(30)	26.6%(17)	40.6%(26)	26.6%(17)	21.9%(14)	0.0%(0)	25.0%(16)

### 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
Kathleen Turnbull	Matthew Schaeffer	Same department	School rules and procedures, best practices, Differentiated Instruction, behavioral and academic support services, PSRTI
Deborah Chesteen	Jennifer Akins	Same Department	School rules and procedures, best practices, Differentiated Instruction, behavioral and academic support services, PSRTI
Kathleen Marcucci	Danielle Roscoe	Experience of mentor.	School rules and procedures, best practices, Differentiated Instruction, behavioral and academic support services, PSRTI. Being mentored for alternative certification program.

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Powell Middle School will use its 2012-13 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, Access Points training, Best Practices in Discipline Interventions, Holistic Writing Rubric training and PS/RtI. Select Powell Middle School teachers will also participate in district-wide Title II-funded professional development programs involving Next Generation Content Area Reading Professional Development, and Charlotte Danielson's Framework for Effective Teaching & Learning. All Title II-funded professional development programs at Powell Middle School are planned to support the district's strategic plan, including the 2012-13 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives.

Title III

All of Powell Middle School English language learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from our ESOL lead teacher and paraprofessionals in their mainstream classrooms. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Powell Middle School mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies. Title III funds will also be used to train Powell Middle School ESOL lead teacher and ESOL paraprofessionals how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like Rosetta Stone, will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District Student Services Dept. staff and Powell Middle School guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Powell Middle School staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13.

Nutrition Programs

As part of the district's Food & Nutrition Dept., Powell Middle School cafeteria staff provide balanced, attractive, well-prepared

meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Powell Middle School cafeteria staff provide free and/or reduced-price lunches for students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

#### Job Training

N/A

#### Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS (multi-tiered system of student supports) Leadership Team consists of:

Jamie Young, Principal  
Lisa Piesik, Assistant Principal  
Tom Dye, Assistant Principal  
Laura Rufa, Assessment Teacher  
Maria Dumas, Reading Dept. Leader  
Sarah Edgecomb, Guidance Dept. Leader & PBS Coach  
Marilyn Haskedakes, Guidance Counselor  
Lili Southerland, Guidance Counselor  
Rachael Smith, School Psychologist  
Stephanie Moriarty, Behavioral Analyst  
Teresa Estrada, Social Worker  
Joi Ely, Math Dept. Leader  
Donna Dasher, Language Arts Dept. Leader

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?

Administration provides a common vision for the use of data-based decision-making, ensures that the school-based leadership team is implementing MTSS, conducts assessment of MTSS skills of school staff, implements intervention support and documentation, provides adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Mrs. Ely, Mrs. Dumas, and Mrs. Dasher, content area department leaders, provide information about core instruction, participate in data collection, assist teachers in the delivery of Tier I instruction/intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

The School Psychologist, Rachel Smith, participates in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitates data-based decision making activities.

The Assessment Teacher, Laura Rufa, organizes and schedules school-wide assessments, accesses and/or develops technology necessary to manage and display data, and provides professional development and technical support to teachers and staff regarding data collection, management, and display.

Guidance counselors, Marilyn Haskedakes, Lili Southerland, and Sarah Edgecomb assist in the identification and development of interventions, and the implementation of MTSSS on their assigned grade level through PS/RtI meetings with staff, parents, and students. They also identify students in need of Tier 2 interventions through small group skill building activities based on frequency of teacher concerns, discipline and truancy data.

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

The MTSSS Leadership Team consists of school based leaders and student services personnel that assist in providing schoolwide implementation and continued development of MTSSS. The MTSSS Leadership Team meets on a monthly basis and evaluates data to address concerns with core, grade level academic and behavioral concerns, while looking at individuals at risk in an effort to increase student performance and success at Powell. This problem solving team has set duties that include data collection and the development of tools to be used by staff to work toward full implementation of MTSSS. The 3 Tiers of intervention are being addressed throughout the SIP and are a direct reflection of the planning from this committee and other school leadership teams.

### 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.

Tier 1 - FCAT results, SAMS diagnostic/benchmark assessment two times per year, common quarterly/semester exams, classroom tests and quizzes, Panther Prep - FCIM, FAIR testing three times per year for all students on prior year FCAT, Reading Program Assessments such as cold read exam and district writing prompt (DWAP). In addition, students that are placed in Advanced classes will be evaluated at the end of the first nine weeks to ensure proper placement. Our discipline secretary will also utilize RtIB to enter all discipline data.

Tier II - On-going reading progress monitoring such as CELLA for ESOL, Voyager benchmark test for intensive reading students, and utilization of FAIR toolkit for all students.

Tier III - On-going reading progress monitoring such as utilization of FAIR toolkit.

PMRN, Performance Matters and the district discipline data management system will be used to compile and store data in reading, math, science, writing, and behavior.

Progress monitoring and diagnostic data will be compiled by the Reading, Language Arts, and Math Department Leaders, and the Assessment Teacher.

The Assessment Teacher will be responsible for data management and communication of FAIR, SAMS, DWAP, and FCAT data.

The grade level teams will meet on a monthly basis to review assessment data. The MTSSS Leadership Team will meet on a monthly basis as well.

The technology support that will be used to aggregate and display data decisions include Progress Monitoring and Reporting Network (PMRN), Performance Matters, and Voyager. Data from these programs will be printed and shared with the School Advisory Council, parents, teachers, and students via Edline and the data wall located in the faculty lounge. Behavioral and attendance data is reviewed on a monthly basis through grade level MTSSS meetings.

Describe the plan to train staff on MTSS.

Training for PBS and MTSSS will be offered on the first in-service day, October 12, 2012, by the school psychologist, behavioralist, and administration. On-going staff development will continue over the course of the 2012-2013 school year. This will include frequent review of the MTSSS problem solving process at the monthly MTSSS grade level meetings.

Describe the plan to support MTSS.

Powell will continue to offer professional development utilizing district staff and PD 360 in the area of MTSS to ensure that our teachers understand the requirements and purpose.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Powell Middle School established a school-based Literacy Leadership Team (LLT) several years ago. The school-based Literacy Leadership Team will be facilitated by Sharon Contois, Media Specialist, and will be made up of Powell's Leadership Team which includes the following members:

Jamie Young, Principal

Tom Dye, Assistant Principal

Lisa Piesik, Assistant Principal

Laura Rufa, Assessment Teacher

Maria Dumas, Reading Department Leader, Reading Teacher

Donna Dasher, Language Arts Department Leader, Language Arts Teacher

Joi Ely, Math Department Leader, Math Teacher

Kathleen Marcucci, Social Studies Department Leader, Social Studies and Civics/Amer History Teacher

Anita Sola, ESE Department Leader, ESE Teacher

David Pletincks, Fine Arts Department Leader, Chorus Director

Ed Carlson, Science Department Leader, Science Teacher

Ron Blackwell, PE Department Leader, PE Teacher

Charlene Francisco, Athletic Director

Lee Loffler, 8th grade Team Leader, PE Teacher

Ricardo Hudson, 8th grade Team Leader, Math Teacher

Paul Duncan, 7th grade Team leader, Math Teacher

Althea Hudson, 7th grade Team Leader, Math Teacher

Cheryl Hanik, 6th grade Team Leader, Science Teacher

Jackie Cross, 6th grade Team Leader, Science Teacher

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

The LLT, under the direction of the Media Specialist, meets on a quarterly basis. The purpose of the LLT is to share reading knowledge within the school building and to focus on areas of literacy concern across the school. Each department within the school is represented on the LLT. School-wide reading plans that are developed by the LLT are introduced to each department by its LLT representative, with implementation and follow-up by administration and the Media Specialist.

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

The major initiatives of the LLT this year are to:

- train and support staff to ensure that reading strategies are being taught by every teacher. This will be accomplished with the assistance of district Reading Coaches who will work with our content area teachers by providing them with professional development in the areas of CCSS Literacy Standards, interactive literacy strategies, vocabulary acquisition, differentiated instruction, and think-alouds. We will also be utilizing Title II funds to send content area teachers to NGCAR-PD/Text Complexity training.
- ensure that all classrooms have word walls and that they are being used interactively.
- promote and encourage independent reading among students through on-going Reading Counts goal setting and reward programs.

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

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

NA

## \*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.

District Reading coaches will work with content area teachers on the use of interactive literacy strategies, vocabulary acquisition, and differentiated instruction. Content area teachers will be offered the NGCAR-PD/Text Complexity training with the use of Title II funds.

All teachers will use FCIM mini-lessons and assessments.

Also, through the Literacy Leadership Team, which includes all content area leaders, information will be disseminated regarding use of effective reading strategies within their content area.

### \*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?

NA

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?

NA

### 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](#)

NA



## 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 percentage of students achieving proficiency (FCAT Level 3) on the 2013 FCAT will increase 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (328)	39% (368)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary instruction	<p>1.1 Continue to train staff on how to incorporate the use of interactive word-walls in all classrooms.</p> <p>1.2 Teachers incorporate vocabulary acquisition strategies (e.g. picture notes, word mapping, column notes, and context clues) into their lessons before, during, and after reading content materials.</p> <p>1.3 Utilizing the Powell News Broadcast we will have a school-wide word of the day. Each teacher will have to utilize the word throughout the day and relate it to their content area.</p>	<p>1.1 District Reading Coaches and Administration</p> <p>1.2 District Reading Coaches and Administration</p> <p>1.3 Broadcast teacher, Media Specialist, Leadership Team</p>	<p>1.1 PLC meetings will focus on vocabulary performance on classroom assessments.</p> <p>1.2 FSP FAIR data will be graphed and reviewed in PLC meetings after each FAIR assessment.</p> <p>1.3 Teachers will choose a word of the day to add to their classroom assessment.</p>	Classroom generated assessments; Administrative walkthroughs
2	Lack of reading instruction in the content areas	<p>2.1 Use of differentiated instruction in the presentation of content.</p> <p>2.2 Incorporate the use of grade specific FCIM calendars in all classrooms targeting reading strand deficiencies.</p> <p>2.3 Professional development utilizing Title II Funds for content area teachers to take NGCAR-PD/Text Complexity.</p>	<p>2.1 Department Leader and Administration</p> <p>2.2 Department Leader and Administration</p> <p>2.3 District Professional Development Coordinator</p>	<p>2.1 Bi-weekly discussions in content area PLC meetings about the use of differentiated instruction and classroom-based assessment data</p> <p>2.2 Performance on FCIM mini-assessments</p> <p>2.3 Classroom walk-through's and evaluations after teachers have been trained to assess the use of reading strategies in content area classes</p>	<p>2.1 Lesson plans and classroom walkthrough data</p> <p>2.2 FCIM mini-assessments in all classrooms</p> <p>2.3 Lesson plans and classroom walkthrough data</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	The percentage of Florida Alternate Assessment students scoring at Levels 4, 5, and 6 in Reading will remain 100% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2)	100%(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	Teachers lack training on Access Points.	Teachers will attend professional development to learn effective use of Access Points.	County-level trainers from ESE, ESE Team, Administration	Review of lesson plans, observation within classes implementing Access Points	Florida Alternative Assessment Test, classroom assessments, periodic lesson plan checks

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 number of students achieving above proficiency (FCAT Levels 4 and 5) in Reading will increase 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (241)	31% (292)

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	Many Level 4 & 5 students are not receiving a full class of reading instruction.	1.1 Advanced Language Arts teachers will receive professional development on interactive literacy strategies from the District Reading Coaches.  1.2 FCAT Level 3 students receive a full class period of reading instruction per day in addition to a full class period of language arts instruction	1.1 Administration 1.2 Administration	1.1 2013 FCAT results will be analyzed to determine if Level 4 & 5 students made DSS gains. 1.2 Administration will analyze 2013 FCAT scores to determine the percentage of Level 3 students who increased to a 4 or 5.	2013 FCAT Reading scores
2	In the past we have not FAIR tested Level 4 & 5 students	2.1 FAIR test all level 4 & 5 students three times per year and progress monitor if necessary	2.1 Assessment Teacher & Advanced Language Arts Teachers	2.1 Analyze FAIR scores and compare test results each assessment to ensure students are making gains	FAIR results

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

of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The percentage of Florida Alternate Assessment students scoring at or above Level 7 in Reading will remain 100% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2)	100%(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	Teachers lack training on Access Points.	Teachers will attend professional development to learn effective use of Access Points.	County-level trainers from ESE, ESE Team, Administration	Review of lesson plans, observations within classes implementing Access Points.	Florida Alternative 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The percentage of students making learning gains in Reading will increase 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (554)	65% (560)

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	Elimination of school-based reading coach	1.1 Utilize the district middle school reading coaches as much as possible for professional development and modeling. 1.2 Utilize the expertise of the Reading Department Leader to support and model best practices in reading.	Administrator in charge of Reading Department	Monitoring of participation in PD360 based on classroom walkthroughs utilizing the Danielson framework. 1.2 Review of lesson plans that include differentiated instruction.	2013 FCAT Reading scores  FAIR test results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The percentage of Florida Alternate Assessment students making learning gains in Reading will increase 5 percentage points .
2012 Current Level of Performance:	2013 Expected Level of Performance:

50%(1)			55%(2)		
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	Conflicts in master schedule to accommodate for proper placement in appropriate reading level class	Design master schedule to accommodate alternate assessment reading level needs	Administration, Reading Dept. Leader, Guidance Counselors	Classroom observations, feedback from Reading teachers	Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in lowest 25% making learning gains in Reading will increase by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (135)	61% (131)

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	There has been minimal feedback on student performance pertaining to assessment results	1.1 Intensive reading teachers will have individual data chats with students to review performance on assessments. 1.2 Teachers will meet with Administration to discuss and identify students in the lowest 25th percentile to develop interventions for students to be discussed after each FAIR assessment with student. 1.3 With the support of administration and the use of PBS, Intensive Reading teachers will offer incentives to students who make gains on assessments	Administration	Administration will review FAIR/Voyager/Corrective data to determine student progress in reading.	FAIR assessment, Voyager, Benchmark test, Corrective Reading Mastery tests
2	There has been a lack of student knowledge regarding the availability of high interest books	2.1 Use of book chats on the Powell Middle School TV news	2.1 Broadcast teacher, Media Specialist, Administration	2.1 Teacher monitoring of Reading Counts points on a nine week basis	2.1 Reading Counts quizzes

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

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

By the year 2016, 75% of students will be proficient in Reading.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The percentage of White students not making satisfactory progress will decrease by 4 percentage points.</p> <p>The percentage of Hispanic students not making satisfactory progress will decrease by 5 percentage points.</p> <p>The percentage of Black students not making satisfactory progress will decrease by 6 percentage points.</p> <p>The percentage of Hispanic students making AYP will increase from 53% to 58%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 36% (247) Hispanic - 50% (70) Black - 53% (41)	White - 32%(219) Hispanic - 45% (65) Black - 47% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic Students make up the majority of our ELL population, and our ELL Lead teacher does not speak Spanish.	<p>1.1 An ELL Teacher and ELL Paraprofessional assist our Hispanic population in the reading classroom and in their other content area classes.</p> <p>1.2 The ELL paraprofessional speaks Spanish and we will utilize an interpreter on staff for translation when needed.</p> <p>1.3 Efforts will be made to disseminate information in Spanish and English both in writing and when utilizing Global Connect.</p>	ELL Teacher, ELL Paraprofessional	FAIR data results will be monitored in addition to analyzing 2012 FCAT Reading trend data	FAIR data and 2013 FCAT Reading data
2	Lack of individual identification of non-proficient students in the White subgroup.	<p>2.1 Through the use of Performance Matters reporting capabilities, teachers will be trained how to identify low performing students in each subgroup.</p> <p>2.2 Individual data chats with students to discuss strengths and weaknesses in regards to assessment.</p> <p>2.3 Teachers will take an active role in problem-solving utilizing guidance counselors and reviewing</p>	<p>2.1 Assessment Teacher</p> <p>2.2 Teachers</p> <p>2.3 Teachers, Guidance Counselors, Administration</p>	<p>2.1 Comparison of FAIR test 1 and 2</p> <p>2.2 Comparison of FAIR test 1 and 2</p> <p>2.3 Observations by Administration</p>	2013 AYP data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percent of English Language Learners(ELL) not making satisfactory progress in Reading will decrease by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(22)	61%(13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The percentage of students not making satisfactory progress exceeds 61% (13 students).	An ELL Teacher and ELL Paraprofessional will assist our ESOL population in the Reading classroom.	ELL Teacher, ELL Paraprofessional	Monitoring of FSP number on Performance Matters	The percentage will be measured on the 2012/2013 FCAT administered in April.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students with disabilities(SWD) not making satisfactory progress in Reading will decrease by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(66)	64% (56)

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	Testing using technology and providing accommodations during FAIR, SAMS, and Voyager assessments	Train staff to provide required accommodations while students are testing on-line.	ESE Team Leader, ESE Case Manager, ESE Teacher, Assessment Teacher, Administration	All teachers will participate in professional development that is research based in the area of providing accommodations while using technology and assessment.	FAIR results, SAMS data, Voyager data
2	Dually certified teachers servicing students as the general education teacher and inclusion teacher in one	3.1 ESE case managers will provide additional support to dually certified teachers through a check-in process. 3.2 Offer professional development in differentiated instruction 3.3 Offer professional development in behavior/classroom	3.1 ESE Case Managers 3.2 Administration and District Reading Coaches 3.3 Administration, Behavior Specialist, School Psychologist	3.1 Informal feedback through PLCs from dually certified teachers 3.2 Review of lesson plans 3.3 Informal feedback through PLCs from dually certified teachers as well as discipline data specific to the dually certified teachers	2013 FCAT scores, Performance on district assessments

		management			
3	Loss of an ESE paraprofessional offering support in the general education classrooms	4.1 Assign ESE teachers to classrooms requiring support for a minimum of half a class period	Administration	Analysis of assessment data	FAIR test results, 2013 FCAT results
4	Reduction of an ESE teacher allocation, causing the case load for existing ESE teachers to increase	5.1 Assign an ESE Department Leader who is responsible for overseeing ESE teachers and their case loads	Administration	Feedback and discussion in PLCs	Preparedness and accuracy of IEPs

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of economically disadvantaged students not making satisfactory progress in Reading will decrease by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (256)	42%(241)

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	Limited background knowledge based on socio-economic conditions	1.1 Through the use of technology and programs such as Voyager and United Streaming we can take virtual field trips and show content related videos to expose students to experiences they may not have otherwise experienced in order to build background knowledge. 1.2 Background knowledge will be built through our fine arts electives where students are exposed to performances, travel for competitions, and art studies.	Administration, Teachers	Observations, walk-throughs, informal feedback.	2013 FCAT scores, District 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
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NGCAR-PD/Text Complexity training for content area teachers	All grades - social studies, science, math teachers	District Trainers	Priority goes to social studies, science and math teachers	2012-2013 school year	Informal observations that show the use of reading strategies in the content area classes	Lisa Piesik, PD Liason
Access Points Training	All grades/subjects	Cassandra Hall & Susan Gemmatti	Teachers who have alternate curriculum students on their class rosters	Within the first quarter of the 2012-2013 school year	Classroom walkthroughs, review of lesson plans, informal observations	Administration
Differentiated Instruction, Interactive Literacy Strategies, Interactive Word Walls	All grades Reading & Language Arts teachers	Erica McDowell	All grades Reading & Language Arts teachers	One training per semester of the 2012-2013 school year	Classroom walkthroughs, review of lesson plans, informal observations	Administration, Reading & Language Arts Dept. Leaders
Performance Matters Training	All teachers	Laura Rufa, Assessment Teacher	School-wide	Within the first 30 days of the 2012-2013 school year	Informal observations, data chats	Laura Rufa, Assessment Teacher and Administration

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:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 80% in the 2011-2012 school year to 82%.
2012 Current Percent of Students Proficient in listening/speaking:	



80% (20 of 25 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Multiple listening and speaking opportunities are not provided for ELLs during mainstream English/Language Arts classes, core classes, and supplemental extended day/year programs to support accurate measures in gains.	Supplemental extended day/year programs that are prescriptive toward ELL areas of deficiencies, including listening and speaking and emphasize developing ELL's English language proficiencies.	ESOL Lead teacher and paraprofessional	Monitoring of FAIR Toolkits or Voyager/Corrective ORF scores with Reading teachers	The percentage will be measured on the 2012/2013 CELLA test administered in April.
2	A prescriptive approach, derived from CELLA data, targeting students' areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.	Computerized instruction provided by the ESOL Paraprofessional or Developmental Language Arts through ESOL teacher using Rosetta Stone English Level 1,2,2 and ancillary resources will be used to reinforce the mastery of concepts and skills for areas of deficiencies in listening and speaking.			
3		Supplemental training will be conducted 2-3 times during the school year by experienced trainers for extended day/year teachers and paraprofessionals on how to use targeted instructional strategies and best practices in listening and speaking for ELLs.			
4		Additional one on one reading opportunities and practice including multiple listening and speaking opportunities will be provided during English/Language Arts and/or supplemental extended day/year programs.			
5		Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.			

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

2. Students scoring proficient in reading. CELLA Goal #2:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 52% in the 2011-2012 school year to 56%.
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2012 Current Percent of Students Proficient in reading:

52% (13 of 25 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The percentage of students showing proficiency on the reading section of the CELLA falls below 56% (12 of 22 students).	An ELL Teacher and ELL Paraprofessional will assist in their other content area classes.	ELL Teacher ELL Paraprofessional	Monitoring of FAIR and/or Benchmark testing on Performance Matters.	The percentage will be measured on 2012/2013 CELLA test administered in April.
2	A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed in supplemental extended/year programs.	ESOL paraprofessionals will assist in providing needed support in group and individualized settings utilizing bilingual building blocks such as vocabulary development and comprehension techniques.			
3		Supplemental training will be conducted 2-3 times during the school year by experienced trainers for extended day/year teachers and paraprofessionals on how to use targeted instructional strategies and best practices in reading for ELLs.			
4		Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies in reading to support ELLs in deficient areas while still maintaining support in other assessed areas.			

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percent of students scoring proficient in CELLA writing will increase by 6 percentage points.
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2012 Current Percent of Students Proficient in writing:

32% (8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including writing, and emphasize developing ELL's English proficiencies.	ELL Teacher ELL Paraprofessional	Monitoring of DWAP scores on Performance Matters.	The percentage will be measured on the 2012/2013 CELLA test administered in April.
2	A prescriptive approach, based on CELLA data, targeting students areas of deficiencies related to writing is needed in supplemental extended day/year programs.	Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.			

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
Training ESOL lead teacher and ESOL para on the utilization of Rosetta Stone	Rosetta Stone Program	Title III Expenditures	\$315.00
			Subtotal: \$315.00
			Grand Total: \$315.00

## 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:	Students scoring at Achievement Level 3 in Mathematics will increase by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (256)	34% (320)

### 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	Implementation of inquiry based instructional strategy	<p>1.1 Teachers follow an instructional delivery model that includes inquiry and investigation of math ideas embedded in rich problem situations.</p> <p>1.2 Questioning techniques will be used requiring students to investigate, problem solve, and inquire to solve mathematical problems.</p>	Administration, math department leader	PLC/Data Chats, walkthrough data, team review of quarterly progress monitoring assessment, grade level planning.	SAMS data, district provided assessment tools, quarterly progress monitoring.
2	Students' lack of critical thinking skills.	<p>2.1 Teachers will vary the levels of critical thinking skill complexity as appropriate for students at different levels of higher order thinking ability through accommodations and extension of content.</p> <p>2.2 Through group activities students will engage in "accountable talk" to show, explain and prove reasoning during investigation and guided practice.</p> <p>2.3 Critical thinking skills strategies will be infused in math instruction focusing on student skill deficiencies as it relates to the NGSSS.</p> <p>2.4 Teachers will use interactive word walls.</p> <p>2.5 Students will complete written reflections as provided with each mathematical</p>	Administration, math department leader	PLC/Data Chats, walkthrough data	SAMS data, district provided assessment tools.

		unit.			
3	Students' lack of fundamental math skills and organization.	<p>3.1 Student performance and assessment data will be analyzed and used as a basis for providing specific levels of differentiated instruction structured around the individual students' skill deficiencies during class instruction.</p> <p>3.2 During instruction students will be actively engaged in varied small group activities that reinforce or enhance skills on previously taught content.</p>	Administration, math department leader	PLC/Data Chats, classroom walkthrough, lesson plans	Student performance on classroom based assessments. SAMS data.

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 percentage of Florida Alternate Assessment students scoring at Levels 4, 5, and 6 in mathematics will remain 100% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100%(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	Teachers lack training on Access Points.	Teachers will attend professional development to learn effective use of Access Points.	County level trainers from ESE, ESE Team, Administration	Review of lesson plans, observations within classes implementing Access Points	Florida Alternative Assessment, classroom assessments, periodic lesson plan check
2	Teachers do not have experience with Number Worlds Alternative Math Curriculum	Teachers will attend professional development to learn effective use of Number Worlds.	County-level ESE trainer, ESE and regular math teachers of students who use alternative math curriculum	Review of lesson plans, observation within classes using Number Worlds	Florida Alternative Assessment, classroom assessments, periodic lesson plan check.

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 percentage of students scoring at or above Achievement level 4 in mathematics will increase by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (205)	28% (264)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Critical Thinking Skills	<p>1.1 Teachers will vary the levels of critical thinking skill complexity as appropriate for students at different levels of higher order thinking ability through accommodations and extension of content.</p> <p>1.2 Through group activities students will engage in "accountable talk" to show, explain and prove reasoning during modeled instruction and guided practice.</p> <p>1.3 Critical thinking skills strategies will be infused in the instruction focusing on students' skill deficiencies as it relates to the NGSSS in mathematics.</p>	Administration, math department leader	PLC/Data Chats, walkthrough data	SAMS data, district provided assessments
2	Instructional goals in the classroom lack rigor and higher cognitive complexity	<p>2.1 Instructional tasks and assessments will meet each NGSSS benchmark's cognitive complexity rating.</p> <p>2.2 Teachers will incorporate higher order questioning into daily lessons.</p>	Administration and math department leader	Walkthrough data, lesson plans, PLC/Data Chats.	SAMS data, common assessments
3	Level 4 & 5 students in 8th grade are enrolled in Algebra or a higher level math class and not being exposed to 8th grade math curriculum on a daily basis.	<p>3.1 Algebra teachers need to cover the 8th grade NGSSS through FCIM mini-lessons on a daily basis.</p> <p>3.2 Algebra teachers will use NGSSS Review and Practice Guide with students.</p>	Administration and math department leader	Review of lesson plans, walkthrough data, PLC/Data Chats	SAMS data

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 percentage of Florida Alternate Assessment students scoring at or above achievement Level 7 in mathematics will remain 100% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100%(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
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1	Teachers Lack Training on Access Points	Teachers will attend ongoing professional development to learn effective use of Access Points.	County level trainers from ESE,ESE Department Chair, Case Manager, Administration	Review of lesson plans, observations within classes implementing Access Points	Florida Alternative Assessment, classroom assessments, periodic lesson plan review
2	Teachers do not have experience with Number Worlds Alternative Math Curriculum	Teachers will attend professional development to learn effective use of Number Worlds	County-level ESE trainer, ESE and regular math teachers of students who use alternative math curriculum	Review of lesson plans, observation within classes using Number Worlds	Florida Alternative Assessment, classroom assessments, periodic lesson plan check

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The percentage of students making learning gains in mathematics will increase by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (489)	59% (508)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack fundamental math skills.	1.1 Student performance and assessment data will be analyzed and used as a basis for providing specific levels of differentiated instruction structured around the individual students' skill deficiencies during intensive math class instruction.  1.2 During math class instruction students will be actively engaged in varied small group activities that reinforce or enhance skills on previously taught content.	Administration, math department leader	PLC/Data Chats, classroom walkthrough, lesson plans	Student performance on classroom assessments. SAMS data.
2	Student deficiency in math vocabulary	2.1 Teachers will use interactive word walls that are current and referenced throughout instruction in ways that help students increase their vocabulary acquisition and use of math vocabulary.  2.2 Teachers will require students to "speak mathematically" when showing, telling or presenting results to investigations.	Administration, math department leader	PLC/Data Chats, classroom walkthrough data	SAMS Data, biweekly vocabulary mini-assessments
	Master schedule and	3.1 Using	Administration,	Master Schedule,	SAMS Data,

3	<p>acing guide does not allow time to target below proficient students with instruction and remediation in FCAT required higher order skills.</p>	<p>Pearsonsuccessnet and/or Compass Odyssey teachers will provide curriculum for individual students based on their deficiencies identified in the Quarterly Progress Monitoring.</p> <p>3.2 All Level 1 students are placed in Intensive Math in addition to their regular grade level math class.</p>	<p>math department leader</p>	<p>classroom walkthrough data, lesson plans, Compass Odyssey Data Management Reports, Pearson successnet Reports.</p>	<p>Pearson assessment instruments, Compass Odyssey</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:</p>	<p>The percentage of Florida Alternate Assessment students making Learning Gains in Mathematics will increase by 5 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>50%(1)</p>	<p>55%(2)</p>

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:</p>	<p>The percentage of students in the bottom quartile will increase learning gains by 5 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>55% (122)</p>	<p>60% (129)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Inadequate reading comprehension skills impact students' ability to solve math problems.</p>	<p>1.1 Use of differentiated instruction in the presentation of content.</p>	<p>Principal, Math Department Leader</p>	<p>Classroom walkthroughs, review of lesson plans</p>	<p>Vocabulary assessments, SAMS Data</p>
	<p>Students lack fundamental math skills</p>	<p>2.1 Student performance and assessment data will</p>	<p>Principal, math department leader</p>	<p>SAMS, Compass Odyssey data, Pearsonsuccessnet</p>	<p>SAMS Assessments twice a year,</p>



2		<p>be analyzed and used as a basis for providing specific levels of differentiated instruction structured around the individual students' skill deficiencies during instruction.</p> <p>2.2 During intensive math class instruction students will be actively engaged in varied small group activities that reinforce or enhance skills on previously taught content through the Pearson manipulative kit that comes with the math series.</p> <p>2.3 Use of Number Worlds for ESE students.</p>		data, classroom walkthroughs, lesson plans	Compass Odyssey reports, Pearson successnet reports.
3	Lack of mathematical vocabulary instruction	<p>3.1 Train staff on how to incorporate the use of interactive word walls in mathematic classrooms.</p> <p>3.2 Use of PD360 for developing skills for successful use of interactive word walls.</p>	Principal, Math department leader, Reading department leader	Classroom walkthroughs	Vocabulary Assessments, unit assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # By 2016, 74% of students will be proficient in mathematics.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	66%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percent of whites not making satisfactory progress in mathematics will decrease to 4 percentage points. The percent of blacks not making satisfactory progress in mathematics will decrease by 5 percentage points. The percent of hispanics not making satisfactory progress in mathematics will decrease by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 48% (324) Hispanic 63% (89) Blacks - 56% (43)	White - 44% (301) Hispanic - 57% (83) Blacks - 51% (28)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students' lack of critical thinking skills	1.1 Teachers will vary the levels of critical thinking skill complexity	Principal, math department leader	PLC/Data Chats, SAMS assessments Compass Odyssey Data,	SAMS data, Compass Odyssey reports and

1		<p>as appropriate for students at different levels of higher order thinking ability through accommodations and extension of content.</p> <p>1.2 Through group activities students will engage in "dialogue" to show, explain and prove reasoning during modeled instruction and guided practice.</p> <p>1.3 Critical thinking skills strategies will be infused in instruction focusing on students' skill deficiencies as it relates to the NGSSS in mathematics.</p>		Pearsonsuccessnet Data	Pearsonsuccessnet reports.
2	Student deficiency in math vocabulary	<p>2.1 Teachers will use interactive word walls that are current and referenced throughout instruction in ways that help students increase their vocabulary acquisition and use of math vocabulary.</p> <p>2.2 Teachers will require students to "speak mathematically" when showing, telling or explaining answers in class.</p> <p>2.3 Hispanic students in the ELL program will receive support from ELL lead teacher in math vocabulary building.</p>	Principal, Assistant Principal, Math Department leader, ELL Lead Teacher	SAMS Data, PLC discussion, LEP meetings	SAMS Data, Compass Odyssey data, Pearsonsuccessnet data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:			The percent of English Language Learners(ELL)not making satisfactory progress in mathematics will decrease by 7 percentage points.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
78%(25)			71%(15)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5D. Students with Disabilities (SWD) not making					

satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities (SWD) not making satisfactory progress in mathematics will decrease by 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(76)	73% (64)

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	Dually certified teacher servicing students as the general education teacher and inclusion teacher in one.	2.1 ESE case managers will provide additional support to dually certified teachers through a check-in process.  2.2 Offer professional development in differentiated instruction.  2.3 Offer professional development in behavior/classroom management.	Administration, Behavior Specialist, School Psychologist, ESE Case Managers, ESE Team Leaders	Informal feedback through PLC's from dually certified teachers.  Review of lesson plans.  Discipline data specific to dually certified teachers.	2012 FCAT scores
2	Inadequate reading comprehension skills impact students' ability to solve math problems.	1.1 ESE inclusion teacher will provide comprehension support in the general education classroom following students IEP and enriching instruction through the use of various modalities of learning.	Administration, Math department leader, ESE teacher	PLC data chat collection and discussion. Classroom Walkthrough observation.	SAMS data, student performance on quarterly progress assessments, Compass Odyssey data and Pearson successnet data.

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:	Economically Disadvantaged students not making satisfactory progress in mathematics will decrease by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(318)	54% (310)

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	Parental involvement is impacted by families educational background, work schedule, and availability making parent contact and support difficult.	1.1 After school tutoring will be made available to students needing additional help.  1.2 Teachers will compile a list of on-line resources	Administration, Math department leader	Parent Survey, Data collection of tutoring participation for low SES students.	SAMS Assessment, 2012 Math FCAT

for parents to utilize to assist with homework activities.

## 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:	Students scoring at Achievement Level 3 in Algebra will increase 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(29)	52%(55)

### 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	Implementation of inquiry based instructional strategy	1.1 Teachers follow an instructional delivery model that includes inquiry and investigation of math ideas embedded in rich problem situations.  1.2 Questioning techniques will be used requiring students to investigate, problem solve, and inquire to solve mathematical problems.	Principal, Math department leader	PLC/Data Chats, walkthrough data, team review of quarterly progress monitoring assessment, grade level planning.	SAMS data, district provided assessment tools, quarterly progress monitoring.
3	Deficiency in Student Math Skills	1.1 Students will be screened to determine prior knowledge math skills.  1.2 Teacher will continually monitor student progress in a variety of assessments to identify students in need of a change of placement.	Math Department leader, Algebra teachers, Guidance	PLC/Data Chats, team review of ongoing assessments, grade level planning.	Pearson Screening Test, Pearson Assessments, SAMS data

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:	Students scoring at or above Achievement Level 4 in Algebra will increase by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

51%(32)			56%(59)		
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	Ineffective / Inconsistent engagement of higher order thinking skills	1.1 Teachers provide students with opportunities to engage in accountable talk. Students should be defending, justifying and explaining their problem solving in multiple ways whenever possible.	Algebra Teacher, Math Department Chair, Principal	Higher order thinking questions posed by teacher. Student Reflections on topics covered. Administrative walkthroughs.	SAMS assessment, Pearson assessments, walk-through observation data.
2	Low Level of Student Engagement / frequent off task behavior	1.1 Teachers will utilize Group Observation Rubric to reinforce appropriate classroom behaviors for effective lesson engagement.  1.2 Teachers will consistently utilize PBS program as reinforcement. Teacher will use their own classroom system (if available in addition to PBS).	Algebra Teacher, Math Department Chair, Grade Level Team	Grade Level team will discuss data at weekly grade level meetings. Focused administrative walkthroughs and observation data.	SAMS assessment data, Progress Monitoring quarterly assessments, Pearson assessments, Group Observation Rubric

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # By the year 2016, 99% of Algebra students will be proficient. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	98%	98%	98%	98%	99%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	The percentage of Whites not making satisfactory progress in Algebra will decrease by 1 percentage point while the percentage of Blacks, Hispanics, and Asians not making satisfactory progress in Algebra will remain 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Whites 1% (1) Blacks 0% (0) Hispanics 0% (0) Asians 0% (0)	Whites 0% (0) Blacks 0% (0) Hispanics 0% (0) Asians 0% (0)
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 Algebra. Algebra Goal #3C:	The percent of English Language Learners (ELL) not making satisfactory progress in Algebra will remain 0%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	0%(0)

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The percent of students with disabilities (SWD) not making satisfactory progress in Algebra will remain 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The percent of Economically Disadvantaged students not making satisfactory progress in Algebra will decrease 1 percentage point.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
4% (1)		3% (1)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Out of school support is impacted by the families educational background, work schedule, and availability making contact and support difficult.	<p>1.1 After school tutoring will be made available to students needing additional help.</p> <p>1.2 Teachers will compile a list of on-line resources for parents to utilize to assist with homework activities.</p> <p>1.3 Afterschool tutoring will also allow access to online resources that student may not have outside of school.</p>	Principal, Math department leader	Parent Survey, Data collection of tutoring participation for low SES students.	SAMS Assessment, 2012 Math FCAT

*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:			The percent of students scoring at Achievement Level 3 in Geometry will remain 100%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
100% (1)			100% (3)		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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:	The percentage of students scoring at or above Achievement Level 4 or above in Geometry will increase by 33 percentage points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	33% (1)

Problem-Solving Process to Increase Student Achievement

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

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 # The percentage of students proficient in Geometry will remain 100%. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	The percentage of Whites, Blacks, Hispanics, Asians, and American Indians not making satisfactory progress in Geometry will remain 0%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Whites 0% (0) Blacks 0% (0) Hispanics 0% (0) Asians 0% (0) American Indians 0% (0)	Whites 0% (0) Blacks 0% (0) Hispanics 0% (0) Asians 0% (0) American Indians 0% (0)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The percentage of English Language Learners (ELL) not making satisfactory progress in Geometry will remain 0%.
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
0% (0)		0% (0)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The percentage of Students with Disabilities (SWD) not making satisfactory progress in Geometry will remain 0%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0% (0)	0% (0)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The percentage of Economically Disadvantaged students not making satisfactory progress in Geometry will remain 0%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0% (0)	0% (0)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	The percentage of students achieving proficiency 3 on the Science portion will increase by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(103)	41%(153)

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 reading level and vocabulary skills are not adequate for the level in which science informational text is written.	<p>1.1 Teachers will use textbook resources to break down the text so that it is appropriate for the grade level.</p> <p>1.2 Teachers will use Common Core State Standards to assist in transferrance of reading and Language Arts skills in the current science curriculum.</p> <p>1.3 Teachers will use United Streaming and Brain Pop videos to relay the same information in varying formats.</p>	Classroom teacher, Science Dept. Leader, Administration	<p>1.1 Daily monitoring of classroom activities by teacher, discussion of evidence in Science Department PLCs/Data Chats</p> <p>1.2 Daily monitoring of classroom lessons by teacher, Science Department PLCs/Data Chats</p> <p>1.3 Weekly monitoring of classroom assessments by teacher, Science Department PLCs/Data Chats</p>	Diagnostic assessments (SAM/Performance Matters), classroom assessments - including lesson, chapter and unit tests - projects, and quizzes.
2	Student depth of knowledge in basic mathematical skills, as well as transferrance and application of those skills, in the sciences are not adequate at this level of education.	<p>2.1 Teachers will use Common Core State Standards for integrating mathematics into the current science curriculum.</p> <p>2.2 Teachers will use infused math skills practice resources to assist in transferrance of math skills in the current science curriculum.</p>	Science Teachers, Science Dept. Leader, Administration	2.1 Weekly monitoring of classroom lessons by teacher, Science Department PLCs/Data Chats.	Diagnostic assessments (SAM/Performance Matters), classroom assessments - including lesson, chapter and unit tests - projects, and quizzes
3	Teachers do not conduct inquiry-based activities and/or laboratory experiments on a regular and consistent basis	<p>3.1 Teachers will become familiar with available equipment and supplies to increase confidence in conducting labs/hands-on activities.</p> <p>3.2 Teachers will commit to increasing the number of labs/hands-on activities used in the classroom setting.</p>	Science Teachers, Science Dept Leader, Administration	3.1 Weekly lesson plans, Science Department PLCs/Data Chats	Quarterly and mid-year assessments, FCAT, and formative assessments.

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

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

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack training on Access Points	Teachers will attend professional development to learn effective use of Access Points	County-level trainers from ESE, ESE Team, Administration	Review of lesson plans, observation within classes implementing Access Points	Florida Alternative Assessment, classroom assessment, periodic lesson plan checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The percentage of students scoring Level 4 or Level 5 on the Science portion of the FCAT will increase by 9 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(18)	15%(56)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fidelity between teachers of purpose, procedure and usage of FCIM model.	1.1 Grade level teachers will increase utilization of common planning time to analyze baseline data to determine which standards have not been mastered to bridge gaps toward mastery of 6-8 science curriculum.	Classroom teachers and Science Department Leader	Daily monitoring of FCIM lessons by teacher, Science Department PLCs/Data Chats.	Bi-weekly benchmark mini-assessments to show mastery of benchmarks.
2	Teachers are not yet acclimated to the new student reporting system (Performance Matters/SAMS).	2.1 Assessment teacher will meet with the science department to model effective disaggregation of data on the new system and effectively use it to drive instruction.	Administration, Science Department Leader, Assessment Teacher	Monitoring of lesson plans for effective data-driven instruction. Classroom walkthroughs, formal and informal observations.	Monitoring of data derived from SAMS benchmark assessments, FCIM mini-assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Performance Matters Training	All grades/all subjects	Laura Rufa, Assessment Teacher	school-wide	Within the first 30 days of the 2012-2013 school year	Data chats, informal observations	Laura Rufa, Assessment Teacher & Administration
ACCESS Points Training	All grades	Cassandra Hall & Susan Gemmatti	Teachers who have alternate curriculum students on their class roster	The first quarter of the 2012-2013 school year	Review of lesson plans incorporating Access Points, informal observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science 6-8 Instructional Materials Adoption	McGraw Hill	District	\$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
2012-2013 Science 6-8 McGraw Hill Trainings	McGraw Hill	District	\$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

## 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:	Students scoring a level 3.0 or higher in writing will increase by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (198)	67% (250)

### 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 fail to transfer skills learned in Language Arts classes to other classes.	<p>1.1 Students will follow a common writing process to produce essays and compositions including prewriting/planning, writing/drafting, revising, editing/proofreading and publishing.</p> <p>1.2 Science and social studies teachers will include short and extended-response questions on tests.</p> <p>1.3. The PE Department will assign a quarterly health or physical education-related reading passage about which students will answer short and extended- response questions.</p>	Administration Language Arts Department Leader Content Area Department Leader	Classroom walk-throughs Monitor Lesson Plans	District Writing Prompt Scores
2	Teachers in subjects other than Language Arts often feel ill-equipped to grade essays or extended-response questions.	<p>2.1 The Language Arts Department will supply other departments with a set of clear expectations for short and extended-response questions, as well as training in how to use the writing rubric.</p> <p>2.2 The Language Arts and Social Studies Departments will collaborate on process papers and essays in two interdisciplinary</p>	Language Arts Department Leader  Content Area Department Leader	Classroom walk-throughs  Monitor lesson plans	District Writing Prompt Scores

		units.			
3	Students lack the knowledge and/or ambition to improve their writing through revising and editing.	3.1 Language Arts teachers will conduct individual data chats with students after each District Writing Assessment Prompt.  3.2 Language Arts teachers will instruct students in how to use editing symbols to show evidence of revising and editing their rough drafts.	Administration  Language Arts Department Leader	Classroom walk-throughs  Monitor lesson plans	District Writing Prompt Scores
4	The District has no detailed curriculum map for Language Arts.	The Language Arts Department will streamline its curriculum through mandated common planning time.	Administration  Language Arts Department Leader	Attendance at Common Planning Sessions	District Writing Prompt Scores
5	Students in Voyager classes don't have a separate Language Arts class.	Teachers of Voyager classes will incorporate the writing portion of the program on the eleventh day of each Expedition.	Administration  Reading Department Leader  Language Arts Department Leader	Classroom walk-throughs  Monitor lesson plans	District Writing Prompt Scores

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack training on Access Points	Teachers will attend professional development to learn effective use of Access Points	County-level trainers from ESE, ESE team, Administration	Review of lesson plans, observation within classes implementing Access Points	Florida Alternative Assessment, classroom assessment, periodic lesson plan checks

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Revising/Editing/Grading for Content Area Teachers	All grades/content area teachers	Donna Dasher, LA Dept. Chair	All content area teachers	Within the first quarter of the 2012-2013 school year	Review of lesson plans, informal observations, student work	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Training content area teachers on grading/incorporating writing into their curriculum.	Supplies for training	Operating Budget	\$100.00
			Subtotal: \$100.00
			<b>Grand Total: \$100.00</b>

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.		2012-2013 will be the first year of the Civics curriculum. 80% of our students taking Civics will be proficient on the EOC exam.			
Civics Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		67%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students require more preparation through classroom instruction	1.1 Provide training for 6-8 Social Studies teachers and Civics	Administration, District Curriculum Specialists	Lesson plans that include document based questions, Observations	District Assessments, EOC exam



1	and assessment with respect to questions representing different levels of cognitive complexity and Civics standards and benchmarks. Students require more instruction with respect to document based questions and writing opportunities need to be included in social studies instructional lessons.	integrated teachers in document based questions instruction, common core state standards, Civics EOC item specifications, and Civics education standards. 1.2 Social Studies 6-8 teachers and Civics integrated teachers will incorporate DBQ activities, common core state standards, civics education standards and cognitive complexity in instruction & assessments.			
2	Since the 2012-2013 school year marks the start of the new Civics course requirement for the 6th grade student cohort and also being a field test year, Civics integrated teachers will need preparation in the new Civics standards, Civics course descriptions, and Civics EOC exam item specifications in preparation for the accountability year of 2013-2014 (30% of final grade) and 2014-2015 (passing score required for middle grades promotion).	2.1 Provide data chats at each respective site for grades 6-8 social studies teachers and Civics integrated teachers to review statewide assessment progress monitoring results in preparation for the accountability year of the Civics EOC exam.	Administration, District Curriculum Specialists, Dept. Chairperson	Observations, attendance at Data Chats	Data Chat Agendas

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:	This is the first year of the Civics course.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity and civics standards and benchmarks. Students	1.1 Provide training for 6-8 social studies teachers and civics integrated teachers in document based questions instruction, common core state standards, civics EOC item specifications, and civics education	Administration, District Curriculum Specialists	Observations, Training logs	Classroom walk-throughs

1	require more instruction with respect to document based questions and writing opportunities need to be included in social studies instructional lessons.	standards. 1.2 Social studies teachers and civics teachers will incorporate DBQ activities, common core standards, civics education standards and cognitive complexity in instruction and assessments.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District 2012-2013 Instructional Materials Adoption Training - Holt McDougal	All grades/Social Studies	District Personnel	District-wide	Summer 2012	District directed	Administration
Civics integrated (4 days of training)	7th - Civics teachers	District Personnel	District-wide	Preschool, District Inservice Training Day, 2 other days where substitutes will be hired	District directed	Administration
Civics on-line training provided by University of Central Florida	7th - Civics teachers	UCF/District Personnel	District-wide	District Directed	District Directed	Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Materials Adoption	Holt McDougal textbook adoption	District	\$19,143.48
			Subtotal: \$19,143.48
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

## 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		The number of students with 10 or more unexcused absences will decrease by 2 percentage points			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
93%		The daily attendance rate will increase by 1% to give us a daily rate of 94% students in attendance			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
490 students with 10 or more absences		Reduce the number of students with 10 or more unexcused absences to 424			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
198 students had 10 or more tardies		Reduce the number of students with 10 or more unexcused tardies by 10 percentage points			
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	No reward for coming to school.	1.1 Continue "Perfect Attendance Award" for those with 0 absences each quarter in all grades.  1.2 Global Connect phone calls home on the day a student is absent to make parents aware.	Administration, Attendance Secretary, Classroom Teachers, SBLT	Data gathered at the end of each quarter	Absentee data gathered at the end of each quarter from TERMS
	Lack of consequences for not coming to school on time or at all.	2.1 Send letter to students with five or more unexcused absences and/or tardies that states the truancy policy.  2.2 Enforcement of truancy issues with Social Worker.  2.3 Strict management of request for excused absences during the school year.	Administration, Attendance Secretary, Classroom Teachers, Guidance Counselors, and Social Worker, SBLT	Data gathered at the end of each semester	Absentee and tardy data gathered at the end of each semester

2		<p>2.4 Institute attendance criteria for participation in extra curricular activities.</p> <p>2.5 Students with seven unexcused absences will receive a letter requiring a parent to provide a doctor's note for any future absences.</p> <p>2.6 Have a "No Tardy Party" for those students with no unexcused tardies for the semester.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Parties	Refreshments for attendance/reward parties	Student activities fees	\$1,750.00
			Subtotal: \$1,750.00
			Grand Total: \$1,750.00

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	The number of In-School Suspensions will be reduced by 5 percentage points.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
403	The number of In-School Suspensions for the 2013 will be reduced to 384.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
193 (19%)	The number of students suspended in school for 2013 will be reduced to 159.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
274	The number of Out-of-School Suspensions for 2013 will be reduced to 260.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
137 (13%)	The number of students suspended out of school for 2013 will be reduced to 115.

### 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	Inconsistent behavior expectations in the classroom	<p>1.1 Review of student code of conduct in all classes during the first week of school.</p> <p>1.2 Class meetings at beginning of each quarter reviewing behavior expectations and concerns based on previous data.</p> <p>1.3 Panther Bucks for individual rewards given out by classroom teachers &amp; school personnel.</p> <p>1.4 Create a new PBS TTeam to establish schoolwide expectations.</p> <p>1.5 Post reminders around campus specific to schoolwide expectations and</p>	PBS Coach, Sarah Edgecomb, PBS Team, SBLT, and Administration,	Administrative walk throughs, number of students assigned to ISS and OSS, Administration will review discipline data at the end of each quarter. Feedback from teachers to the PBS committee.	<p>Discipline data from terms reviewed each quarter.</p> <p>RtI B data</p> <p>Monthly RtI minutes</p>

		designated areas.			
2	Early identification of students with behavior concerns.	<p>2.1 Start MTSS process immediately on those students who have a history of excessive disciplines.</p> <p>2.2 Utilize social worker, school psychologist, and behavior specialist to identify student behavior problems and develop relevant interventions at Tier II.</p> <p>2.3 Re-vamp ISS curriculum to include reflection of behavior, character education, and require students to complete FCAT related coursework instead of being able to do their classwork in ISS.</p>	Administration, ISS teacher, Social Worker, School Psychologist, Behavior Specialist	<p>2.1 Discipline data collected at monthly MTSS meetings</p> <p>2.3 Feedback from ISS teacher</p>	<p>MTSS and discipline data reviewed each month.</p> <p>Behavioral concerns in respect to specific areas are addressed immediately.</p>
3	ISS has not been viewed as a deterrent to students.	3.1 Environmental changes to include physical barriers to reduce student socialization.	ISS Teacher, and Administration	3.1 Discipline data collected at monthly MTSS meetings and Feedback from ISS teacher.	Discipline data from terms reviewed each quarter.

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
Behavior Interventions	All	Rachael Smith & Allison Gibson	School-wide	Pre-school	Discipline data presented at MTSS meetings	Guidance Counselors, Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Interventions	Pre-school in-service	District	\$0.00
			Subtotal: \$0.00

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Volunteer Hours at Powell Middle School will increase by 5 percentage points for the 2013 school year			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
3082 Volunteer Hours for the 2011-2012 school year		3234 Volunteer Hours for the 2012-2013 school year			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Middle School Students tend to not want parents with them at the school setting making it difficult to provide meaningful volunteer opportunities in the classroom and apathy among parents to be involved.	1.1 Using Global Connect automated phone system and Edline Parent Portal advertise volunteer opportunities on campus that may not be tied directly to the child's classroom.  1.2 Recognize top volunteers at the end of the year at a special banquet.	Principal, Volunteer Coordinator	1.1 Monitor parent usage of Edline  1.2 Participation at volunteer banquet	Report from the volunteer coordinator stating the amount of volunteer hours per quarter.
2	Students fail to communicate functions and activities at school	2.1 Utilize Edline and Global Connect to advertise events at school promoting parental involvement.  2.2 Caller ID from global connect should show the call is coming from Powell Middle School.  2.3 Make teachers aware of the role of the volunteer coordinator.  2.4 Have more meaningful activities for both parents and	Principal, Volunteer Coordinator, Technology teachers	Sign in sheets, participation in events, quantity of users on Edline	Report from the volunteer coordinator stating the amount of volunteer hours per quarter.

		students during non school hours.			
3	Current economic conditions may prohibit parents from getting to the school to volunteer	3.1 Promote activities that could be sent home and completed at home.  3.2 Ask parents to volunteer for events their children are already involved in so that they are not required to make extra trips to school  3.3 Offer reduced fees for parents who volunteer.	Principal, Volunteer Coordinator	Volunteer sign in sheets from school events	Report from the volunteer coordinator stating the amount of volunteer hours per quarter.
4	Parents do not have a localized site to access the schools volunteer needs.	4.1 Add a volunteer calendar to edline so parents can log on and sign up for volunteer activities.  4.2 Teachers will give Mrs. Walker, Volunteer Coordinator, their volunteer needs through a form she created.	Managed by Deana Walker (volunteer coordinator).	The actual phone calls from parents looking to volunteer for an event that was on the calendar.	Monthly evaluation of the amount of volunteers needed vs. those who signed up.

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
Volunteer Banquet	Refreshments, decorations, gifts for volunteers at the end of the year	Operating Budget	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require additional training in science, technology, engineering, and mathematics in preparation for the new STEM accountability requirements.	Teachers will receive STEM training for supporting areas impacting existing or future initiatives or courses.			

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

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

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

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Training	District Office	District Office	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:		Powell Middle School will offer at least three (3) Career & Technical classes for students to choose from in their elective choice selections.			
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	Reduction of elective teachers	1.1 Create classes for students to get exposure to career & technical skills using general education teachers.	Guidance counselors, Administration	Number of students enrolled in Career & Technical classes	TERMS

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

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

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

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

### CPALMS Training Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. CPALMS Training Goal CPALMS Training Goal #1:		Each department will be introduced to the CPLAMS website and available resources by content area.			
2012 Current level:		2013 Expected level:			
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	Lack of knowledge as to the availability of resources that are available that provide a cross-walk of the NGSSS and CCSS.	Invite CPALMS representative to site to provide initial exposure training to all staff members by department.	Administration	Informal observations, staff feedback at data chat meetings	Evidence provided by teachers that shows incorporation of CPALMS resources.

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

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

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

### Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CPALMS Training Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science 6-8 Instructional Materials Adoption	McGraw Hill	District	\$0.00
Civics	Instructional Materials Adoption	Holt McDougal textbook adoption	District	\$19,143.48
				Subtotal: \$19,143.48
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
Science	2012-2013 Science 6-8 McGraw Hill Trainings	McGraw Hill	District	\$0.00
Suspension	Behavior Interventions	Pre-school in-service	District	\$0.00
STEM	STEM Training	District Office	District Office	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Training ESOL lead teacher and ESOL para on the utilization of Rosetta Stone	Rosetta Stone Program	Title III Expenditures	\$315.00
Writing	Training content area teachers on grading/incorporating writing into their curriculum.	Supplies for training	Operating Budget	\$100.00
Attendance	Attendance Parties	Refreshments for attendance/reward parties	Student activities fees	\$1,750.00
Parent Involvement	Volunteer Banquet	Refreshments, decorations, gifts for volunteers at the end of the year	Operating Budget	\$500.00
				Subtotal: \$2,665.00
				Grand Total: \$21,808.48

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/15/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives	\$1,500.00
Reading Counts Liscense Renewal	\$1,200.00

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

The School Advisory Council will participate in creating and reviewing the school improvement plan for 2012-2013. Additionally, they will review and vote on the tardy policy and the dress code policy. The October 17, 2012 meeting is slated to develop an action plan for utilization of SAC funds for the 2012-2013 school year. This will be facilitated by the SAC Chair focusing on parent input in regards to students needs and school improvement.

# 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

Hernando School District POWELL MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	68%	74%	43%	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	65%	70%			135	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?	63% (YES)	71% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					527	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Hernando School District POWELL MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	65%	83%	40%	256	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	61%	69%			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?	62% (YES)	68% (YES)			130	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					516	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested