

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: COUNTRY CLUB MIDDLE SCHOOL

District Name: Dade

Principal: Jose Fernandez

SAC Chair: Erika Leon

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/16/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jose Fernandez	Bachelor's Degree in Elementary Education, Masters Degree in Educational Leadership/Areas of Certification: Elementary Education and Educational Leadership	3	10	'12 '11 '10 '09 '08 School Grade B B A A A AYP N/A N N N N High Standards Reading 50 63 63 62 60 High Standards Math 48 58 65 64 63 Lrng Gains-Rdg. 65 61 66 66 65 Lrng Gains-Math 68 61 73 66 74 Gains-Rdg-25% 68 70 72 72 72 Gains-Math-25% 71 69 79 63 79
Assis Principal	Carol S. Jeffery	BA in Elementary Education MS in Educational Leadership Certification in Educational Leadership	3	9	'12 '11 '10 '09 '08 School Grade B B A A C AYP N/A N N N N High Standards Reading 50 63 63 85 43 High Standards Math 48 58 65 83 60 Lrng Gains-Rdg. 65 61 66 76 79 Lrng Gains-Math 68 61 73 73 71 Gains-Rdg-25% 68 70 72 65 76 Gains-Math-25% 71 69 79 68 65
		Bachelor of Science in			'12 '11 '10 '09 '08

Assis Principal	Viviana Lebena	Special Education -Master of Science in Special Education -Educational Leadership Certification	6	6	School Grade B B A A A AYP N/A N N N N High Standards Reading 50 63 63 58 63 High Standards Math 48 58 65 63 54 Lrng Gains-Rdg. 65 61 66 65 70 Lrng Gains-Math 68 61 73 74 69 Gains-Rdg-25% 68 70 72 75 72 Gains-Math-25% 71 69 79 76 69
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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	Yamilka Galue	Bachelor of Science in Elementary Education Certification: Reading Endorsed (K-12) Certification: Elementary (K-6) Education w/ESOL Endorsement, Reading K-12 Endorsement and ESE K-12	2	3	'12 '11 '10 '09 '08 School Grade B B A A D AYP N/A N N N N High Standards Reading 64 63 63 62 29 High Standards Math 50 58 65 64 54 Lrng Gains-Rdg. 75 61 66 66 52 Lrng Gains-Math 54 61 73 66 72 Gains-Rdg-25% 83 70 72 72 61 Gains-Math-25% 55 69 79 63 71

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Providing supplemental stipends. 2. Facilitating Professional Development opportunities 3. Soliciting National Board Certified Teachers 4. Accommodating teacher's instructional preferences	Principal Principal Principal Assistant Principal	On-Going On-Going On-Going On-Going	

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
There are no teachers teaching out of field. There are no teachers that have received less than an effective rating.	

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
69	0.0%(0)	30.4%(21)	42.0%(29)	27.5%(19)	46.4%(32)	75.4%(52)	11.6%(8)	1.4%(1)	15.9%(11)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

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

Title I, Part A

At Country Club Middle School, services are provided to ensure students requiring additional remediation are assisted through after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs population.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support the Educational Alternative Outreach programs. Country Club Middle School refers students and parents to several local outreach programs when necessary.

Title II

The District uses supplemental funds for improving basic education as follows:
 Training to certify qualified mentors for the New Teacher (MINT) Program
 Training for add-on endorsement programs, such as Reading, Gifted, ESOL
 Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC),
 as well as Lesson Study Group implementation and protocols.

Title III

At Country Club Middle School, services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Country Club Middle School provides after school tutoring, monthly parent outreach meetings held in the cafeterium, and in-house professional development on best practices for ESOL and content area teachers. In addition, the ELL students currently utilize the Achieve 3000 Language program here at Country Club Middle School.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Country Club Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP).

Violence Prevention Programs

Country Club Middle School provides Student Support Services which oversees non-violence and anti-drug programs to students that incorporate Red Ribbon Week, community service and counseling. These programs prevent the use of drugs and violence to ensure a safe learning environment supporting student achievement.

Nutrition Programs

Country Club Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through Physical Education. The School Food Service Program, school breakfast and school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Country Club Middle School provides Career Cruiser which uses FACT.org to help compile information from a variety of resources to create a four year academic and elective plan that supports their internal post-secondary goals.

Using the Career Cruiser, students will complete a survey through Social Studies that will help determine a compatible career field based on certain personal interest and how they relate to various career opportunities. By promoting career pathways and high school programs of study students will take ownership as at what career or technical pathway they should consider in high school and post-secondary education. Additionally, this will provide the students a better understanding and appreciation of the post -secondary opportunities available and plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

Parental

Country Club Middle School will involve parents in the planning and implementation of Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

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

Conduct informal parent survey to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-691303-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Principal/Assistant Principal:- Ensure commitment of school-based team, skills of school staff, implementation of intervention support and documentation, allocates resources, provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Department Chairpersons:- Provide information about core instruction, contribute to the collection of student data, implement Tier 1 instruction/intervention, conspire with other staff to deliver Tier 2 interventions, and incorporate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Education Teacher: Contributes in the collection of student data, implements core instructional materials/experiences into Tier 3 instruction, and conspires with general education teachers through co-teaching and consultation.

Reading Coach: Develop, imply, and assess school core content standards/programs; identify and analyze existing information on scientifically based curriculum/behavior assessment and intervention methods. They identify diagnostic patterns of student need while working with district personnel to determine appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the planning and implementation for progress monitoring, data collection, and data analysis; participate in the planning and delivery of professional development; and provide support for assessment implementation monitoring.

Exceptional Education Coordinator: Educates the team in the role exceptionalities play in curriculum, assessment, and instruction, as a foundation for appropriate program design; assists in the selection of screening measures; and helps identify diagnostic patterns of student need with respect to exceptionalities.

School guidance counselor/Community Involvement Specialists:- Provide exceptional services and knowledge on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, community involvement specialists continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Media Clerk: Establishes or intermediates technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

The RtI Leadership Team will focus meetings are the following questions: How do we enhance data collection, data analysis, problem-solving, differentiated assistance, and programs monitoring to elicit the best in our teachers and students? Data will be gathered and analyzed with such instruments as needs assessment surveys in order to determine appropriate professional development for faculty. The RtI Leadership Team will meet regularly and maintain communication with staff for input and feedback, as well as updating staff on procedures and progress. In addition, the RtI Leadership Team will support the process to design, implement and evaluate both daily instruction and specific interventions.

Clear indicators of student needs and student progress and assistance in examining the validity and effectiveness of program delivery will also be provided.

Finally, the RtI Leadership Team will also assist in monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

The RtI Leadership Team met with the School Advisory Council (SAC) to discuss the monitoring and adjustments to the school's academic and behavioral goals through data gathering and data analysis. The team provided data on the 2009-2010 FCAT areas of weakness and determined which strategies were most effective at improving student achievement. The RtI Leadership Team will provide levels of support and interventions to students based on data in order to assist in setting clear expectations for instruction. Additionally, the RtI Leadership Team will facilitate the development of a systematic approach to teaching that aligns to processes and procedures.

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 RtI Leadership Team met with the School Advisory Council (SAC) to discuss the monitoring and adjustments to the school's academic and behavioral goals through data gathering and data analysis. The team provided data on the 2010-2011 FCAT areas of weakness and determined which strategies were most effective at improving student achievement. The RtI Leadership Team will provide levels of support and interventions to students based on data in order to assist in setting clear expectations for instruction. Additionally, the RtI Leadership Team will facilitate the development of a systematic approach to teaching that aligns to processes and procedures.

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.

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

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

Managed Data will include Academic:

- F.A.I.R Assessment through PMRN in Reading
- Interim Assessment through EDUSOFT for Reading, Mathematics, Science, and Writing
- State/Local Mathematics , Reading and Science assessments
- FCAT Assessment
- Student grades
- School site specific assessments
- Baseline Data
- Monthly Progress Monitoring
- Mid-Term Assessment
- Final Assessment

Behavior

- Attendance
- Detentions
- Administrative Detentions
- Student Case Management System
- Suspensions/Expulsions
- Referrals to alternative education
- Referrals to special education programs
- School Climate Survey

Describe the plan to train staff on MTSS.

Country Club Middle School will provide development will be provided during teachers' common planning time, on early release days and in small sessions during department meetings throughout the year.

The RtI Leadership Team will also discuss and address additional professional development staff needs after reviewing collected data during the regularly scheduled RtI meetings. Such development training will address problem solving and data analysis for all administrators as well as offer the staff a clear understanding of basic RtI principles and procedures and provide a network of ongoing support organized through the feeder pattern.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the following members: Jose Fernandez (Principal), Viviana Lebeña (APC), Carol Jeffrey (Assistant Principal), Yamilka Galue (Reading Coach), Linda Belkin (L. Arts Chair), Lisa Spicer (Science Chair), Laura Lee (S. Studies Chair), Samantha Alfred-Duverny (Math Chair), Steven Hankins (Data Specialist), Anne Knight (Reading Chair), Gustavo Gil (Advanced Academics Liaison).

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

The purpose of our Literacy Leadership Team is to create an increase in the capacity of reading knowledge within the school site and focus on areas of literacy concern across the curriculum. The principal, assistant principal, reading coaches, mentor reading teachers, and teachers from all content areas serve on this team to study scientifically based reading research, develop a school-based literacy plan of action including school-wide professional development, inquire and reflect on reading practices school-wide, and discuss and utilize school and district test data to make teaching decisions.

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

1. School-wide focus on Reading daily – Class novels are read to promote pleasure reading and reading for purpose. Reading selections are both teacher and student selected.
2. School-wide focus on applying various reading strategies in differentiated homerooms across the core academic areas - The strategies include previewing and predicting before reading, analyzing questions, interacting with text using the Say Something and Questioning Strategies during reading and using the process of elimination when answering test questions.
3. Departmental Focus on vocabulary strategies such as Vocabulary Maps, Concept of Definition, Prediction-Association-Verification-Evaluation (PAVE) procedure and Vocabulary Trees (focus on Root Words). "Word of the Week" will be implemented in order to develop vocabulary in writing.
4. School-wide implementation of teacher and student Think-Alouds – This reading strategy helps make thinking before, during and after reading explicit. In order to help all students, teachers and students must demonstrate the comprehension processes and the strategies used to make sense of text.
5. Professional Learning Community and Professional Development activities within each core department area will be implemented to discuss various classroom teaching techniques that will result in a high level of student achievement. The following topics will be discussed weekly within these groups: setting high academic expectations, planning that ensures academic achievement, structuring, delivering and engaging students during lessons, creating a strong classroom culture, setting and maintaining high behavioral expectations, character building and trust, improving pacing and challenging students to think critically.
6. Compass Learning implemented via Language Arts – This supplemental reading program is utilized to build a reading culture at the school and makes reading practice more effective by providing students with a way to improve their reading skills.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Every teacher at Country Club Middle School is provided with reading strategies to be implemented during classroom

instruction through Professional Development on early release days and bi-weekly departmental meeting between Language Arts Reading, Science and Social Studies teachers. Professional development for teachers will focus on Response to Intervention, Best Practices through Differentiated Instruction and Reading through the Content Areas facilitated by the Reading Coach and Literacy Team. Additionally through CRISS strategies, teachers will have the ability to contribute to every student's learning style to achieve reading improvement in all academic subjects. Teachers will receive training on how to appropriately adjust their strategies and instructional materials to meet the various needs of all students in their weekly /bi-weekly department meetings with the Leadership Team. The Reading Coach will provide multiple opportunities for modeling and coaching for all classroom teachers regardless of subject area to promote Best Practices among staff and engage student learning.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading exam indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase our level 3 proficiency rate to 35%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (370)	35% (467)

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>According to the 2012 FCAT Reading results, the set of benchmarks in need of the greatest improvement is Informational Text/Research Process.</p> <p>Students require additional practice answering FCAT-like questions.</p> <p>Students are in need of differentiated instruction.</p>	<p>Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts.</p> <p>Engage students in CCSS Close Analytical Reads to integrate CCSS.</p> <p>Utilize FCAT 2.0 Task Cards to construct discussion questions during instruction and after reading to promote higher order thinking skills.</p> <p>Utilize the Edusoft Data Management System to monitor student growth on mini-assessments and identify areas of weakness to re-teach in small group.</p> <p>Use FCAT Explorer, Odyssey Compass</p>	<p>School Administrators</p> <p>MTSS/RtI Leadership Team</p> <p>Literacy Leadership Team</p> <p>Reading Coach</p>	<p>Teachers will review Interim Assessment and Mini-Assessments data to gauge mastery and progression in learning on a monthly basis.</p> <p>Teachers will facilitate student data chats to consult with students regarding their performance on mini and district assessments.</p> <p>Reading Coach and the Language Arts teachers will analyze all assessment data to determine the effectiveness of the strategies utilized and will decide to continue or alter the plan of action . Data will be used to guide differentiated instruction.</p> <p>PLCs will be conducted among grade levels to share Best Practices and engage in inquiry based meetings to problem solve.</p>	<p>Monthly Formative Assessments</p> <p>District Interim Assessments</p> <p>Edusoft Report</p> <p>Summative: 2013 FCAT Reading Assessment</p> <p>Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction including DI and integration of CCSS.</p>

	Learning and Florida FOCUS to reinforce learning by differentiating instruction.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA Reading exam indicate that 44% of students achieved levels 4-6. Our goal for the 2012-2013 school year is to increase our performance to rate to 49%
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(7)	49%(8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students experience difficulty Identifying characters, settings, and actions in read-aloud fiction.	Students require multiple reads of a selection prior to responding to comprehension questions. A variety of story maps will be used.	School Administrators MTSS Leadership Team Literacy Leadership Team SPED Department Chair	Teachers will continuously review classroom formative Assessment data to gauge mastery and progression in learning on a monthly basis. Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction.	Formative Classroom Assessments Summative FAA 2013 Reading Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading exam indicate that 20% of the students achieved Levels 4 and 5 proficiency. In 2012-2013 the rate will increase to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (262)	23% (307)

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
	According to the 2012 FCAT 2.0 Reading results, the set of benchmarks in need of the greatest improvement is Informational Text/Research Process.	Students will complete projects that require them to specify a problem, design and conduct an experiment, analyze its data, and report the results/solutions. Also,	School Administrators RTI Leadership Team Literacy Team	Teachers will review Interim Assessment and Mini-Assessments data to gauge mastery and progression in learning on a monthly basis. Teachers will facilitate	Monthly formative Assessments District Interim Assessments Edusoft Report

1	<p>Reading strategies need to be embedded in lessons to increase and maintain capable reader practices.</p> <p>Students need instructors to model how to answer higher order thinking questions.</p> <p>Students need to be engaged in activities that allow them to critically think and cognitively demanding text based questions.</p>	<p>they will analyze and synthesize information from multiple sources, describe and illustrate how common themes are found across texts from different cultures.</p> <p>Students will complete projects that connect themes and information from the text to themselves and the real world.</p> <p>Engage students in CCSS Close Analytical Reads to integrate CCSS.</p> <p>During reading, students will monitor their comprehension by completing active note taking strategies and by participating in completing graphic organizers.</p> <p>Teachers will demonstrate how to answer high complexity questions by facilitating think alouds.</p> <p>After reading, students will reflect and expand their knowledge by completing conclusion/support notes and help to develop their own assessments by utilizing FCAT 2.0 task cards.</p> <p>Use FCAT Explorer, Odyssey Compass Learning and Florida FOCUS to reinforce learning by differentiating instruction.</p>	Reading Coach	<p>student data chats to consult with students regarding their performance on mini and district assessments.</p> <p>Reading Coach and the Language Arts teachers will analyze all assessment data to determine the effectiveness of the strategies utilized and will decide to continue or alter the plan of action. Data will be used to guide differentiated instruction.</p> <p>PLCs will be conducted among grade levels to share Best Practices and engage in inquiry based meetings to problem solve.</p>	<p>Summative 2013 FCAT Reading Assessment</p> <p>Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction including DI and integration of CCSS.</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:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		The results of the 2012 FAA Reading exam indicate that 19% of students achieved levels 7-9. Our goal for the 2012-2013 school year is to increase our performance to rate to 22%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
19%(3)		22%(4)			
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate difficulty retaining vocabulary over time without visual cues provided by teacher.	Vocabulary will be introduced to students with pictures and print. Pictures will be faded for long term comprehension and retention.	School Administrators MTSS Leadership Team Literacy Leadership Team SPED Department Chair	Teachers will continuously review formative classroom data to gauge mastery and progression in learning on a monthly basis. Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction.	Formative Classroom Assessments Summative FAA 2013 Reading Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading exam indicate that 66% of students made Learning Gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (791)	71% (851)

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>According to the 2012 FCAT Reading results, the set of benchmarks in need of the greatest improvement is Informational Text/Research Process.</p> <p>Students require additional practice answering FCAT-like questions.</p> <p>Students need direct instruction while engaged with the text.</p> <p>Students are in need of differentiated instruction.</p>	<p>Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts.</p> <p>Continue utilizing FCAT 2.0 Task Cards to construct discussion questions during instruction and after reading to promote higher order thinking skills.</p> <p>Engage students in CCSS Close Analytical Reads to integrate CCSS.</p> <p>Engage students in</p>	<p>School Administrators</p> <p>RTI Leadership Team</p> <p>Literacy Team</p> <p>Reading Coach</p>	<p>Teachers will review Interim Assessment and Mini-Assessments data to gauge mastery and progression in learning on a monthly basis.</p> <p>Teachers will facilitate student data chats to consult with students regarding their performance on mini and district assessments.</p> <p>Reading Coach and the Language Arts teachers will analyze all assessment data to determine the effectiveness of the strategies utilized and will decide to continue or alter the plan of action . Data will be used to guide differentiated instruction.</p> <p>PLCs will be conducted among grade levels to share Best Practices and engage in inquiry based meetings to problem</p>	<p>Formative Monthly Assessments</p> <p>Interim Assessments provided by the District</p> <p>Edusoft Report</p> <p>Summative 2013 FCAT Reading Assessment</p> <p>Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction including DI and integration of CCSS.</p>

	<p>Before, During and After Reading active reading activities. Use graphic organizers, concept maps, to analyze text and respond to questions indicating what they have learned.</p> <p>Utilize the Edusoft Data Management System to monitor student growth on monthly mini-assessments and identify areas of weakness to re-teach in small group.</p> <p>Use FCAT Explorer, Odyssey Compass Learning and Florida FOCUS to reinforce learning by differentiating instruction.</p>	solve.	
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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 reading. Reading Goal #3b:</p>	<p>The results of the 2012 FAA Reading exam indicates that 14% of students achieved are making Learning Gains. Our goal for the 2012-2013 school year is to increase our performance to rate to 24%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>14%(2)</p>	<p>24%(3)</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	Students demonstrate difficulty retaining vocabulary over time without visual cues provided by teacher.	Vocabulary will be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.	School Administrators MTSS Leadership Team Literacy Leadership Team SPED Department Chair	Teachers will continuously review formative classroom data to identify to gauge mastery and progression in learning on a monthly basis. Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction.	Formative Classroom Assessments Summative FAA 2013 Reading Assessment

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:</p>	<p>The results of the 2012 FCAT Reading exam indicate that 68% of students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 73%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

68% (215)	73% (231)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT Reading results, the set of benchmarks in need of the greatest improvement is Informational Text/Research Process.</p> <p>Pupils read at two or more years below grade level, demonstrating a lack of sufficient reading development (phonemic awareness, phonics, fluency, vocabulary and comprehension). Additionally, students require additional practice answering FCAT-like and high complexity questions.</p>	<p>Implement research-based reading programs (Voyager, Language! and the Inside) to address reading development deficiencies in the Intensive Reading Courses.</p> <p>Facilitate guided reading to model practices of capable readers</p> <p>Read alouds to model higher order thinking skills.</p> <p>Utilize graphic organizers before, during and after guided reading instruction.</p> <p>Build background knowledge thru the use of short readings such as magazines and news articles, videos, class discussions, visuals, the internet and Discovery Education.</p> <p>Include differentiated instruction in classrooms to target skill deficiencies based FAIR Assessments Decision Tree and District Assessments.</p> <p>Utilize supplemental reading software such as PRJ Solo Voyager, Reading Plus, Achieve 3000 and/or Imagine learning to reinforce learning.</p>	<p>School Administrators</p> <p>MTSS Leadership Team</p> <p>Literacy Team</p> <p>Reading Coach</p>	<p>Note students' performance progress in the Research Based Reading Programs:</p> <p>* Language * Voyager (Benchmark Assessments)</p> <p>*Hampton Brown Edge Inside Unit Assessments</p> <p>Reading Coach, Language Arts and Reading teachers will analyze District Interim Assessment data and Florida Assessment In Reading (FAIR) test. Data to determine the effectiveness of the strategies utilized and will decide to continue or alter the plan of action based on pupil progression. Data will guide differentiated instruction.</p> <p>Teachers will facilitate student data chats to consult with students regarding their performance FAIR and district and formative mini-assessments.</p> <p>PLCs will be conducted among grade levels to share Best Practices and engage in inquiry based meetings to problem solve.</p>	<p>District Interim Assessments</p> <p>Edusoft Reports (Mini-Assessments)</p> <p>Florida Assessment In Reading (FAIR) Test</p> <p>Voyager's Benchmark Assessments</p> <p>Language!'s Content Mastery Assessments</p> <p>Inside's Unit Post-Test</p> <p>Summative 2013 FCAT Reading Assessment</p> <p>Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction.</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Annually, the school will increase its total population of proficient students on the FCAT Reading exam. As a result, 76% of students will read at proficiency by the end of the 2016-2017 school- year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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

The results of the 2012 FCAT Reading exam indicate that

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	48% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficiency rate of Black students to 55%. The results of the 2012 FCAT Reading exam indicate that 50% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficiency rate of Hispanic students to 59%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 53% (22) Black: 48% (133) Hispanic: 50% (493) Asian: 52%(11) American Indian: N/A	White: 63% (26) Black: 55% (153) Hispanic: 59% (582) Asian: 82%(17) American Indian: N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT Reading results, the set of benchmarks in need of the greatest improvement is Reporting Category 4: Informational Text/Research Process</p> <p>There is a lack of resources to target this subgroup in isolation.</p> <p>Students require additional practice answering FCAT-like questions.</p> <p>Differentiated instruction needs to be instituted.</p>	<p>Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.</p> <p>Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts.</p> <p>Build background knowledge thru the use of short readings such as magazine and news articles, videos, class discussions, and visuals from Discovery Ed.</p> <p>Utilize FCAT 2.0 Task Cards to construct discussion questions during instruction and after reading to promote higher order thinking skills.</p> <p>Develop a school-wide instructional focus calendar to target specific benchmarks in need of reteaching/remediation along with the identification of possible high interest resources to use with subgroups.</p> <p>Utilize the Edusoft Data</p>	<p>School Administrators</p> <p>MTSS Leadership Team</p> <p>Literacy Leadership Team</p> <p>Reading Coach</p>	<p>Note students' performance progress in the Research Based Reading Programs: * Language (Content Mastery Assessments) * Voyager (Benchmark Assessments) *Hampton Brown Edge Inside Unit Assessments</p> <p>Teachers will facilitate student data chats to consult with students regarding their performance FAIR and district and formative mini-assessments on a monthly basis.</p> <p>Reading Coach, Language Arts and Reading teachers will analyze District Interim Assessment data and Florida Assessment In Reading (FAIR) test. Data will be used to determine the effectiveness of the strategies utilized and will decide to continue or alter the plan of action based on pupil progression. Data will guide differentiated instruction.</p> <p>PLCs will be conducted among grade levels to share Best Practices and engage in inquiry based meetings to problem solve.</p>	<p>District Interim Assessments</p> <p>Edusoft Reports (Mini-Assessments)</p> <p>Florida Assessment In Reading (FAIR) Test</p> <p>Voyager's Benchmark Assessments</p> <p>Language!'s Content Mastery Assessments</p> <p>Inside's Unit Post-Test</p> <p>Summative 2013 FCAT Reading Assessment</p> <p>Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction.</p>

	<p>Management System to monitor student growth on mini-assessments and identify areas of weakness to re-teach in small group.</p> <p>Teachers will consult with students regarding their performance on mini assessments.</p> <p>Engage students in Before, During and After Reading active reading activities. Use graphic organizers, concept maps, to analyze text and respond to questions indicating what they have learned.</p> <p>Use Reading Plus, FCAT Explorer, and Odyssey Compass Learning to reinforce learning through differentiated instruction.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading exam indicate that 23% of students in the English Language Learner subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficiency rate of English Language Learners to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (35)	33% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT Reading results, the set of benchmarks in need of the greatest improvement is Informational Text/Research Process.</p> <p>Students lack language acquisition necessary to achieve proficiency. Students need reading language development (phonemic awareness, phonics, fluency, vocabulary, comprehension) Students need explicit and systematic instruction in English.</p>	<p>Implement the research-based reading program Inside to address reading development deficiencies through the ESOL Developmental courses. Include vocabulary strategies to foster language development. Facilitate guided reading to model the practices of capable readers and interpretation of text. Read aloud to students. Utilize graphic organizers before, during and after instruction. Include differentiated instruction in classrooms to target skill deficiencies. Use the Achieve 3000 and/or Imagine Learning software to differentiate</p>	<p>School Administrators</p> <p>MTSS Leadership Team</p> <p>Literacy Leadership Team</p> <p>Reading Coach</p>	<p>Teachers will note students' performance in the Research Based Reading Programs:</p> <ul style="list-style-type: none"> * Language (Content Mastery Assessments) * Voyager (Benchmark Assessments) * Inside (Unit Post-Test) <p>Mini-Assessments will be administered to measure mastery and progression in learning on a monthly basis.</p> <p>Reading Coach, Language Arts and Reading teachers will analyze District Interim Assessment data and Florida Assessment In Reading (FAIR) test. Data</p>	<p>District Interim Assessments</p> <p>Edusoft Reports (Mini-Assessments)</p> <p>Florida Assessment In Reading (FAIR) Test</p> <p>Voyager's Benchmark Assessments</p> <p>Language!'s Content Mastery Assessments</p> <p>Inside's Unit Post-Test</p> <p>Summative</p>

	and reinforce learning. Extend time or shorten assignments as needed to allow additional processing time. Utilize visuals and kinesthetic strategies to address varying learning styles. Build background knowledge thru the use of short readings, videos, class discussions, visuals, the internet, Discovery Education.	will be used to determine the effectiveness of strategies utilized and will decide to continue or alter the plan of action based on pupil progression. Data will guide differentiated instruction. PLCs will be conducted among grade levels to share Best Practices.	2013 FCAT Reading Assessment Literacy Leadership Team Conduct classroom visits observe student responsiveness to activities and monitor teachers' delivery of instruction.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading exam indicate that 33% of the pupils in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficiency rate of Students with Disabilities to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (35)	40% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT Reading results, the set of benchmarks in need of the greatest improvement is Informational Text/Research Process Pupils have difficulty processing large amounts and complex information. Many are two or more years below grade level. Students have difficulty concentrating and answering high complexity questions.	Utilize graphic organizers and before, during and after instruction strategies Implement research-based reading programs (Voyager or Language!) to address reading development deficiencies through the Intensive Reading courses. Facilitate guided reading to model the practices of capable readers Read aloud to students Include differentiated instruction in classrooms to target skill deficiencies After reading, students will have opportunities to both indicate what they've learned and ask questions by completing exit slips and reading reflection logs. Extend time or shorten assignments as needed to allow additional processing time as needed. Utilize visuals and kinesthetic strategies to address varying learning styles. Break larger/longer assignments into multiple	School Administrators MTSS Leadership Team Literacy Leadership Team Reading Coach	Teachers will note students' performance in the Research Based Reading Programs: * Language (Content Mastery Assessments) * Voyager (Benchmark Assessments) * Inside (Unit Post-Test) Mini-Assessments will be administered bi-monthly to measure mastery and progression in learning on a monthly basis. Reading Coach, Language Arts and Reading teachers will analyze District Interim Assessment data and Florida Assessment In Reading (FAIR) test. Data will be used to determine the effectiveness of e strategies utilized and will decide to continue or alter the plan of action based on pupil progression. Data will guide differentiated instruction. PLCs will be conducted	District Interim Assessments Edusoft Reports (Mini-Assessments) Florida Assessment In Reading (FAIR) Test Voyager's Benchmark Assessments Language!'s Content Mastery Assessments Inside's Unit Post-Test Summative 2013 FCAT Reading Assessment Literacy Leadership Team Conduct classroom visits observe student responsiveness to activities and monitor teachers' delivery of instruction

	<p>smaller/shorter assignments. Use Reading Plus, FCAT Explorer and Odyssey Compass Learning to reinforce learning Build background knowledge thru the use of short readings, videos, class discussions, visuals, the internet, Discovery Education.</p>	among grade levels to share Best Practices.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:</p>	<p>The results of the 2012 FCAT Reading exam indicate that 48% of the pupils in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficiency rate of students who are Economically Disadvantaged to 57%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (552)	57% (656)

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>According to the 2012 FCAT Reading results, the set of benchmarks in need of the greatest improvement is Informational Text/Research Process There is a lack of resources to target this subgroup in isolation. Students require additional practice answering FCAT-like questions. Also, differentiated instruction needs to be instituted based on monthly mini-assessment data. Student data chats need to be facilitated. Students need direct instruction while engaged in the text.</p>	<p>Utilize FCAT 2.0 Task Cards to construct discussion questions during instruction and after reading to promote higher order thinking skills. Utilize graphic organizers and before, during and after instruction strategies. Facilitate guided reading to model the practices of capable readers Include differentiated instruction in classrooms to target skill deficiencies Utilize the Edusoft Data Management System to monitor student growth on mini-assessments to identify areas of weakness to re-teach in small group. Teachers will consult with students regarding their performance on mini and district assessments. Use Reading Plus, FCAT Explorer and Odyssey Compass Learning to reinforce learning</p>	<p>School Administrators MTSS Leadership Team Literacy Leadership Team Reading Coach</p>	<p>Mini-Assessments will be administered to measure mastery and progression in learning. Literacy Leadership Team Conduct classroom visits observe student responsiveness to activities and monitor teachers' delivery of instruction. Reading Coach, Language Arts and Reading teachers will analyze District Interim Assessment data and Florida Assessment In Reading (FAIR) test. Data will be used to determine the effectiveness of e strategies utilized and will decide to continue or alter the plan of action based on pupil progression. Data will guide differentiated instruction. PLCs will be conducted among grade levels to share Best Practices.</p>	<p>District Interim Assessments IPEGS's informal evaluation. Edusoft Reports (Mini-Assessments) Florida Assessment In Reading (FAIR) Test Summative 2013 FCAT Reading Assessment.</p>

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
ELA Common Core State Standards – Close Analytical Reads	6-8 Language Arts/Reading	Reading Coach/Language arts Dept. Chair	Language Arts and Reading Teachers	August 2012-June 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Data Analysis for Small Group Differentiated Instruction	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-June 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Data Driven “Best Practices”	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-June 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Discovery Education	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-June 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Rigor: QAR & Webb’s Depth of Knowledge	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-June 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Odyssey Compass Learning in Language Arts	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-June 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Achieve 3000	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-June 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Imagine Learning	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-October 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team
Reading Plus	6-8 Language Arts/Reading	Reading Coach	Language Arts and Reading Teachers	August 2012-October 2013	Grade level planning sessions/Department and PLC Meetings	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional Development	Substitute Funding	School Based Budget	\$800.00
			Subtotal: \$800.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Reading Plus usage in FCAT Level 1 and 2 students	Student Motivational incentives	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA Listening/Speaking indicate that 49% of English Language Learner (ELL) students achieved proficiency level. Our goal for 2012-2013 school's year is to increase our proficiency level rate to 52%.			
2012 Current Percent of Students Proficient in listening/speaking:					
49%(75)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 CELLA Listening/Speaking results, the listening section in need of the greatest improvement is the Listening Comprehension - Extended Speech. The Speaking section in need of the greatest improvement is Speaking – Extended Speech. ELL students need explicit and systematic instruction in English.	Implement the Inside Hampton Brown Phonics Kit, Classroom Libraries Folktales & CDS, Language & Selection CDs. LEA (Language Experience Approach) Modeling Total Physical Response Cooperative Learning (Group Reports/Projects) Role –play Repetition Include differentiated instruction in classrooms to target skill deficiencies. Build background knowledge through the use of videos, class discussions, oral presentations, Discovery Education	Leadership Team MTSS Leadership Team ELL Chairperson	Hampton Brown chapter assessments Teacher made formative assessments. Read aloud to students ACHIEVE 3000/TEENBIZ Reading Plus Imagine Learning The results from this assessment /evaluation tool will be used to guide and differentiate instruction on a monthly basis by teachers.	Hampton Brown Unit Assessments. CELLA Assessment 2013. Classroom observations

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	The results of the 2012 CELLA Reading exam indicate that 20% of students in the English Language Learner

CELLA Goal #2: (ELL) achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficiency rate of ELLs to 23%.

2012 Current Percent of Students Proficient in reading:

20%(31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 CELLA Reading results, the set of benchmarks in need of the greatest improvement are Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.	<p>Activate Prior Knowledge Word Banks/Vocabulary Notebooks Focus on Key Vocabulary Use Task Cards Graphic Organizers Reciprocal Teaching Cooperative Learning (Group Reports/Projects) Visual</p> <p>Heritage Language/English Dictionary Summarizing</p>	<p>Leadership Team RTI Leadership Team ELL Chairperson</p>	<p>Inside Practice Book Inside Assessment Handbook Middle school FCAT 2.0 Questions Task Cards</p> <p>The results from this assessment /evaluation tool will be used to guide and differentiate instruction on a monthly basis by ELL teachers.</p>	<p>District Interim Assessments Florida Assessment for Instructional Reading (FAIR) Summative 2013 FCAT Reading Assessment Hampton Brown Unit Assessments. CELLA Assessment 2013.</p>

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2012 CELLA Writing assessment section indicate that 25% of the English Language Learner (ELL) students achieved proficiency. Our goal for the 2012-2013 school year is to increase the proficiency rate of ELLs to 27%.

2012 Current Percent of Students Proficient in writing:

25%(38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Students inability to answers questions related to English grammar, sentence structure, write sentences and paragraphs</p> <p>Lack of vocabulary preventing ELL students to write expository/persuasive essay.</p>	<p>Explicit instructions in spelling rules/strategies, root words, prefixes, suffixes, Greek and Latin root words, multiple meaning.</p> <p>Use prewriting strategies to generate ideas and formulate a plan.</p> <p>Maintain a writer's</p>	<p>Leadership Team RTI Leadership Team ELL Chairperson</p>	<p>Inside Grammar Language Transparency Inside Writing Transparencies Develop and maintain a Writer's Notebook, Journal and/or portfolio. Use a variety of graphic organizers, outlines,</p>	<p>District Interim Assessments Florida Assessment for Instructional Reading (FAIR) Summative 2013 FCAT Reading Assessment Writing Baseline</p>

1		<p>notebook/folder. Use revising/editing charts, teacher conferencing, or peer editing.</p> <p>Create lists of sensory words, rhyming words, words with multiple meaning, idioms to assist in writing. Review writing samples to be able to identify punctuation, subject/verb agreement errors.</p> <p>Use of graphic organizers</p>		<p>and charts to create a plan for writing that identifies main idea and supporting details.</p> <p>The results from this assessment /evaluation tool will be used to guide and differentiate instruction on a monthly basis by ELL teachers.</p>	<p>Hampton Brown Unit Assessments.</p> <p>CELLA Assessment 2013.</p>
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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
Increase Achieve 3000 Student Usage	Student Motivational Incentive	EESAC	\$500.00
Improve Vocabulary	Dictionaries (translators)	EESAC	\$500.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of 2012 FCAT 2.0 Mathematics Test indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (371)	32% (428)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement. The deficiency was due to the lack of differentiated instruction.	Provide students with opportunities to develop exploration and inquiry activities to increase understanding of concepts through hands-on experiences with grade-level appropriate measurement, geometry, and data analysis concepts. Teachers & students will analyze data, determine areas for growth and chose classroom activities based on their areas of weakness, and place students in differentiated groups based on data.	Leadership Team Math Chair	Focused weekly meetings by grade level teachers to ensure strategy is addressing targeted deficiencies. Teachers will analyze/compare Interim data using Edusoft and record use of classroom activities to support benchmarks based on students' areas of weakness in lesson plans.	Formative: monthly assessments; District Interim data reports; student authentic work, math journals Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of 2012 FCAT 2.0 Mathematics Test indicate that 44% of students achieved Level 4,5 and 6 proficiency. Our goal for the 2012-2013 school year is to increase Level 4, 5 and 6 student proficiency by 5 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(7)	49%(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
	Students have difficulty counting past twenty	Increase rote counting opportunities by	Leadership Team	Review formative classroom assessment	Formative: Classroom

1	without the assistance of manipulatives. Students have difficulty adding and subtracting without assistive technology. Students also have difficulty identifying money value without teacher assistance.	integrating the concept into cross-content lessons. Build fact fluency by increasing teacher scaffolding. Increase use of manipulative in identifying and adding money values.	SPED Chair	data reports to ensure progress is being made and adjust instruction on a monthly basis. Leadership team will do focused weekly classroom walkthroughs to evaluate student's responsiveness to lessons.	assessments Summative: 2013 FAA Mathematics
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of 2012 FCAT 2.0 Mathematics Test indicate that 19% of students achieved proficiency (Level 4 and 5). Our goal is to maintain and/or increase student proficiency by 2% points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (251)	21% (281)

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 Level 4 and 5 students showed an area of deficiency in Number Operations as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Provide students with opportunities to develop exploration and inquiry activities to increase understanding of concepts through hands-on experiences with grade-level appropriate measurement, geometry, and data analysis concepts. Analyze results of mathematics benchmark assessments and utilize a PLC group in order to monitor student progress in targeted content clusters and provide additional remediation as needed through June 2013.	Leadership Team Math Chair	PLC group members will meet monthly to evaluate and analyze progress in targeted content clusters. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide.	Formative: monthly assessments; District Interim data reports; student authentic work, math journals Summative: Results from the 2013 FCAT 2.0 Mathematics 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 mathematics. Mathematics Goal #2b:	The results of 2011-2012 FCAT 2.0 Mathematics Test indicate that 6% of students achieved proficiency level at or above 7. Our goal is to increase student proficiency by 3% points to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(1)	9%(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	<p>Students have difficulty counting past twenty without the assistance of manipulatives.</p> <p>Students have difficulty adding and subtracting without assistive technology.</p> <p>Students also have difficulty identifying money value without teacher assistance.</p>	<p>Increase rote counting opportunities by integrating the concept into cross-content lessons.</p> <p>Build fact fluency by increasing teacher scaffolding.</p> <p>Increase use of manipulative in identifying and adding money values.</p>	<p>Leadership Team</p> <p>SPED Chair</p>	<p>Review formative classroom assessment data reports to ensure progress is being made and adjust instruction on a monthly basis.</p> <p>Leadership team will do focused weekly classroom walkthroughs to evaluate student's responsiveness to lessons.</p>	<p>Formative: Classroom assessments</p> <p>Summative: 2013 FAA Mathematics</p>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 69% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichments opportunities in order to increase the percentage of students making learning gains by 5% percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (831)	74% (891)

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>As noted on the 2012 FCAT 2.0 Mathematics administration, the area of deficiency is Geometry and Measurement.</p> <p>Students' understanding of conversions in the metric and customary systems is disconnected from real life situations as demonstrated in real world problems.</p>	<p>Provide more opportunities to utilize differentiated instructional strategies which support the ability of students to learn at their own pace and through different modalities.</p>	<p>Leadership Team</p> <p>Math Chair</p>	<p>Review formative interim data reports on a monthly basis to ensure progress is being made and adjust instruction as needed.</p> <p>Focused weekly meetings by grade level teachers to ensure strategy is addressing targeted deficiencies.</p> <p>Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide.</p>	<p>Formative: monthly assessments; District Interim data reports; student authentic work, math journals</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.</p>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	On the 2012 FCAT 2.0 Mathematics Test 22% of the students who were administered the Florida alternative Assessment made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichments opportunities in order to increase the percentage of students making learning gains by 10% percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(3)	32%(5)

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 also have difficulty rote counting without manipulative assistance	Increase rote counting opportunities by integrating the concept into cross-content lessons.	Leadership Team SPED Chair	Review formative classroom assessment data reports to ensure progress is being made and adjust instruction on a monthly basis. Leadership team will do focused weekly classroom walkthroughs to evaluate student's responsiveness to lessons.	Formative: Classroom assessments Summative: 2013 FAA Mathematics

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Test 71% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (230)	76% (246)

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	On the 2012 FCAT 2.0 Mathematics Administration, it was noted that learning gains among the lowest 25% was 71 percentage. The students weakest area was Geometry and Measurement apply geometrical and metric ideas to solve real world problems. The performance is due to the lack of effective use of manipulatives and	Identify students in the Lowest 25% group and develop pull-out, push-in, and tutoring programs for identified students in this category. The teachers will use virtual manipulatives to explore are and complete mathematical problems. The students will attend the computer lab at least 2 times per months to work on mathematical investigations that	MTSS/RtI Leadership Team Math Chair	MTSS team members will monitor monthly assessments. Review formative interim data reports on a monthly basis to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and denote	Formative: Monthly assessment data reports; informal assessments; computer based tutorial assessments Classroom walkthroughs Summative: 2013 FCAT Mathematics Assessment

differentiated instruction in class.	require the use of manipulatives.	alignment to the pacing guide.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Annually, the school will increase its total population of proficient students on the FCAT 2.0, EOCs, or FAA Level. Mathematics. As a result, 73% of students will be at proficiency by the end of the 2016-2017 school year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	55	60	64	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of 2012 FCAT 2.0 Test, EOCs, or FAA—for mathematics indicate that our student subgroups achieved proficiency as follows: White 53%, Black 45% Hispanic 49% and Asian Students 67%. Our goal is to increase the percentage of White students to 55%, Black students to 48% , Hispanic students to 57%, and Asian students to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53%(55) Black: 45%(125) Hispanic: 49% (485) Asian: 67% (14) American Indian: N/A	White: 55%(23) Black: 48%(133) Hispanic: 57% (564) Asian: 77% (16) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Small group differentiated instruction has not been implemented with consistency.	Implement a schedule for small group instruction during the mathematics instructional block using data collected from interim and monthly assessment data. During small group instruction, differentiated instruction will focus on students' deficient areas. Individualized technology-based projects will be assigned and monitored by teacher.	MTSS Team Leadership Team Math Chair	Review formative interim data reports on a monthly basis to ensure progress is being made and adjust instruction as needed. Leadership team will do weekly focused classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide.	Formative: monthly assessments; District Interim data reports; student authentic work. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 28% of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency 36%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (43)	36% (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	<p>On the 2012 FCAT 2.0 Mathematics administration, the ELL subgroup has not made AMO when compared to the 2011 FCAT Mathematics administration.</p> <p>The ELL subgroup lacked an understanding of the problem solving skills in the English language, which has impeded student growth.</p>	<p>Provide real life context for mathematical explorations and develop student understanding through the support of literature, oral discussions, and videos.</p> <p>The students will be provided with internet based resources such as a multi-language glossary.</p>	<p>MTSS/RtI Team</p> <p>Leadership Team</p> <p>Math Chair</p> <p>ELL Chair</p>	<p>MTSS/RtI Team members will monitor monthly assessments.</p>	<p>Formative: Monthly assessments; Interim Assessments</p> <p>Summative: 2013 FCAT Mathematics Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 27% of students in the SPED subgroup achieved proficiency. Our goal is to increase student proficiency to 36%.
Mathematics Goal #5D:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (29)	36% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The SPED subgroup lacked an understanding of the problem solving skills, which has impeded student growth.</p>	<p>Provide real life context for mathematical explorations and develop student understanding through the support of literature, oral discussions, and videos.</p> <p>The students will be provided with internet based resources such as a multi-language glossary. The teacher will assign and monitor individualized technology-based projects.</p>	<p>MTSS Team</p> <p>Leadership Team</p> <p>Math Chair</p> <p>SPED Chair</p>	<p>Review formative interim data reports to ensure progress is being made and adjust instruction after monthly topic Assessments and district assessments.</p> <p>Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide.</p> <p>The results will be used to make adjustments to teaching strategies, differentiated instruction and remediation</p>	<p>Formative: Monthly assessments; Interim Assessments</p> <p>Summative: 2013 FCAT Mathematics Assessment</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 47% of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (543)	53% (612)

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	Despite the increase, the Students with Disabilities subgroup failed to meet AMO. This can be attributed to the inconsistent use of manipulatives and real world problems.	Implement a schedule for small group instruction during the mathematics instructional block using data collected from interim and monthly assessment data. During small group instruction, differentiated instruction will focus on students' deficient areas. Individualized technology-based projects will be assigned and monitored by teacher.	MTSS Team Leadership Team Math Chair	Review formative interim data reports on a monthly basis to ensure progress is being made and adjust instruction after monthly topic Assessments and district assessments. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide. The results will be used to make adjustments to teaching strategies, differentiated instruction and remediation approaches for small groups.	Formative: Monthly assessment data reports; informal assessments; computer based tutorial assessments Summative: 2013 FCAT Mathematics Assessment

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal # 1:	The results of 2012 Algebra EOC indicate that 57% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain and/or increase Level 3 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(17)	57%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 Algebra 1 End of Course assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. Limited access of appropriate technology to enhance instructional delivery for these areas of deficiencies.	Integration of the graphing calculator as a tool for exploration and investigation. Mathematics teachers will attend the training for the Algebra I. Utilize warm-up exercises and reinforcement activities as a means to achieve mastery of Algebra 1 related benchmarks. Utilize direct instruction of academic vocabulary using graphic organizers and vocabulary notebooks.	Leadership Team Math chair	Review formative interim data reports on a monthly basis to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and alignment to the pacing guide.	Formative: monthly assessments; District Interim data reports; student authentic work, math journals Summative: Results from the 2013 Algebra EOC Assessment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of 2012 Geometry EOC indicate that 94% of students achieved proficiency (Level 4 and 5). Our goal is to maintain student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94%(15)	94%(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	The area of deficiency noted on the 2012 administration of the Geometry EOC was . This is due to a need for additional enrichment activities, projects, and investigations involving Geometry exercises based on real world situations. Students need more practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.	Provide opportunities for students to derive measurements of two and three-dimensional figures using geometric formulas including extensive exercises finding missing dimensions. Conduct inquiry-based learning activities by presenting a real world problem and allowing students to then explore solutions which will eventually lead to the discovery of the formulas.	Leadership Team Math Chair	Review formative interim data reports to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide	Formative: monthly assessments; District Interim data reports; student authentic work, math journals Summative: Results from the 2013 Geometry EOC.

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

Algebra Goal #

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

3A : Annually, the school will increase its total population of proficient students on the FCAT 2.0, EOCs, or FAA Level. Mathematics. As a result, 73% of students will be at proficiency by the end of the 2016-2017 school year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	55	60	64	69	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of 2012 FCAT 2.0 Test, EOCs, or FAA—for mathematics indicate that our student subgroups achieved proficiency as follows: White 53%, Black 45%, Hispanic 49% and Asian Students 67%. Our goal is to increase the percentage of White students to 55%, Black students to 48%, Hispanic students to 57%, and Asian students to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53%(55) Black: 45%(125) Hispanic: 49% (485) Asian: 67% (14) American Indian: N/A	White: 55%(23) Black: 48%(133) Hispanic: 57% (564) Asian: 77% (16) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 Algebra 1 End of Course assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. The students lacked the opportunity to receive instruction using varied modalities.	The teacher will utilize warm-up exercises and reinforcement activities as a means to achieve mastery of Algebra 1 related benchmarks. As well as, utilize computer programs to help understand algebraic and geometric concepts identified in NGSSS Algebra 1 course descriptions. Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and allow for differentiation.	MTSS/RtI Team Leadership Team	Review formative interim data reports to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities, evaluate alignment to the pacing guide and adherence to small group schedule.	Formative: monthly assessments; District Interim data reports; student authentic work. Summative: Results from the 2013 Algebra EOC.

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 FCAT Mathematics Test indicate that 47% of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(543)	53%(612)

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
	The area of deficiency on the 2012 Algebra EOC assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics.	Provide students with the opportunity to develop the meaning of mathematics, math vocabulary and terms/concepts through direct and systematic vocabulary instruction.	MTSS/RtI Team Leadership Team	Review formative interim data reports to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly	Formative: monthly assessments; District Interim data reports; student authentic work. Summative:

1	Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. The students struggle with understanding the abstract language of mathematics. The students lack skills to organize their notes and relational concepts in math.	Develop clear expectations on note taking strategies, require students to take notes in a journal in math and maintain/monitor the students' journal (notebook).	classroom walkthroughs to observe student responsiveness to activities and evaluate teacher' alignment to the pacing guide.	Results from the 2013 Algebra EOC.
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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 results of 2012 Geometry EOC indicate that 6 % of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain the Level 3 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(1)	6%(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	The area of deficiency noted on the 2012 administration of the Geometry EOC data indicates a need for improvement in the area of Trigonometry and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving finding the converse, inverse and contrapositives of a statement.	Implement the pacing guide and instructional focus calendar for Geometry. Mathematics teachers will attend the training for the Geometry item specifications. Increase use of the Computer Lab utilizing FCAT Explorer and Riverdeep. Increase the number of opportunities for students to practice the EOC exams online.	Leadership Team Math Chair	Review formative interim data reports to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide.	Formative: monthly assessments; District Interim data reports; student authentic work, math journals Summative: Results from the 2013 Geometry EOC Assessment.

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

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

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The results of 2012 FCAT 2.0 Test, EOCs, or FAA—for mathematics indicate that our student subgroups achieved proficiency as follows: White 53% , Black 45%, Hispanic 49% and Asian Students 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 53%(55) Black: 45%(125) Hispanic: 49% (485) Asian: 67% (14) American Indian: N/A	White: 55%(23) Black: 48%(133) Hispanic: 57% (564) Asian: 77% (16) American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted on the 2012 administration of the Geometry EOC was . The students lack and ability to apply learned geometrical skills to real world problems.	E2020 will be utilized by Geometry teachers in order to remediate individual student's weaknesses. In class, create problem solving activities for students requiring the student to solve non-routine and open-ended real world problems.	Leadership Team Math Chair	Review formative interim data reports to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities, evaluate alignment to the pacing guide and adherence to	Formative: monthly assessments; District Interim data reports; student authentic work. Summative: Results from the 2013 GeometryEOC.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted on the 2012 administration of the Geometry EOC was . Students are not comfortable with, and have limited access to technology. This creates a problem with regards to computer based testing.	Expose students to multiple online practice sessions. Incorporate other, similar computer based test to build student's capacity. Maximize the use of the Geobra, Interactive Boards and Response devices in order to increase the dynamics of instruction and allow for differentiation.	Leadership Team Math Chair	Review formative interim data reports to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities, evaluate alignment to the pacing guide and adherence to small group schedule.	Formative: monthly assessments; District Interim data reports; student authentic work. Summative: Results from the 2013 Geometry EOC.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8 Math	Mathematics Department Chair	Math Teachers	August 2012- June 2013	Grade level planning sessions/Department meetings	Leadership Team
Common Core	6-8 Math	Mathematics Department Chair	Math Teachers	August 2012- June 2013	Grade level planning sessions/Department meetings	Leadership Team
Math Structured Block	6-8 Math	Mathematics Department Chair	Math Teachers	August 2012- June 2013	Grade level planning sessions/Department meetings	Leadership Team
Student Data Analysis	6-8 Math	Mathematics Department Chair	Math Teachers	August 2012- June 2013	Grade level planning sessions/Department meetings	Leadership Team
NGSSS Study (Effective Utilization of District Mathematics Pacing Guides)	6-8 Math	Mathematics Department Chair	Math Teachers	August 2012- June 2013	Grade level planning sessions/Department meetings	Leadership Team
Compass Learning (Technology Based Instruction)	6-8 Math	Mathematics Department Chair	Math Teachers	August 2012- June 2013	Grade level planning sessions/Department meetings	Leadership Team
Edusoft Training (Student Data Analysis)	6-8 Math	Mathematics Department Chair	Math Teachers	August 2012- June 2013	Grade level planning sessions/Department meetings	Leadership Team

Mathematics Budget:

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

Mathematics Activity books	Everglades Wylie K-12 Activity Books	Title I	\$6,800.00
			Subtotal: \$6,800.00
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
Paper	Resources for student work application	ESSAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$7,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		On the 2012 administration of the Science FCAT, 34% of the students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 38% achieving proficiency.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
34% (153)		38% (171)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 Science FCAT assessment has been in Nature of Science and Earth Space Science.	Provide students opportunities to develop independent and/or experimental projects and schedule bi-weekly lab time through instructional block utilizing Essential Labs and Inquiry based labs using GLOBE concepts.	Science Department Chair will monitor process monthly	Grade-level projects including in-class experiments reviewed using a department-generated rubric to ensure student progress in Nature of Science and Earth Science. Create Focus Calendar outlining lab dates and rotate classes into lab activity.	Formative: Interim Assessments Summative: 2013 Science FCAT

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

1b. Florida Alternate Assessment:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty identifying science concepts with the use of visuals.	Increase identification of key scientific concepts through the use of pictures and real-life objects.	School Administrators MTSS/RTI Leadership Team Literacy Leadership Team SPED Department Chair	Teachers will continuously review classroom formative Assessment data to gauge mastery and progression in learning on a monthly basis. Literacy Leadership Team will Conduct classroom visits weekly to observe student responsiveness to activities and monitor teachers' delivery of instruction.	Formative Classroom Assessments Summative FAA 2013 Reading Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the Science FCAT, 8% of the students achieved proficiency (FCAT Level 4 and 5). The expected level of performance for 2013 is 9% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (34)	9% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 Science FCAT assessment has been in Nature of Science. Students lack the ability to develop higher order thinking skills that correlate knowledge between math and science concepts to improve in the area of Nature of Science.	Provide students opportunities to participate in school-wide and district-wide competitions. Provide students real-world experiences utilizing technology.	Science Teachers and Science Department Chair will monitor process monthly.	Class activities and projects, including the use of technology such as Discovery Education and ExploreLearning GIZMOS, will be used to enhance student understanding of Nature of Science.	Formative: School-based Mini Assessments Summative: 2013 Science FCAT

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

areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty identifying science concepts without the use of text and visuals.	Increase identification of key scientific concepts through the use of text, pictures and real-life objects.	School Administrators MTSS Leadership Team Literacy Leadership Team SPED Department Chair	Teachers will continuously review classroom formative Assessment data to gauge mastery and progression in learning on a monthly basis. Literacy Leadership Team will Conduct classroom visits weekly to observe student responsiveness to activities and monitor teachers' delivery of instruction.	Formative Classroom Assessments Summative FAA 2013 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC focused on Nature of Science and Earth/Space Science concepts (GLOBE)	6-8	Science Teachers and Dept Head	Science Teachers	November 6, 2012 (Teacher Planning Day) December 13, 2012 (Early Release) August 2012-June 2013 Wednesdays departmental meetings	Monitor Agendas and PLC Logs	Administration

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal for the 2012 -2013 school year is to increase the percentage of students achieving at or above proficiency level 3.0-6.0 by 3 percentage points from 72% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (320)	75% (332)

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
	Results of the 2012 District Writing Baseline Assessment indicate that the Writing Process is an area of deficiency. Developing Focused writing with adequate, organization and support continues to challenge our students.	Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences (to entertain, to inform, to communicate, to	Leadership Team Literacy Leadership Team Reading Coach Language Arts Chair	Administer a pre and a mid-year test to assess components of the writing process. Monitor assessment holistically through teacher/student conferences and on-going writing assignment, using a state rubric and Anchor papers. Baseline data will be analyzed by members of the PLC. Data will be utilized to inform instruction and improve student achievement through on-going writing assignments designed to target specific areas of weaknesses.	Formative assessments (District Baseline Assessment Test and Mid-year Assessment Test) Rubrics: State Summative assessments 2013 FCAT Writing

1

persuade).

Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.

Develop a prewriting plan to develop the main idea(s) and supporting details.

Assist students to organize their ideas into a logical sequence.

Model effective writing for students.

Use mentor text and anchor papers as springboards for creative, effective writing and as a means to understand and apply voice and word choice.

Ask students to revise for clarity of content, organization, and word choice.

Incorporate a selection of sentence variety and sentence combining activities.

Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.

Prepare students to write in a format appropriate to audience and purpose using required spacing and margins, graphics and illustrations as needed.

Allow students to share writing with the intended audience for oral and written feedback.

PLC members will meet weekly to participate in collegial sharing of best practices.

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.

Our goal for the 2012-2013 school year is to provide enrichment for students achieving 4-9.

Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty identifying topic sentences without visual cues.	Students will use visuals to identify topic sentences.	Leadership Team Literacy Leadership Team Reading Coach	LTT and MTTs/RTI will continuously review classroom formative Assessment data to gauge mastery and progression in learning. Literacy Leadership Team will Conduct classroom visits to observe student responsiveness to activities and monitor teachers' delivery of instruction.	Classroom Formative assessments 2013 FAA Writing Summative assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pretest Debriefings	8/Language Arts	PLC Leader	8th grade Language Arts Teachers	Sept-Oct weekly PLC Meetings	PLC-discussion groups	Leadership Team
Rubric/Anchor Calibration	8/Language Arts	8th Grade Teachers	Language Arts Teachers	Department Meetings/Early Release/Interdisciplinary Department Meetings	8/Language Arts	Leadership Team
Writing Strategies	8/Language Arts	8th Grade Teachers	Language Arts Teachers	Department Meetings/Early Release/Interdisciplinary Department Meetings October-February	Collegial Discussion and sharing Administer and analyze results of Mid-year Essay Test	Leadership Team

Writing Budget:

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

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Pull-Out Intervention	Hourly Teacher	Title 1	\$16,000.00
			Subtotal: \$16,000.00
			Grand Total: \$16,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The 2012 Baseline Civics data show that 0% of students were proficient. Our goal is to raise the level of proficiency in the Civics EOC to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (116)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency was student prior knowledge on the structure of the United States government.</p> <p>Students also require additional practice answering FCAT 2.0 style questions.</p>	<p>Utilize the Social Studies FCAT Task Cards during lessons to help improve higher order level thinking.</p> <p>Monitor and share data with students gathered through Edusoft on mini-assessments.</p> <p>Utilize graphic organizers, KWL Charts, Reading Concept Maps to activate students' prior knowledge.</p>	<p>Leadership Team</p> <p>Social Studies Department Chair</p>	<p>Utilize Edusoft data results from the Civics EOC Pre-Test and mini-assessments throughout the school year.</p> <p>Conduct weekly classroom walkthroughs to ensure appropriate instruction and activities are being delivered to students.</p> <p>The individuals responsible for monitoring the effectiveness of strategies will be the Social Studies Chair, Data Manager, and administrative team on a monthly basis.</p>	<p>Chapter/Unit Assessments</p> <p>Civics Post Test</p> <p>Summative Civics EOC</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:

2. Students scoring at or above Achievement Levels	
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4 and 5 in Civics. Civics Goal #2:	The 2012 Baseline Civics data show that 0% of students were proficient. Our goal is to raise the level of proficiency in the Civics EOC to 10%.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
0% (0)	10% (46)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency was student prior knowledge on the structure of the United States government. Students also require additional practice answering FCAT 2.0 style questions.	Teachers will develop activities/lessons to address students' lack of prior knowledge on the United States government. Increase differentiated instruction to address different learner styles.	Leadership Team	Utilize Edusoft data results from the Civics EOC Pre-Test and mini-assessments throughout the school year. Conduct classroom weekly walkthroughs to ensure appropriate instruction and activities are being delivered to students. The individuals responsible for monitoring the effectiveness of strategies will be the Social Studies Chair, Data Manager, and administrative team on a monthly basis.	Chapter/Unit Assessments Civics Post Test Classroom walkthroughs 2013 Civics EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics Next Generation Sunshine State Standards	7th/Civics	Social Studies Department Chair	Social Studies Teachers	August 16, 2012 – June 2013	Grade level planning sessions, Departmental meetings, Classroom walkthroughs.	Social Studies Department Chair, Leadership Team
New Textbook Overview	7th/Civics	Social Studies Department Chair	Social Studies Teachers	August 16, 2012 – June 2013	Grade level planning sessions, Departmental meetings, Classroom walkthroughs.	Social Studies Department Chair, Leadership Team
Edusoft, Data, and Technology	7th/Civics	Social Studies Department Chair	Social Studies Teachers	August 16, 2012 – June 2013	Grade level planning sessions, Departmental meetings, Classroom walkthroughs.	Social Studies Department Chair, Leadership Team

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	<p>Our goal for this year is to increase attendance to 95.65% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.</p> <p>In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) from 422 to 401, and excessive tardies (10 or more) from 234 to 222.</p> <p>In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) from 417 to 396, and excessive tardies (10 or more) from 245 to 233.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.15% (1348)	95.65% (1355)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
422	401
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
234	222

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	Truancy increased from the previous year. This is attributed to lack of parental monitoring of students' attendance.	Identify and refer students who may be developing a pattern of truancy to a member of the leadership team for intervention services. Provide students the opportunity to enter a raffle every 9-weeks. The 10 students selected would receive a gift card for good attendance.	C.I.S Administrative Team Data Manager Counselors Social Worker	Monitor the daily attendance reports for accuracy. Review monthly truancy report.	Attendance Rosters Participation Log in incentive activities
2	Excused absences have increased from the previous year. This may be attributed to inaccurate classifications of absences due multiple individuals being responsible for attendance.	Assign attendance responsibilities to one attendance manager.	Administrators Team Counselors Attendance Manager	Monitor the daily attendance report.	Attendance Rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	6-8/All Subjects	Student Services	Faculty and Staff	August 2012 – June 2013	The assistant principal will monitor the implementation of this program by teachers and staff.	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Truancy Prevention	Provide incentives for students with improved attendance	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
124	112
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
90	81
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
217	195
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
139	125

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not complying with M-DCPS Student Code of Conduct.	Provide incentives for compliance with the Student Code of Conduct through the use of SPOT Success Recognition program. Grade Level Assembly to inform students of behavioral expectations through behavioral contracts.	Administrative Team Counselors	SPOT Success Reports Monthly monitoring of suspension reports by Administrative Team	In-house End of the Year Suspension Reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	6-8/All Subjects	Teachers	School wide	August 2012 –June 2013	SPOT Success Monthly Report	Administrative Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A-Title I School-See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A-Title I School-See PIP	N/A-Title I School-See PIP

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
SPOT Success	6-8/All Subjects	Administration/ Student Services	Faculty and Staff	August 2012 – June 2013	SPOT Success Monthly Report	Administrative Team
Student Code of Conduct	6-8/All Subjects	Teachers	School wide	August 2012 – June 2013	SPOT Success Monthly Report	Administrative Team

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
Provide Parents School Involvement opportunities	Community Involvement Specialist	Title I	\$23,000.00
			Subtotal: \$23,000.00
			Grand Total: \$23,000.00

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:		Increase the number of STEM applied learning activities and enhance project based Learning by increasing the opportunities for students to participate in competitions.			
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	Currently we do not offer sufficient opportunities for students to participate in competitions related to Science, Technology, Engineering, and Mathematics.	Students will be provided with opportunities to engage in hands-on, real world STEM applications through projects, activities, and competitions.	Leadership Team SECME Sponsor	Students' participation involving hands-on activities and projects will be monitored to ensure that students are being offered opportunities to participate in competitions and apply their knowledge.	Monitoring of STEM program

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology based Projects	6-8	Science Chair	Science Teachers	August 2012 – June 2013	Administrative Team will monitor participation in activities.	Administrative team

STEM Budget:

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

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:		Increase project based learning activities and rigorous planning activities to support CTE by articulating with feeder pattern high schools.			
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 identification of students and staff who would like to participate in in CTE projects and activities.	Students will be recruited and recommended by teachers to join the club. They will be provided opportunities to participate in school based activities and feeder pattern Teacher participation will increase as a result of professional development.	Leadership Team Club Sponsors	Effectiveness of program will be evaluated based on the enrollment of students in the number of activities.	Student participation roster

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
CTE opportunities	6-8	PLC Leader	6-8 teachers	August 2012-June 2013	Assistant Principal will monitor participation in activities	Assistant Principal

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Mathematics Activity books	Everglades Wylie K-12 Activity Books	Title I	\$6,800.00
				Subtotal: \$6,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Professional Development	Substitute Funding	School Based Budget	\$800.00
				Subtotal: \$800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase Reading Plus usage in FCAT Level 1 and 2 students	Student Motivational incentives	EESAC	\$500.00
CELLA	Increase Achieve 3000 Student Usage	Student Motivational Incentive	EESAC	\$500.00
CELLA	Improve Vocabulary	Dictionaries (translators)	EESAC	\$500.00
Mathematics	Paper	Resources for student work application	ESSAC	\$500.00
Writing	Writing Pull-Out Intervention	Hourly Teacher	Title 1	\$16,000.00
Attendance	Truancy Prevention	Provide incentives for students with improved attendance	EESAC	\$500.00
Parent Involvement	Provide Parents School Involvement opportunities	Community Involvement Specialist	Title I	\$23,000.00
				Subtotal: \$41,500.00
				Grand Total: \$49,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/16/2012)

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	\$2,000.00
Student Dictionaries	\$500.00

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

The EESAC is the sole body responsible for final decision-making at the school relating to the implementation of the school improvement plan. Additionally, the ESSAC assists Country Club Middle School with the following. The ESSAC supports the administrative efforts to improve students' achievement and budgets financial resources to support their efforts. It also recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. ESSAC provides support for the school's enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement. It supports the school's effort to recruit and hire highly qualified faculty members and offers support in the school's endeavors in providing a high quality educational program. It encourages and recommends that the faculty continue to develop the practices of departmental self-reflection and examination of best practices as more faculty members are hired.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District COUNTRY CLUB MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	58%	75%	44%	240	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%	61%			122	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?	70% (YES)	69% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District COUNTRY CLUB MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	65%	84%	37%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	73%			139	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?	72% (YES)	79% (YES)			151	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					539	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested