FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ALLAPATTAH MIDDLE SCHOOL

District Name: Dade

Principal: Bridget McKinney

SAC Chair: Dr. Shanika Simmons-Brown

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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	Bridget McKinney	Bachelor of Arts Education 6-12 Master of Science Educational Leadership Certification: Ed. Leadership (all levels) Speech (K-12)	1	8	Miami Southridge—2011-2012 Miami Carol City High—2007-2011 School Year: '12 '11 '10 '09 '08 '07 School Grade Pending B D F A B AYP N NNNNN High Standards Rdg.: 18% 16% 16% 44% 45% High Standards Math: 56% 54% 43% 76% 78% Lrng Gains-Rdg.: 37% 38% 38% 53% 61% Lrng Gains-Math: 72% 69% 69% 77% 79%
Assis Principal	Jorge Vital	Certifications: Ed. Leadership (all levels) Physical Education (6-12)	1	1	Miami Jackson Senior High—2010-2012 '10 '09 '08 '07 '06 School Grade Pending A D C C D AYP N Y N N High Standards Rdg. 16 45 37 32 High Standards Math 55 78 75 67 Lrng Gains-Rdg. 16 29 53 45 Lrng Gains-Math 77 76 76 66 Gains-Rdg-25% 82 56 54 49

					Gains-Math-25% 82 65 70 60
Assis Principal	Hope Walker	Bachelor of Arts: Elementary Education Master of Science: Reading Education Educational Specialist: Curriculum & Instruction Certification: Educational Leadership Reading Education (K-12) Elementary Ed. (1-6)	1	2	Reading First Professional Development (State) 2005-2009 Miami Jackson Senior High—2009-2011 Education Transformation Office (Supervisor)—2011-2012 School Year: ' 12 '11 '10 '09 '08 '07 School Grade N/A, A, D, F, N/A, N/A AYP N NNNNN High Standards Rdg.: N/A, 16%, 18%, 16%, N/A High Standards Math: N/A,69%, 46%, N/A Lrng Gains-Rdg.: N/A,46%, 41%, N/A Lrng Gains-Math: N/A,76%, 70%, N/A Gains-Rdg-25%: N/A, , 58%, N/A Gains-Math-25%: N/A, , , 80%, N/A

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)
Literacy	Ishia Granger	Bachelor of Science: Communications/Print Journalism Master of Science: Education/Media Design & Technology National Board Certified Teacher in Young Adult Literature Certification: English 6-12	1	1	School Year: '12 '11 '10 '09 '08 '07 School Grade: Pending, C, C, D, F, F AYP: N NNN High Stand. Rdg. 16 16 17 13 13 High Stand. Math. 48 56 51 38 41 Lrng Gains – Rdg. 33 40 39 38 41 Lrng Gains – Math 39 77 72 68 71
Literacy	Donald Cole	Bachelor of Science Public Health Education Masters of Science Ed. Leadership (In Progress) Certifications: English (6-12) Exceptional Student Education (K-12) Family and Consumer Sciences (6-12) Health (K-12)	1	1	School Year: '12 '11 '10 '09 '08 '07 School Grade: Pending, C, C, D, F, F AYP: N NNN High Stand. Rdg. 16 16 17 13 13 High Stand. Math. 48 56 51 38 41 Lrng Gains – Rdg. 33 40 39 38 41 Lrng Gains – Math 39 77 72 68 71
Math	Vicki Powell-Williams	Certification: Mathematics (5-9)	1	3	Country Club Middle (2011-2012) '12 '11'10 '09 '08 '07 School Grade B, N/A AYP N, N/A High Standards Rdg. 48 High Standards Math 61 Lrng Gains-Rdg¬¬ 62 Lrng Gains-Math 70 Gains-Rdg-25% 71 Gains-Math-25% 73
Science	Dane Jaber	Bachelor of Science: Science Education Certification Biology (6-12)	2	2	School Year: '12 '11 School Grade: D D AYP N NN High Standards Rdg. 36 35 High Standards Math 32 41 Lrng Gains-Rdg. 56 51 Lrng Gains-Math 52 61 Gains-Rdg-25% 76 58 Gains-Math-25% 64 60

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. The new teachers will participate in the Mentoring and Induction for New Teachers (MINT) and the New Educator Support Team (NEST)	District Personnel Principal Assistant Principals	June 6, 2013	
2	2. Continue partnerships with Teach for America (TFA) staff to ensure sound instructional and management practices are implemented	Principal Assistant Principals	June 6, 2013	
3	3. Professional Development sessions will be conducted to assist novice teachers in the implementation of research based instruction and classroom management strategies	Principal Assistant Principals	June 6, 2013	
4	4. Ongoing Professional Learning Communities (PLC's) will be conducted to provide novice teachers with specific pedagogical strategies to help them with instructional practices with adolescent students	Principal Assistant Principals Instructional Coaches	June 6, 2013	
5	5. New teachers meet regularly with Veteran/Peer Teachers and Assistant Principals to analyze data, review plans, provide technical assistance, and training in areas to enhance instruction	Assistant Principals Instructional Coaches	June 6, 2013	

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
10% (4)	The teachers are enrolled in classes in the perspective core area(s) and are making preparations to take additional tests in order to become highly qualified.

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
41	14.6%(6)	34.1%(14)	36.6%(15)	26.8%(11)	26.8%(11)	92.7%(38)	9.8%(4)	2.4%(1)	14.6%(6)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Dr. Simmons-Brown will meet weekly with Mr. Daviglus to discuss instructional	

Dr. Shanika Simmons-Brown	Elan Daviglus	strategies, lesson planning, review core area standards, the effective use of differentiated instruction, and analyzing student work, literacy strategies connected to the core area, classroom management and professional development needs. The mentor will observe the mentee and provide feedback on various lessons.	The mentor and mentee will meet weekly to discuss instructional strategies, lesson planning, reviewing standards, differentiated instruction, analyzing student work, literacy strategies and professional development needs. The mentor will observe the mentee and provide feedback on various lessons. Additionally, she will provide coaching and modeling on instructional delivery and essential lab activities.
Dr. Shanika Simmons-Brown	Catherine Fuson	Dr. Simmons-Brown will meet weekly with Ms. Fuson to discuss instructional strategies, lesson planning, review content standards, differentiated instruction, and analyzing student work, literacy strategies connected to science, classroom management and professional development needs. The mentor will observe the mentee and provide feedback on various lessons.	The mentor and mentee will meet weekly to discuss instructional strategies, lesson planning, reviewing standards, differentiated instruction, analyzing student work, literacy strategies and professional development needs. The mentor will observe the mentee and provide feedback on various lessons. Additionally, she will provide coaching and modeling on instructional delivery.
Donald Cole	Thomas Micek	Mr. Cole is a veteran teacher and will meet weekly with Mr. Micek to discuss instructional strategies, lesson planning, reviewing content standards, differentiated instruction, and analyzing student work, reading strategies, classroom management and professional development needs. The mentor will observe the mentee and provide	The mentor and mentee will meet weekly to discuss instructional strategies, lesson planning, reviewing standards, differentiated instruction, analyzing student work, literacy strategies and professional development needs. The mentor will observe the mentee and provide feedback on various lessons. Additionally, the Literacy Coach will provide coaching and modeling on instructional delivery and routines using the explicit modeling of instruction.

		feedback on various lessons.	
Donald Cole	Janna Besant	Mr. Cole is a veteran teacher and will meet weekly with Ms. Besant to discuss instructional strategies, lesson planning, reviewing content standards, differentiated instruction, and analyzing student work, reading strategies, classroom management and professional development needs. The mentor will observe the mentee and provide feedback on various lessons.	The mentor and mentee will meet weekly to discuss instructional strategies, lesson planning, reviewing standards, differentiated instruction, analyzing student work, literacy strategies and professional development needs. The mentor will observe the mentee and provide feedback on various lessons. Additionally, the Literacy Coach will provide coaching and modeling on instructional delivery and routines using the explicit modeling of instruction.
Vicki Powell-Williams	Liz Amaya	Ms. Powell-Williams is a veteran teacher and will meet weekly to discuss instructional strategies, lesson planning, reviewing content standards, differentiated instruction, and analyzing data, student work, literacy strategies, classroom management and professional development needs. The mentor will observe the mentee and provide feedback on various lessons through the coaching cycle.	The mentor and mentee will meet weekly to discuss instructional strategies, lesson planning, reviewing standards, differentiated instruction, analyzing student work, literacy strategies and professional development needs. The mentor will observe the mentee and provide feedback on various lessons. The Math Coach will provide coaching and modeling on instructional delivery and routines in Math Labs.
Vicki Powell-Williams	Daniel Garcia	Ms. Powell-Williams is a veteran teacher and will meet weekly to discuss instructional strategies, lesson planning, reviewing content standards, differentiated instruction, and analyzing data, student work, literacy strategies, classroom management	The mentor and mentee will meet weekly to discuss instructional strategies, lesson planning, reviewing standards, differentiated instruction, analyzing student work, literacy strategies and professional development needs. The mentor will observe the mentee and provide feedback on

		and professional development needs. The mentor will observe the mentee and provide feedback on various lessons through the coaching cycle.	various lessons. The Math Coach will provide coaching and modeling on instructional delivery and routines in Math Labs.
Ishia Granger	Benjamin Liberatore	Ms. Granger is a veteran teacher and will meet weekly to discuss instructional strategies, lesson planning, reviewing content standards, differentiated instruction, and analyzing student work, reading strategies, classroom management and professional development needs. The mentor will observe the mentee and provide feedback on various lessons.	The mentor and mentee will meet weekly to discuss instructional strategies, lesson planning, reviewing standards, differentiated instruction, analyzing student work, literacy strategies and professional development needs. The mentor will observe the mentee and provide feedback on various lessons. Additionally, the Literacy Coach will provide coaching and modeling on instructional delivery and routines using the explicit model of instruction.

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

Services are provided at Allappattah Middle School to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

Allapattah Middle School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach programs
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
reading and supplementary instructional materials

Title X- Homeless

Allapattah Middle School is serviced by Project Upstart, Homeless Children and Youth in Transition. Students receive services upon identification and classification as homeless.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance and the 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 and awareness campaign to all the schools, each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Allapattah Middle School is a Safe and Drug-Free School.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and TRUST Specialists.
• Training and technical assistance for middle school teachers, administrators, counselors, TRUST Specialists
TRUSTS Specialist focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Curriculum on specific careers is integrated through the Social Studies classes and is geared toward helping middle school students gain a greater understanding of career choices. The school based counselors utilizes the FACTS.org website to assist 7th and 8th grade students in choosing a career at the middle school level.
Students will also obtain understanding of business and industry workforce requirements by determining what is needed to acquire Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Allapattah Middle School is Health Connect School.
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
• HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Allapattah Middle School involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area 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 school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts 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-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Bridget McKinney
Assistant Principal: Jorge Vital
Assistant Principal: Hope Walker
Dean of Students/PBS Coach: Raul Espinoza
Dean of Academics/Data Coach: Kimberly Banks
Literacy Coach: Ishia Granger
Literacy Coach: Donald Cole
Math Coach: Vicki Powell-Williams
Science Coach: Dane Jaber
Media Specialist: Minta Foley
Special Education (SPED) Department Chairperson: Gerry Latson
Guidance Counselor: Clark Leander
School Psychologist: Joyce Budowsky
Talent Development Transformation Specialist: Juan Amador
City Year Manager: Walker Mosley

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?

RtI is an extension of the school's Leadership Team, strategically integrated in order to collectively navigate through problem solving techniques by an ongoing, systematic examination of available data. The goal of RtI at Allapattah Middle is to impact student achievement, school safety, school culture, academics, attendance, student social/emotional behavior, and prevention of student failure through early intervention.

The RtI Leadership Team will hold meetings, and these meetings will be monitored. Using the team approach, instructional staff members at each grade level have been assigned a specific week each month in order to address the challenges, issues, and concerns previously mentioned. The meetings will focus on raising and sustaining student achievement by providing professional development to teachers and support staff; examining instructional practices that address the targeted needs of our students. The team will engage in the following activities: examine assessment data to make instructional decisions, review professional development plans based on assessment data, review the implementation plans of Tier 1, Tier 2, and Tier3 in order to examine their effectiveness, identify systematic patterns of student needs and implement the appropriate intervention strategies and resources. They will also conduct data chat sessions, review the ongoing progress monitoring data in each core area, and synthesize what's working, what's not working, and steps needed to make changes for improvement. The team will also evaluate and identify students that have mastered skills as well as those students that have the potential to regress, monitor teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the greatest needs for improvement. Additionally, the team will maintain communication with staff for input and feedback as well as create a structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

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?

Allapattah Middle's RtI Leadership Team will meet with the Educational Excellence Advisory Council (EESAC) and the principal to discuss and develop the School Improvement Plan. The team will provide assessment data on student's trend data based on identified areas of strengths and weaknesses, instructional interventions based on the RtI model (Tiers 1-3), instructional approaches to increase rigor, relevance and relationship and professional development needs. The team will also monitor the fidelity of the delivery of instruction and interventions and provide levels of support and interventions to students based on data. Lastly, the team will discuss the Florida Continuous Improvement Model (F-CIM) to facilitate the systematic approach of aligning curriculum with students' instructional needs.

The RtI leadership team is an important vehicle in providing:

• Principal - The principal provides a comprehensive assessment plan that includes data-based decision making, assist in identifying early intervention strategies to address academic problems, conducts needs assessment of staff regarding RtI, ensures the RtI course of action is implemented by the school-based team, formulates a staff development plan to train teachers in using data for making instructional decisions using the RtI process, allocates resources to ensure that they are implemented with fidelity to support RtI implementation and effectively communicates the vision, plans and activities of the RtI method with parents and stakeholders and allocate the appropriate resources.
• Assistant Principals- Coordinates efforts to ensure that school site stakeholders are implementing the RtI model, monitor implementation and intervention support, conducts assessments of RtI efforts, facilitate adequate professional development to support implementation, ensure commitment and allocate resources and address evidence based interventions to ensure they are implemented with fidelity to support RtI implementation.
• Instructional Coaches & Department Chairpersons- Assist with and facilitate professional development, analyze and evaluate student data, identify early intervention strategies, monitor the mastery of skills, implement evidenced-based intervention strategies, develop and evaluate content standards, review curriculum and align it with the standards, monitor teacher effectiveness for the delivery of instruction, identify trend data to determine the greatest needs of improvement and collaborate with staff to implement core, supplemental and intensive instructional and behavioral interventions.
• School Psychologist: Conducts, interprets and analyzes data to facilitate intervention plans, facilitates data based decisions making and enhances problem solving strategies to promote continuous improvement.
• Guidance Counselor/Social Worker- Assist with problem solving measures and identifies prevention and early intervention strategies for student success through a collaborative action process, provides training targeted to increase students' performance, collaborates with school staff in developing interventions to address chronic attendance issues, dropout prevention and coordinates and facilitates family access to services in the community to improve the student's academic, social and emotional well-being.

The team will include additional personnel as resources based on specific challenges or concerns as warranted, such as:

• Teachers from various subject areas
• Special education personnel
• School guidance counselor
• School social worker
• Community Involvement Specialist

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.

1. Data will be used to guide instructional decisions and system procedures for all
students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management systems
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions that will improve student achievement

2. Managed data will include:
• FAIR Assessments/Ongoing Progress Monitoring (OPM) Data
• Baseline Data
• District Interim Assessments (Reading, Mathematics and Science)
• District Writing Test (Pre, Mid and Post-Test)
• School-site Assessments
• Florida Comprehensive Assessment Data (FCAT)
• End of Course (EOC) Pre-/Post Data: Civics & Algebra I
• Student grades
• Suspension Reports
• Student Case Management System
• Attendance Reports
• Referrals by student behavior and administrative context
• Attendance
• PLASCO Behavior Systems
• Incentives for Positive Behavior Support Initiatives

Describe the plan to train staff on MTSS.

Professional development will be provided to teachers during the weekly meetings held before and after school, secondary early release days and during the district's designated Professional Development Days for staff members. District Personnel, Administration, Coaches and designated Instructional Staff will provide a variety of RtI Professional Development (PD) sessions in the following areas: Conducting Progress Monitoring and Identifying Appropriate Interventions, Problem Solving, The Process of Data Decision Making, Instructional Focus and Curriculum Alignment and Data Analysis and Intervention Planning and monitoring. These sessions will be held beginning September/October 2012. The RtI team will continue to evaluate the need of professional development to all faculty and staff during the RtI /weekly meetings and scheduled professional development sessions held throughout the year.

Describe the plan to support MTSS.

• training for all administrators in the RtI problem solving, data analysis process;
• providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Bridget McKinney
Assistant Principal: Jorge Vital
Assistant Principal: Hope Walker
Dean of Students/PBS Coach: Raul Espinoza
Dean of Academics/Data Coach: Kimberly Banks
Literacy Coach/Language Arts Department Chair: Ishia Granger
Literacy Coach: Donald Cole
Language Arts/Reading Teacher: Sherri Tarver
Math Coach: Vicki Powell-Williams
Science Coach/Department Chair: Dane Jaber

Media Specialist: Minta Foley
Special Education (SPED) Department Chairperson: Gerry Latson
Social Studies Department Chair: Sherry Avedikian
Guidance Counselor: Clark Leander
School Psychologist: Joyce Budowsky
Talent Development Transformation Specialist: Juan Amador
City Year Manager: Walker Mosley

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

The roles and functions of the school-based LLT are:
• Principal- Provides a vision for literacy learning by building a sense of common purpose and engages in a strategic action plan for literacy improvement that fosters a cohesive professional learning community.
• Assistant Principals – Supports the vision and the school's literacy leader by promoting the continuity of literacy policy and innovative practices within the school.
• Instructional Coaches Reading/Math- Assist in implementing the strategic action plan for literacy improvement by designing, developing and delivering literacy curriculum across disciplines and grade levels. Additionally, leads professional learning teams to build a culture of professional inquiry and to coach and support teachers in their classroom.
• Department Chairs – Ensure literacy learning and teaching is focused, coordinated and responsive to student's learning needs. In addition, build teacher's expertise by providing resources in order to generate effective literacy teaching and learning.
• Community Involvement Specialist – Provides information to parents regarding the school's strategic plan for promoting literacy in the school and community and to facilitate parent involvement in this process.

The LLT will hold monthly meetings and these meetings will be monitored. The meetings will focus on improving school-wide literacy instruction across disciples and grade levels. The team will examine how student achievement can be raised and sustained through literacy programs. The team will also be involved in the following activities: Implementing a strategic plan for literacy improvement, examining assessment data to make instructional decisions, designing and developing literacy curriculum, reviewing current student literacy skills, identifying systematic patterns of student needs and providing the appropriate intervention strategies and resources to assist in effective literacy teaching and learning.

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

The major initiatives at Allapattah Middle are:

"Mustang Power for Half an Hour" Literacy Block—this initiative allows for all instructional staff members implement various literacy strategies centered on the root of the week. Teachers expose students to deeper vocabulary through a cyclical process; from understanding the letter formation to then being able to create and read the words until automaticity. Students also learn how to make connections of the words through meaning in text, and apply skills learned through a quick assessment at the end of the week.

One Book, One Community—all students and staff members will be provided a novel that will be read school-wide throughout the year. The novels chosen will be made by students based on need.

Write for Life—all students and staff members will infuse writing strategies on a particular topic throughout the year, that will transcend into all core areas, for the purpose of preparing students to be able to write for a variety of methods throughout their lifetime

These initiatives will provide assistance to all teachers in an effort to increase literacy throughout the curriculum.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

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

All instructional staff members will attend team meetings and participate in professional development sessions during early release days; through Professional Learning Communities, to implement specific strategies aimed at addressing literacy in all core areas. Accountability will be monitored through walkthrough observational sessions and sharing best practices during these meetings, as well as application of skills through informal and formal assessments.

*High Schools Only

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

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:	Increase the percentage of students scoring proficient in Reading at least by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (94)	25% (158)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Limited evidence of using dynamic data to explicitly target the needs of higher performing students through enrichment sessions between administration-coaches-teacher-student and its meaning for instruction	1a.1. Students will benefit from weekly academic word/vocabulary instruction and assessment in alignment with the specified core area. Teachers will increase the use of interactive word walls and engaging in writing assignments that connects the core area in the proper context in order to assist in strengthening vocabulary skills. In addition, Language Arts, Social Studies, Math, and Science classes will incorporate theme charts and interactive word walls to assist students in strengthening vocabulary skills with content-specific words (literary, historical, mathematical, and scientific words and terms).	1a.1. Leadership Team/RTI Team Members and Classroom Teachers	1a.1. Ongoing classroom assessments focusing on students' knowledge of higher-order thinking and application strategies. Administrators and Reading Coaches will conduct classroom walkthroughs, evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily instruction.	1a.1. Coaching debriefing logs, observation logs by administration, core area assessments; data logs for students and teachers, data chat forms
2	1a.2. Limited evidence of problem solving process in order to provide higher level students with enrichment activities to enhance proficiency in vocabulary and comprehension	1a.2. Employ the use of the effective model of instruction, using graphic organizers, questioning the author techniques, justifying answers through connections of text, annotations, and analyzing/synthesizing various complex texts through Socratic	1a.2. Leadership Team/RTI Team Members and Classroom Teachers	1a.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, graphic organizers (used as thinking tools) with connections to writing	1a.2. Coaching debriefing logs, observation logs by administration, assessments, student work folders and journals (with corrective and descriptive feedback)

Seminars	
Implement and utilize interactive, student created word walls/theme charts, and ensure "Root of the Week" activities include enhanced word work for higher performing students	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase proficiency in Reading by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Limited evidence of problem solving processes to provide students with activities to enhance proficiency in vocabulary using various modalities of learning	1b.1. Provide Professional Development Sessions for teachers that will include vocabulary activities for students using the varying modalities of learning	1b.1. Instructional Coaches SPED Teachers SPED Department Chair Administration	1b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions	1b.1. Coaching debriefing logs, observation logs by administration, reading assessments, student work folders, exit slip assignments, IEP accommodations

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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 reading. Reading Goal #2a:	Increase the percentage of students scoring proficient in Reading by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (46)	12% (52)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2a.1. Limited use of student owned strategies and questioning techniques are evident in classrooms	2a.1. Ensure the creation and implementation of higher-order complexity questions (using Webb's	2a.1. Instructional Coaches Department Chairs Teachers	2a.1. Direct coaching cycle of support, common planning sessions, walkthrough observation	2a.1. Coaching debriefing logs, observation logs by administration,

	1		DOK) in order to include the use of probing, wait-time, and redirection to enhance instruction; as well as to promote descriptive and corrective feedback with student's responses in order to increase their understanding through an in-depth analysis of complex text in the perspective core areas.	Grade Level Team Members Administration	sessions, graphic organizers with connections to writing	assessments, student work folders, exit slip assignments, and journals
	2	2a.2. Limited evidence of rigor in advanced classrooms	2a.2. Students will engage in Socratic Seminars in order to explore various learning techniques; provided that practice time is included with methods of development and understanding dense and complex text using close reading	2a.2. Literacy Coaches Reading/Language Arts Teachers Administration	2a.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions with clear annotations of student/teacher conversations during Socratic Seminar sessions	2a.2. Coaching debriefing logs, observation logs by administration, reading assessments, student folders and journals, teacher lesson plans

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:	Increase proficiency in Reading by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Limited evidence of multiple practice sessions ("You do together/You do it alone") with students using specified reading strategies that will help students make connections in order to apply skills taught	2b.1. Provide teachers with extended time with pacing guides for whole and small group sessions to ensure students applying reading strategies taught to help them make connections	2b.1. Instructional Coaches SPED Teachers SPED Department Chair Administration	2b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions with clear annotations of student/teacher conversations during Socratic Seminar	2b.1. Coaching debriefing logs, observation logs by administration, assessments, student work folders, exit slip assignments, IEP accommodations

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:	Increase student proficiency in Reading by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:

53% (290)			63% (344)	

<table>

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Limited use of goal setting, analyzing data, and differentiating instruction to meet the needs of the students	3a.1. Professional Development sessions will be provided for teachers on learning and understanding all data points and how to make instructional decisions based on student progress Scheduled data chats will be conducted throughout the school year (conducted with administration/leadership team/teacher/student) Early Warning Indicator (EWI)/Response to Intervention (RtI) meetings will commence with all Instructional/Administrative staff members in order to make instructional decisions based on data	3a.1. Instructional Coaches Leadership Team Administration Teachers City Year Manager City Year Interventionists Talent Development Transformation Manager	3a.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, professional development sessions on data	3a.1. Coaching debriefing logs, observation logs by administration, assessments, data chat logs (administration-teacher-student)
2	3a.2. Limited understanding of effective reading and literacy strategies	3a.2. Employ the effective use of the item specifications, task cards, Webb's DOK; to create lessons using the rigorous planner and the effective model of instruction Explicit instruction with various reading strategies (think alouds, corrective feedback, cloze reading, finish the sentence, etc.) will be implemented throughout classes	3a.2. Literacy Coaches Literacy Team Administration Literacy Teachers	3a.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, use of task cards, Webb's DOK, rigorous planner	3a.2. Coaching debriefing logs, observation logs by administration, reading assessments, reading forms and logs (includes use of reading and literacy strategies); student journals and work folders
3	3a.3. Limited practice and use of instructional strategies in reading	3a.3. Practice sessions during class will be implemented; using strategies to include: Reciprocal teaching, QAR's, and the GIST; with open-ended questions Students receiving interventions will also have multiple opportunities and practice time to implement these strategies during small group DI sessions and interventions	3a.3. Literacy Coaches Literacy Team Administration Literacy Teachers (with City Year assistance)	3a.3. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, graphic organizers with connections to writing	3a.3. Coaching debriefing logs, observation logs by administration, reading assessments, reading forms and logs (including the use of reciprocal teaching, QAR's, and summarization techniques); student intervention journals

</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase proficiency in Reading by 10%

	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	3b.1. Limited understanding of effective reading approaches and use of instructional strategies in reading to meet the specialized needs of this population of students	3b.1. Professional Development sessions on effective reading approaches/instructional strategies will take place	3b.1. Literacy Coaches Literacy SPED Teachers SPED Department Chair Administration	3b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions with clear annotations of strategies provided to meet the needs of students	3b.1. Coaching debriefing logs, observation logs by administration, reading assessments, student work folders, exit slip assignments, IEP accommodations
2	3b.2. Limited application of accommodations and understanding of its implementation for special needs students is evident	3b.2. Training sessions will be provided for teachers to ensure proper accommodations are implemented to provide students with effective learning strategies	3b.2. Literacy Coaches Literacy SPED Teachers SPED Department Chair Administration	3b.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions with clear annotations of strategies provided to meet the needs of students	3b.2. Coaching debriefing logs, observation logs by administration, IEP accommodations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase student proficiency in Reading by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (90)	66% (97)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. Limited knowledge of the science of reading; understanding the reading processes (Big Six) and how this is implemented with struggling adolescent readers	4a.1. Lesson study sessions on the cyclical processes of reading and its implementation for struggling adolescent readers will be provided .	4a.1. Literacy Coaches Literacy Team Administration	4a.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, graphic organizers with connections to writing, professional development sessions	4a.1. Lesson Study Forms, Teacher created lessons, reading data, classroom observational sessions
	4a.2. There is limited student motivation in reading novels for pleasure, as well as to engage	4a.2. Ensure students are matched to the appropriate novels at their lexile level, and	4a.2. Literacy Coaches Literacy Team Administration Literacy Teachers	4a.2. Direct coaching cycle of support, common planning sessions, walkthrough observation	4a.2. Coaching debriefing logs, observation logs by administration,

| | 2 | students in active independent reading and book discussions | engage in active literature circle discussions

Implement Accelerated Reader to encourage independent reading and tie it to the Positive Behavior Support Systems in order to motivate students to develop a love for reading

Ensure fluidity of the grouping of students is maintained throughout the school year; both during small group sessions and during interventions | (with City Year assistance) | sessions | reading assessments (STAR), reading forms and Accelerated Reader Logs, Literature Circle/Independent Reading Logs |

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 #
	Reduce the percent of non –proficient students in reading by 50% ▲
5A :	Increase student proficiency in reading to 31.3%. Reduce ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31%	38%	44%	50%	56%	

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:	Increase student proficiency in Reading for all subgroups by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 30%
Hispanic: 32%	Black: 37%
Hispanic: 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	5B.1.
Limited evidence of consistent instruction in literacy classrooms	5B.1.
Scaffolded practice and implementation of increasingly complex text for both informational and literary text in order for student to draw conclusions, make inferences and connections to text	5B.1.
Literacy Coaches Literacy Team Administration	5B.1.
Direct coaching cycle of support, common planning sessions, walkthrough observational and coaching sessions	5B.1.
Coaching debriefing logs, observation logs by administration, teacher lesson plans, reading forms and logs, student work folders and exit slips
	5B.2.
Limited application of complete coaching cycles	5B.2.
Ensure Literacy Coaches provide active coaching	5B.2.
Literacy Coaches Literacy Team	5B.2.
Direct coaching cycle of support, common	5B.2.
Coaching debriefing logs,

2	in literacy classes to help teachers implement various strategies	cycles of support to all teachers based on need (during common planning and individual classroom sessions) Ensure note-taking/note-making and debriefing tools will be utilized to ensure effective teaching and learning strategies are implemented in classrooms to make a direct impact on student learning	Administration	planning sessions, walkthrough observation sessions, ongoing coaching sessions	observation logs by administration, reading assessments, reading forms and logs, coaches' note-taking/note-making logs

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:	Increase student proficiency in Reading by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%	23%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Limited implementation of practice sessions in speaking, listening, writing, and reading in classes outside of ELL	5C.1. Ensure regularly scheduled PD sessions on effective ESOL strategies are provided, implemented, and monitored throughout the school year	5C.1. Literacy Coaches ESOL Coach Administration Teachers	5C.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, ongoing professional development sessions	5C.1. Coaching debriefing logs, observation logs by administration, reading assessments, reading forms and logs

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:	Increase the proficiency in Reading by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	28%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. Limited resources and understanding of	5D.1. Provide PD sessions for teachers which will	5D.1. SPED Chairperson Teachers of SPED	5D.1. Direct coaching cycle of support, common	5D.1. Coaching debriefing logs,

1	provisions needed for SPED students in core classrooms There is inconsistent implementation of small group instruction during the reading instructional block in the resource classes.	include specific strategies to assist students in SPED Classrooms Careful monitoring of IEP plans and its implementation of strategies will be followed in order to make sure students' specified needs are met	Students School Psychologist Speech Pathologist Literacy Coaches Administration	planning sessions, walkthrough observation sessions, ongoing IEP sessions and meetings	observation logs by administration, reading assessments, reading forms and logs, IEP Plans that clearly specifies accommodations

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the proficiency of students in Reading by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (171)	38% (209)

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	5E.1. Limited opportunities for students to practice skills/strategies taught prohibits accelerated progress in reading	5E.1. Provide teachers with mini-PD/planning sessions with the gradual release model of instruction ("You do") in order to ascertain students' understanding of skills and concepts taught	5E.1. Literacy Coaches Literacy Team Administration Literacy Teachers	5E.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, ongoing professional development/planning sessions on the gradual release model of instruction	5E.1. Coaching debriefing logs, observation logs by administration, reading assessments, reading forms and logs, coaches' note-taking/note-making logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Digging Deeper with Data/OPM	6-8 Reading, Language Arts, Reading Teachers	Literacy Coaches, ETO Staff	School-Wide	Beginning September 2012- Ongoing	Data Chat forms and Binders	Administration, Literacy Coaches, Literacy Team
Literacy Strategies to increase student achievement	6-8 Reading, Language Arts, Reading Teachers	Literacy Coaches, ETO Staff	Reading & Language Arts Teachers	Beginning September 2012- Ongoing	Assessments, student work folders outlining corrective and descriptive feedback	Administration, Literacy Coaches, Literacy Team
The Effective Implementation						

of Explicit Instruction through the Gradual Release Model	6-8 Reading, Language Arts, Reading Teachers	Literacy Coaches, ETO Staff	Reading & Language Arts Teachers	September 2012-Ongoing	Assessments, student work folders outlining corrective and descriptive feedback	Administration, Literacy Coaches, Literacy 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
SuccessMaker	Technology	Title 1	$0.00
FCAT Explorer/EduSoft	Technology	Title 1	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Sub Coverage	SIG	$1,000.00
Cross-Content Peer Observation Sessions	Sub Coverage	SIG	$1,000.00
			Subtotal: $2,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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:	Increase percentage of students scoring proficient in listening and speaking by 5%.

2012 Current Percent of Students Proficient in listening/speaking:

34% (24)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1.	1.1.	1.1.	1.1.	1.1.

1	Limited opportunities for students to practice listening and speaking with native English speakers	Provide push-in interventionist support for ELL's in Developmental ESOL courses. The interventionist will focus on oral language development.	Literacy Coaches, ESOL Coach, Administration	Direct coaching cycle of support for the interventionist; progress monitoring through assessing students in listening and speaking exercises	Monitoring ESOL Interventions through classroom walkthroughs
2	1.2. Limited opportunities for students to receive feedback on listening/speaking; ongoing practice, and progress monitoring assessments of listening and speaking skills.	1.2. Provide weekly opportunities for listening and speaking activities that utilizes listening centers (with headphones), literacy circles, turn and talk sessions, Socratic Seminars; with a focus on CELLA connections.	1.2. ESOL Teacher, Literacy Coaches, ESOL Coach, Administration	1.2. Student data chat forms, quarterly listening/speaking assignments and assessments, lesson plans	1.2. OPM data from assessments related to listening/speaking

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Increase percentage of students scoring proficient in Reading by 5%
2012 Current Percent of Students Proficient in reading:	
13% (9)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2.1. Limited use of Achieve 3000; an online-based technology program for ESOL students.	2.1. Administration will provide adequate computers and headphones in ESOL classes. ELL's will complete two Achieve 3000 activities on a weekly basis.	2.1. Developmental ESOL Teacher Literacy Coaches Administration	2.1. Achieve 3000 Monthly usage and progress reports	2.1. FAIR
2	2.2. Lack of scaffolding of grade level content using ESOL strategies and recommendations to ensure comprehensible input for all ELL's are evident (levels 1-4)	2.2. Utilize common planning to create scaffolded activities to increase frontloading (prior knowledge), tier 1 and 2 vocabulary, and providing multiple opportunities for oral language development through student talk.	2.2. Literacy Coaches ESOL Coach Administration	2.2. Monitoring of common planning sessions, lesson plans, coaching cycle process, and walkthrough observations showing tangible evidence of appropriate scaffolding, ESOL strategies, and accommodations are provided	2.2. Coaching debriefing logs, classroom observation walkthrough tool

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Increase the percentage of students scoring proficient in writing by 5%
2012 Current Percent of Students Proficient in writing:	

6% (4)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited use of the writing component of Achieve 3000	2.1. Evaluate and provide feedback for students orally and provide students with one writing assignment for each student every two weeks	2.1. Literacy Coaches ESOL Teacher Administration	2.1. Achieve 3000 reports with a focus on questions and writing assignment completion	2.1. FCAT Writing Assessments
2	2.2. Limited use of daily writing practice using journals, quick writes, bell ringers, exit slips	2.2. Provide professional development on the effective use of writing activities. Provide active coaching support on the effective infusion of daily writing lessons	2.2. ESOL Teacher Literacy Coaches ESOL Coach Administration	2.2. Lesson Plans; monitoring of common planning sessions, student writing work portfolios, classroom observations of implementation	2.2. Rubrics, classroom walkthrough protocol, work folders
3	2.3 Lack of direct instruction aligned to components assessed on the CELLA writing portion of the assessment (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph writing)	2.3 Analyze CELLA writing data per class Differentiate instruction based on data and student deficiencies Create lessons that are aligned to data and components assessed on CELLA writing	2.3 ESOL Teacher Literacy Coaches ESOL Coach Administration	2.3 Lesson Plans; monitoring of common planning sessions, student writing work portfolios, classroom observations of implementation	2.3 Rubrics, classroom walkthrough protocol, work folders

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase knowledge of Tier 1 and Tier 2 vocabulary	Academic Vocabulary by Kate Kinsella	Title III	$1,622.50
			Subtotal: $1,622.50
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: $1,622.50

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:	Increase the proficiency of students in Math by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%	26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Limited evidence of using dynamic data to explicitly target the needs of higher performing students through enrichment sessions between administration-coaches-teacher-student and its meaning for instruction	1a.1. Students will benefit from weekly academic word/vocabulary instruction and assessment in alignment with the specified core area. Teachers will increase the use of interactive word walls and engaging in writing assignments that connects the core area in the proper context in order to assist in strengthening vocabulary skills. In addition, Language Arts, Social Studies, Math, and Science classes will incorporate theme charts and interactive word walls to assist students in strengthening vocabulary skills with content-specific words (literary, historical, mathematical, and scientific words and terms).	1a.1. Leadership Team/RTI Team Members and Classroom Teachers	1a.1. Ongoing classroom assessments focusing on students' knowledge of higher-order thinking and application strategies. Administrators and Reading Coaches will conduct classroom walkthroughs, evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily instruction.	1a.1. Coaching debriefing logs, observation logs by administration, core area assessments; data logs for students and teachers, data chat forms
2	1a.2. Limited evidence of problem solving process in order to provide higher level students with enrichment activities to enhance proficiency in vocabulary and comprehension	1a.2. Employ the use of the effective model of instruction, using graphic organizers, questioning the author techniques, justifying answers through connections of text, annotations, and analyzing/synthesizing various complex texts through Socratic Seminars Implement and utilize interactive, student	1a.2. Leadership Team/RTI Team Members and Classroom Teachers	1a.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, graphic organizers (used as thinking tools) with connections to writing	1a.2. Coaching debriefing logs, observation logs by administration, assessments, student work folders and journals (with corrective and descriptive feedback)

		created word walls/theme charts, and ensure "Root of the Week" activities include enhanced word work for higher performing students			
3	1a.3. Limited use of manipulatives to assist students with understanding	1a.3. Provide PD sessions and coaching collaboration on the effective use of manipulatives in order to meet the needs of all students in Math Classes	1a.3. Math Coach Math Teachers Administration	1a.3. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	1a.3. Coaching logs, data chat forms, walkthrough observation logs

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:	Increase the proficiency of students in Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Limited evidence of problem solving processes to provide students with activities to enhance proficiency in vocabulary using various modalities of learning	1b.1. Provide Professional Development Sessions for teachers that will include vocabulary activities for students using the varying modalities of learning	1b.1. Instructional Coaches SPED Teachers SPED Department Chair Administration	1b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions	1b.1. Coaching debriefing logs, observation logs by administration, reading assessments, student work folders, exit slip assignments, IEP accommodations
2	1b.2. Limited evidence of problem solving processes to provide students with activities to enhance proficiency in vocabulary using various modalities of learning	1b.2. Provide Professional Development Sessions for teachers that will include vocabulary activities for students using the varying modalities of learning	1b.2. Math Coach Math SPED Teachers SPED Department Chair Administration Math Department Chair	1b.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions	1b.2. Coaching debriefing logs, observation logs by administration, math assessments, student work folders, exit slip assignments, IEP accommodations

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:	Increase proficiency of students in Math by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:

3% (30)			7% (45)	

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Limited use of student owned strategies and questioning techniques are evident in classrooms	2a.1. Ensure the creation and implementation of higher-order complexity questions (using Webb's DOK) in order to include the use of probing, wait-time, and redirection to enhance instruction; as well as to promote descriptive and corrective feedback with student's responses in order to increase their understanding through an in-depth analysis of complex text in the perspective core areas.	2a.1. Instructional Coaches Department Chairs Teachers Grade Level Team Members Administration	2a.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, graphic organizers with connections to writing	2a.1. Coaching debriefing logs, observation logs by administration, assessments, student work folders, exit slip assignments, and journals
2	2a.2. Limited use of incorporating math journals focusing on vocabulary strategies and process writing	2a.2. Collaborative strategies will be implemented to determine effective strategies during portions of the block through the use of Cornell note-taking	2a.2. Math Coach Math Teachers Administration	2a.2. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	2a.2. Coaching logs, Cornell Notes, Math Journals, walkthrough observation logs

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:	Increase the proficiency of students in Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Limited evidence of multiple practice sessions ("You do together/You do it alone") with students using specified reading strategies that will help students make connections in order to apply skills taught	2b.1. Provide teachers with extended time with pacing guides for whole and small group sessions to ensure students applying reading strategies taught to help them make connections	2b.1. Instructional Coaches SPED Teachers SPED Department Chair Administration	2b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions with clear annotations of student/teacher conversations during Socratic Seminar	2b.1. Coaching debriefing logs, observation logs by administration, assessments, student work folders, exit slip assignments, IEP accommodations

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2010-2011 FCAT Mathematics Test indicate that 61% of students made learning gains. Our goal for the 2010-2011 school year is to increase the percentage of students making learning gains by 10 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (359)	71% (418)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Limited use of goal setting, analyzing data, and differentiating instruction to meet the needs of the students	3a.1. Professional Development sessions will be provided for teachers on learning and understanding all data points and how to make instructional decisions based on student progress Scheduled data chats will be conducted throughout the school year (conducted with administration/leadership team/teacher/student) Early Warning Indicator (EWI)/Response to Intervention (RtI) meetings will commence with all Instructional/Administrative staff members in order to make instructional decisions based on data	3a.1. Instructional Coaches Leadership Team Administration Teachers City Year Manager City Year Interventionists Talent Development Transformation Manager	3a.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, professional development sessions on data	3a.1. Coaching debriefing logs, observation logs by administration, assessments, data chat logs (administration-teacher-student)
2	3a.2. Students have difficulty understanding mathematics computation and application processes that require prior knowledge in order to solve the problem.	3a.2. Provide students opportunities to utilize problem-solving methods by implementing discovery-based learning activities in the classroom. Implement a department problem-solving strategy that is consistently used across all classes and grade levels.	3a.2. Math Coach Math Teachers Administration	3a.2. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	3a.2. Coaching logs, Math Journals, walkthrough observation logs, data chat forms, data walls and notebook

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:	Increase the proficiency of students in Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3b.1. Limited understanding of effective math approaches and use of instructional strategies to meet the specialized needs of this population of students	3b.1. Professional Development sessions on effective math approaches/instructional strategies will take place during common planning sessions	3b.1. Math Coach Math SPED Teachers SPED Department Chair Administration Math Department Chair	3b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions with clear annotations of strategies provided to meet the needs of students	3b.1. Coaching debriefing logs, observation logs by administration, math assessments, student work folders, exit slip assignments, IEP accommodations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2010-2011 FCAT Mathematics Test indicate that 60% of students made learning gains. Our goal for the 2010-2011 school year is to increase the percentage of students making learning gains by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (88)	70%(103)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.1. Limited opportunities for practice and time on task for our lowest performing students	4a.1. Provide students in intensive math classes with multiple opportunities for guided practice to build and strengthen math skills through pacing of lessons, using the rigorous planner, selecting an appropriate strategy to assist students	4a.1. Math Coach Math Teachers Administration	4a.1. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	4a.1. Coaching logs, Math Journals, walkthrough observation logs
4a.2. Limited understanding of differentiating to meet the needs of students in math classes	4a.2. Implementing intervention sessions by City Year Interventionists, as well as conducting small group DI sessions with teachers in the classroom	4a.2. Math Coach Math Teachers Administration City Year Manager	4a.2. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	4a.2. Coaching logs, Math Journals, walkthrough observation logs
4a.3 Limited exposure of explicit modeling of instruction	4a.3. Employ the gradual release model consistently in classrooms; make anchor posters, and ensure common planning sessions encourage rehearsals on specified strategies	4a.3. Math Coach Math Teachers Administration	4a.3. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	4a.3. Coaching logs, Math Journals, walkthrough observation logs

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 # Increase the percentage of students' average percentage correct by 10% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28%	34%	41%	47%	51%	

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:	Increase the number of students making satisfactory progress in Math by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 25% Hispanic: 32%	Black: 32% Hispanic: 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	Limited understanding of the application of math problem solving techniques	5B.1. Provide and implement strategies during whole and small group sessions using explicit, guided practice with corrective feedback	5B.1. Math Coach Math Teachers Administration	5B.1. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	5B.1. Coaching logs, Math Journals, walkthrough observation logs
2	5B.2. Limited advanced skills in grade level math	5B.2. Ensure lessons are conducted with rigorous activities that will include student accountable talk, and student-led math discussions with teacher facilitation Conduct data chats with students on their progress from all assessments in a timely manner. Data chats should occur from Administration to Leadership Team then to Department Teachers, and finally to students.	5B.2. Math Coach Math Teachers Administration	5B.2. Lesson Plans; monitoring of common planning sessions, student math journals, classroom observations of implementation of strategies	5B.2. Coaching logs, Math Journals, walkthrough observation logs

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:	Increase the number of students making satisfactory progress in Math by 8%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	21%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Lack of scaffolding of grade level content, ESOL strategies and accommodations to ensure comprehensible input for all ELL students	5C.1. Utilize common planning to create scaffolded activities to include increase frontloading, and opportunities for student accountable talk	5C.1. Math Coach ESOL Coach Administration	5C.1. Monitoring of common planning, lesson plans, and classroom observations off ELL's to ensure accommodations are provided	5C.1. Classroom observation walkthrough tool; coaching logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2010-2011 FCAT Mathematics Test indicate that 16% of students in the SWD subgroup achieved proficiency. Our goal for the 2010-2011 school year is to increase student proficiency by 8 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (15)	24% (23)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Lack of scaffolding of grade level content, following the IEP Plans for specific strategies and accommodations to ensure comprehensible input for all	5D.1. Utilize common planning to create scaffolded activities to include increase frontloading, and opportunities for student accountable talk	5D.1. Math Coach SPED Department Chairperson Administration	5D.1. Monitoring of common planning, lesson plans, and classroom observations of SPED Students to ensure accommodations are provided	5D.1. Classroom observation walkthrough tool; coaching logs, IEP Plans
2	5D.2. Students require a structured environment that has established procedure and expectations.	5D.2. Utilize and monitor the use of the common board configuration to establish a consistent instructional routine by beginning the class by introducing the essential questions, daily objectives and activities, and refer to the essential question and common board throughout the period and revisit at the end of the day.	5D.2. Math Coach SPED Department Chairperson Administration	5D.2. Review student IEPs to ensure accommodations are provided. Review assessment data to ensure progress is being made and adjust instructional delivery as needed.	5D.2. Classroom observation walkthrough tool; coaching logs, IEP Plans

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	The results of the 2010-2011 FCAT Mathematics Test

satisfactory progress in mathematics.

Mathematics Goal #5E:

indicate that 37% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2010-2011 school year is to increase student proficiency by 6 percentage points to 43%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (202)	43%(235)

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	5E.1. Lack of scaffolding of grade level content, following the specific strategies during intervention and small group DI sessions, and accommodations to ensure comprehensible input for all	5E.1. Utilize common planning to create scaffolded activities to include increase frontloading, and opportunities for student accountable talk	5E.1. Math Coach City Year Interventionists Math Teachers Administration	5E.1. Monitoring of common planning, lesson plans, and classroom observations of students to ensure accommodations are provided	5E.1. Classroom observation walkthrough tool; coaching logs

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students will achieve level 3 in Algebra by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (15)	65% (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	1a.1. Limited evidence of using dynamic data to explicitly target the needs of higher performing students through enrichment sessions between administration-coaches-teacher-student and its meaning for instruction	1a.1. Students will benefit from weekly academic word/vocabulary instruction and assessment in alignment with the specified core area. Teachers will increase the use of interactive word walls and engaging in writing assignments that connects the core area in the proper context in order to assist in strengthening vocabulary	1a.1. Leadership Team/RTI Team Members and Classroom Teachers	1a.1. Ongoing classroom assessments focusing on students' knowledge of higher-order thinking and application strategies.

Administrators and Reading Coaches will conduct classroom walkthroughs, evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily | 1a.1. Coaching debriefing logs, observation logs by administration, core area assessments; data logs for students and teachers, data chat forms |

		skills. In addition, Language Arts, Social Studies, Math, and Science classes will incorporate theme charts and interactive word walls to assist students in strengthening vocabulary skills with content-specific words (literary, historical, mathematical, and scientific words and terms).		instruction.	
2	1a.2. Limited evidence of problem solving process in order to provide higher level students with enrichment activities to enhance proficiency in vocabulary and comprehension	1a.2. Employ the use of the effective model of instruction, using graphic organizers, questioning the author techniques, justifying answers through connections of text, annotations, and analyzing/synthesizing various complex texts through Socratic Seminars Implement and utilize interactive, student created word walls/theme charts, and ensure "Root of the Week" activities include enhanced word work for higher performing students	1a.2. Leadership Team/RTI Team Members and Classroom Teachers	1a.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, graphic organizers (used as thinking tools) with connections to writing	1a.2. Coaching debriefing logs, observation logs by administration, assessments, student work folders and journals (with corrective and descriptive feedback)
3	1.1. Limited number of students that are taking this class; therefore, very detailed monitoring of strategies and instruction is needed	1.1. Constant monitoring and data discussions are needed in order to make instructional decisions and promote individual ownership of accelerated learning	1.1. Algebra Teacher Math Coach Administration	1.1. Monitoring of common planning, lesson plans, and classroom observations of students to ensure accommodation for acceleration are provided	1.1. Classroom observation walkthrough tool; coaching logs, data chat forms and student work

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students will achieve level 3 in Algebra by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (7)	30% (7)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. Limited knowledge of advanced math skills for high performing students	2.1. Provide teachers with opportunities to enrich students with higher level	2.1. Math Coach Administration Selected Math	2.1. Monitoring of common planning, lesson plans, and classroom	2.1. Classroom observation walkthrough tool;

1		coursework that can accelerate learning through higher thinking and analyzing of achievement in math classes	Teachers	observations of students to ensure accommodation for acceleration are provided	coaching logs, data chat forms and student work

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Increase the proficiency of students in Algebra 1 by 10% 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	71%	81%	91%	91%	

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:	Increase the number of students making satisfactory progress in Algebra by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 20% (3)	Black: 32% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited practice of advanced math skills for high performing students	3B.1. Provide teachers with opportunities to enrich students with higher level coursework that can accelerate learning through higher thinking and analyzing of achievement in math classes	3B.1. Math Coach Administration Selected Math Teachers	3B.1. Monitoring of common planning, lesson plans, and classroom observations of students to ensure accommodation for acceleration are provided	3B.1. Classroom observation walkthrough tool; coaching logs, data chat forms and student work

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Increase the number of students making satisfactory progress in Algebra by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Increase the number of students making satisfactory progress in Algebra by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the number of students making satisfactory progress in Algebra by 13%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (5)	34% (7)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Limited evidence of strategic enrichment activities and opportunities for guided practice for higher performing students	3E.1. Provide teachers with opportunities to enrich students with higher level coursework that can accelerate learning through higher thinking and analyzing of achievement in math classes	3E.1. Math Coach Administration Selected Math Teachers	3E.1. Monitoring of common planning, lesson plans, and classroom observations of students to ensure accommodation for acceleration are provided	3E.1. Classroom observation walkthrough tool; coaching logs, data chat forms and student work

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor, HOTS, & DOK in Math	6-8	Math Coach	All Math Teachers	Ongoing through common planning sessions	Classroom Walkthrough Logs and evidence through lesson plans	Administration, Math Coaches, Math Department Chair
Math Data Chats	6-8	Math Coach	All Math Teachers	Ongoing through common planning sessions	Classroom Walkthrough Logs and evidence through lesson plans	Administration, Math Coaches, Math Department Chair
Explicit Instruction in Math	6-8	Math Coach	All Math Teachers	Ongoing through common planning sessions	Classroom Walkthrough Logs and evidence through lesson plans	Administration, Math Coaches, Math Department Chair
Mathematics Labs	6-8	Math Coach	All Math Teachers	Ongoing through common planning sessions	Classroom Walkthrough Logs and evidence through lesson plans	Administration, Math Coaches, Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Sub Coverage	SIG	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2010-2011 FCAT Science Test indicate that 9% of the students achieved proficiency (FCAT level 3). Our goal is to increase student proficiency by 4% percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (17)	13%(26)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Results from the 2012 FCAT 2.0 Science indicate students had difficulty with Reporting Category 1 - Nature of Science.	1a.1. Engage students in hands-on and interactive investigations.	1a.1. Science Coach and Assistant Principal	1a.1. Biweekly classroom walkthroughs will include a review of completed essential lab reports.	1a.1. Interim assessments and 2013 FCAT 2.0 Science
2	1a.2. Literacy deficiencies as seen in results of 2012 FCAT 2.0 Reading assessments indicate students have difficulty acquiring knowledge from	1a.2. Incorporate Reading and Writing strategies into Science instruction.	1a.2. Science Coach and Assistant Principal	1a.2. Review of interactive journals and biweekly classroom walkthroughs will determine the effectiveness of Reading and Writing	1a.2. Interim assessments, 2013 FCAT 2.0 Science, and 2013 FCAT 2.0 Reading

	informational text.			strategies.	
3	1a.3. Students display low proficiency on independent work from daily lessons.	1a.3.Utilize the Gradual Release of Responsibility Model when planning and delivering lessons.	1a.3. Science Coach and Assistant Principal	1a.3. Common planning logs, lesson plans, and biweekly classroom walkthroughs will be monitored and should reflect Gradual Release of Responsibility.	1a.3. Student work, Interim assessments and 2013 FCAT 2.0 Science
4	1a.4. Students require scaffolding to develop higher order thinking skills.	1a.4.Incorporate a variety of questioning strategies into lesson delivery.	1a.4. Science Coach and Assistant Principal	1a.4. Classroom observations and biweekly classroom walkthroughs will be used to provide feedback on questioning strategies used during delivery.	1a.4. Interim assessments and 2013 FCAT 2.0 Science
5	1a.5. Teachers need to continually develop best practices for needing the needs of all students.	1a.5. Take part in regular embedded professional development.	1a.5. Science Coach and Assistant Principal	1a.5. Monitoring of common planning logs.	1a.5. Interim assessments and 2013 FCAT 2.0 Science
6	1a.6. Results from district interim assessments during the 2011-2012 school year indicated small improvements throughout the year.	1a.6. Use data to create goals and drive instruction	1a.6. Science Coach	1a.6. Monitoring of teacher/students data chats and conducting teacher/administrator data chats after each major assessment.	1a.6. Interim assessments and mini-assessments

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Limited evidence of problem solving processes to provide students with activities to enhance proficiency in vocabulary using various modalities of learning	1b.1. Provide Professional Development Sessions for teachers that will include vocabulary activities for students using the varying modalities of learning	1b.1. Instructional Coaches SPED Teachers SPED Department Chair Administration	1b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions	1b.1. Coaching debriefing logs, observation logs by administration, reading assessments, student work folders, exit slip assignments, IEP accommodations

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:	Increase the number of students above proficiency by 2%

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	5% (10)		7% (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	2a.1. Results from the 2012 FCAT 2.0 Science indicate that students had difficulty performing at high levels of master, particularly in Reporting Category 1 – Nature of Science.	2a.1.Provide students with enrichment opportunities including Double Dose, Science Fair, Saturday Academy, and Science Camp.	2a.1. Science Coach and Assistant Principal	2a.1. Monitor topics assessments and Science Fair boards.	2a.1. Interim assessments and 2013 FCAT 2.0 Science

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Limited evidence of multiple practice sessions ("You do together/You do it alone") with students using specified reading strategies that will help students make connections in order to apply skills taught	2b.1. Provide teachers with extended time with pacing guides for whole and small group sessions to ensure students applying reading strategies taught to help them make connections	2b.1. Instructional Coaches SPED Teachers SPED Department Chair Administration	2b.1. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions with clear annotations of student/teacher conversations during Socratic Seminar	2b.1. Coaching debriefing logs, observation logs by administration, assessments, student work folders, exit slip assignments, IEP accommodations

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
Essential Labs and Lab reports	6-8	Science Coach	Science teachers	August 16, 2012 - Ongoing	Evaluate Lab write-ups during common planning	Science Coach, Administrators
Science Fair	6-8	Science Coach	Science teachers	September 26, 2012	Incremental progress of steps for Science Fair projects	Science Coach, Science Fair Coordinator
Active Reading Strategies Explicit Instruction	6-8	Science Coach	Science teachers	September 11, 2012 -Ongoing	Classroom walkthroughs and evidence in lesson plans	Science Coach, Administrators
Rigor, HOTS, and DOK	6-8	Science Coach	Science teachers	September 26, 2012	Classroom walkthroughs and evidence in lesson plans	Science Coach, Administrators
GIZMOs	6-8	Gizmo's professional developer	Science teachers	October 15, 2012	Classroom walkthroughs and evidence in lesson plans	Science Coach, Administrators
Data chats and Differentiated instruction	6-8	Science Coach	Science teachers	September 17, 2012	Evidence of data chats in interactive journals. Evidence of student grouping and differentiation in Lesson plans and assessment.	Science Coach, Administrators
Discovery Education	6-8	Science Coach	Science teachers	November 1, 2012	Classroom walkthroughs and evidence in lesson plans	Science Coach, Administrators
Lesson Study	6-8	Science Coach	Science teachers	September 11, 2012 -Ongoing	Conduct one lesson study every nine week grading period	Science Coach, Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Sub Coverage	SIG	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

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:	Increase the number of proficient students in writing by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (144)	68% (152)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Limited use of incorporating the writing process (planning, drafting, revising, editing and publishing)	1a.1. Provide PD for teachers on the writing process Consistently use rubrics, anchor sets, and exemplar papers to increase the quality of students' writing through several writing cycles Create writing portfolios for all students; providing work that demonstrates writing from beginning to end, showing different modes of writing pieces, and papers with descriptive and corrective feedback in order to provide opportunities for student to make adjustments and improvements towards mastery of targeted writing skills	1a.1. Literacy Coaches Literacy Teachers Administration Creative Writing Teacher	1a.1. Common planning sessions, coaching note-taking/note-making sessions, monitoring through coaching and collaboration	1a.1. Writing rubrics, coaching logs, classroom observation logs, corrective and descriptive feedback logs, student writing journals
2	1a.2. Limited evidence of using the writing data to drive writing instruction	1a.2. Utilize the data from Write Start to determine student needs and for grouping for small group DI writing sessions Provide PD sessions for teachers with an emphasis on using data strategically to address student needs and for grouping purposes in the creative writing/8th Grade Language Arts classes	1a.2. Literacy Coaches Literacy Teachers Administration Creative Writing Teacher	1a.2. Common planning sessions, coaching note-taking/note-making sessions, monitoring through coaching and collaboration	1a.2. Writing rubrics, coaching logs, classroom observation logs, teacher lesson plans, writing data of students, corrective and descriptive feedback logs, student writing journals, work folders, and exit slips
	1a.3. Limited evidence of writing instruction, using rubrics, specified strategies, and	1a.3. Increase the quality of explicit instruction in writing classes; which will include think and	1a.3. Literacy Coaches Literacy Teachers	1a.3. Common planning sessions, writing rubrics, monitoring through coaching and	1a.3. Writing rubrics, coaching logs, classroom observation logs, corrective and

	descriptive feedback, and	write alouds through Writing Workshops	Administration Creative Writing Teacher Writing Interventionist	collaboration	descriptive feedback logs, intervention/enrichment materials and work samples, student writing journals and work folders
3	Limited evidence of strategic intervention/enrichment opportunities for students during the school day to enhance the quality of writing instruction	Provide intensive, scaffolded instruction for students with writing deficiencies, as well as providing students with differing instructional practices (to include graphic organizers) and materials to meet the needs of all students in writing, using and making certain students and teacher s are thoroughly familiar with the writing rubric in order to provide students with descriptive and corrective feedback, and open opportunities with additional practice sessions during intervention/enrichment time			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Write for Life/Writing Across the	All subjects 6-8	Instructional Coaches	All instructional staff members	September 2012-Ongoing	Student journals/Logs	Instructional Coaches, Administration

Curriculum						
The Effective Writing Process using Rubrics	LA/Writing Teachers Grade 8	Literacy Coaches	Language Arts/Writing Teachers Grade 8	September 2012-March 2013	Student Writing Journals/Student Writing Folders	Literacy Coaches/Administration
Effective Writing Strategies	LA/Writing Teachers Grade 8	Literacy Coaches	Language Arts/Writing Teachers Grade 8	September 2012-March 2013	Student Writing Journals/Student Writing Folders	Literacy Coaches/Administration
Writing Data Chats	LA/Writing Teachers Grade 8	Literacy Coaches	Language Arts/Writing Teachers Grade 8	September 2012-March 2013	Student Writing Journals/Student Writing Folders	Literacy Coaches/Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write to Learn Portfolios	Writing Materials/Sub Coverage	SIG	$2,000.00
Lesson Study	Sub Coverage	SIG	$500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

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:	Increase the number of students scoring proficiency will be 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	1a.1. Limited evidence of using dynamic data to explicitly target the needs of higher performing students through enrichment sessions between administration-coaches-teacher-student and its meaning for instruction	1a.1. Students will benefit from weekly academic word/vocabulary instruction and assessment in alignment with the specified core area. Teachers will increase the use of interactive word walls and engaging in writing assignments that connects the core area in the proper context in order to assist in strengthening vocabulary skills. In addition, Language Arts, Social Studies, Math, and Science classes will incorporate theme charts and interactive word walls to assist students in strengthening vocabulary skills with content-specific words (literary, historical, mathematical, and scientific words and terms).	1a.1. Leadership Team/RTI Team Members and Classroom Teachers	1a.1. Ongoing classroom assessments focusing on students' knowledge of higher-order thinking and application strategies. Administrators and Reading Coaches will conduct classroom walkthroughs, evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily instruction.	1a.1. Coaching debriefing logs, observation logs by administration, core area assessments; data logs for students and teachers, data chat forms
2	1a.2. Limited evidence of problem solving process in order to provide higher level students with enrichment activities to enhance proficiency in vocabulary and comprehension	1a.2. Employ the use of the effective model of instruction, using graphic organizers, questioning the author techniques, justifying answers through connections of text, annotations, and analyzing/synthesizing various complex texts through Socratic Seminars Implement and utilize interactive, student created word walls/theme charts, and ensure "Root of the Week" activities include enhanced word work for higher performing students	1a.2. Leadership Team/RTI Team Members and Classroom Teachers	1a.2. Direct coaching cycle of support, common planning sessions, walkthrough observation sessions, graphic organizers (used as thinking tools) with connections to writing	1a.2. Coaching debriefing logs, observation logs by administration, assessments, student work folders and journals (with corrective and descriptive feedback)
3	1a.3. Limited knowledge and understanding of reading complex and content specific texts in Civics classrooms	1a.3. Provide teachers with active reading strategies, to include cloze reading; thinking strategies such as think-write-pair-share, and reciprocal teaching, and annotations of text	1a.3. Literacy Coaches Administration Social Studies Department Chairperson	1a.3. Common planning sessions, data analyzing and chats, monitoring through coaching and collaboration	1a.3. Coaching debriefing logs, observation logs by administration, reading assessments, reading forms and logs

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

| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics.

Civics Goal #2: | Increase the number of students scoring proficiency will be 10% | | |

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	2.1. Limited knowledge of the infusion of complex text, technology; as well as understanding close analyzing and synthesizing of complex text	2.1. Provide PD opportunities for teachers to incorporate thinking strategies into lessons that involve a close reading of complex text	2.1. Literacy Coaches Administration Social Studies Department Chairperson	2.1. Common planning sessions, data analyzing and chats, monitoring through coaching and collaboration	2.1. Coaching debriefing logs, observation logs by administration, reading assessments, reading forms and logs, and graphic organizers taken to writing

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
Reading and Writing Connections in Social Studies	6-8	Social Studies Teachers	Literacy Coaches Social Studies Teachers	September 2012-April 2013	Classroom monitoring, coaching logs, and assessment data (Social Studies Pre and Post Tests)	Literacy Leadership Team
Lesson Study Sessions in Collaboration w/ neighboring ETO Schools	6-8	Social Studies Teachers	Literacy Coaches Social Studies Teachers Literacy Coaches Assistant Principals	September 2012-April 2013	Classroom monitoring and coaching visitations of implementation of strategies	Assistant Principal LLT

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study: Infusion of content area reading strategies for teaching and learning in Civics (three sessions)	Sub Coverage (Online resources: Primary sources and online curriculum; graphic organizers as thinking tools)	SIG	$800.00
			Subtotal: $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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $800.00

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:	Allapattah Middle School's goal for the 2011-2012 school year will be to increase attendance by having students and teachers participate in the school's attendance incentive program and competitions. Students will be able to earn prizes and participate in activities, particularly our Economically Disadvantaged students. Allapattah Middle will continue to strive for improvement with reducing the amount of excessive tardies and absences through our student services plan that will focus on student motivational factors for attending school.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.07% (700)	94.9% (714)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
91.41% (612)	92.41% (612)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
319	303

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited monitoring of students who are inconsistent in attending school	1.1—Identify and refer students who are developing a pattern of truancy to the Counselor, who will then place students on an attendance plan through Talent Development and Teachers in order to	1.1. Principal/Assistant Principal, Talent Development Transformation Manger, Classroom Teachers, Registrar, Counselors	1.1. Counselor and Registrar will provide administration monthly truancy status updates.	1.1. Attendance Rosters and COGNOS Reports.

		monitor attendance issues			
2	1.2. Truancy continues to be a challenge due to the school's transient population.	1.2. Establish periodic home visits for identified truant students. Provide workshops throughout the school year with parents to assist with involvement with student attendance to school on a daily basis.	1.2. Administrators, PBS Coach, Guidance Counselor, Counselor, Teachers, and Community Involvement Specialist	1.2. Counselors will provide administrator monthly report of home visits and usage of strategic tools	1.2. Parental Sign-in Logs, Teacher Communication logs, and Utilized Tool survey
3	1.3. Teachers lack consistency with identifying students who are out of school with many unexcused absences, or may not be keeping track of students who are truant	1.3. Conduct Early Warning Indicator (EWI) meetings by Grade Level Teams in order to problem solve challenges pertaining to attendance	1.3. Principal/Assistant Principal, Talent Development Transformation Manger, Classroom Teachers, Registrar, Counselors, Grade Book Manager	1.3. Counselor and Registrar will provide administration monthly truancy status updates; bi-weekly EWI Meetings will ensue with up to date information of attendance	1.3. Attendance Logs, Attendance Bulletin, COGNOS Reports, EWI Meeting Logs and Notes

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
Attendance through Grade Book	6-8	GradeBook Manager	All Staff Members	Ongoing	Reviewing attendance bulletin through attendance storehouse	Administration, PBS Coach, Guidance Counselors, Registrar, Community Involvement Specialist
Truancy Prevention	All Grade Levels and Subjects	Counselor and PBS Coach	Faculty and Staff	Ongoing	The Counselor will monitor all students showing absentee patterns and meet consistently with parents. Sign In logs will also be maintained	Administration, PBS Coach, Guidance Counselors, Registrar, Community Involvement Specialist
Early Warning Indicators (EWI) Team Meetings	All Grade Level Teams	Admin. & Talent Development Manager	Faculty and Staff	Ongoing	Logs and notes from the meetings on truant students will be kept and maintained by Team Leaders, Talent Development Manager, and the Administrative Team to conduct follow-up sessions with students and parents	Administration, PBS Coach, Guidance Counselors, Registrar, Community Involvement Specialist, Team Leaders, Talent Development Manager

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student and Parent Recognition Ceremonies	Incentives (to include awards, prizes, etc.)	Title I	$1,000.00

			Subtotal: $1,000.00
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: $1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The goal of Allapattah Middle School will be to decrease the total number of suspensions within the school year. Part of the goal will consist of reducing indoor suspension by 10% and outdoor suspension by 15%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
333	300
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
179	161
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
570	513
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
236	212
Problem-Solving Process to Increase Student Achievement	

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

1	1.1 Limited understanding on the part of the students to resolve conflicts in a verbal, non-combative manner.	1.1. The school will implement the Positive Behavior Support (PBS) for the 2012-2013school year. The PBS initiative will involve all stakeholders to ensure effective non-combative techniques, mentoring sessions, and incentives to instill accountability for positive and incorrect behavior displayed in school. Peer mediation groups along with outside behavioral agencies will provide student sessions that will be held for targeted students.	1.1. Administration, Dean of Discipline and PBS Team	1.1. Monitor suspension reports and align action taken with the school wide discipline plan	1.1. Student intervention logs and suspension reports
2	1.2. Inconsistent communication with all stakeholders regarding student behavior is evident; which causes academic and discipline issues.	1.2. Positive Behavior Support (PBS) Team will visit with students and parents to monitor and create behavioral contracts for students with multiple infractions and find alternatives to assist students to reduce number of infractions Parent meetings, PTSA Meetings, and Parent-Teacher conferences will take place throughout the year to monitor and provide methods to assist students and parents to work in tandem with staff in order to reduce the number of infractions as it relates to suspensions	1.2. Administration, Dean of Discipline, Community Involvement Specialist, Counselors	1.2 Monitor suspension report on suspensions and review parental survey.	1.2. Parent Involvement Log, suspension and Parental Survey.
3	1.3. Limited opportunities for acknowledging positive behaviors on the part of students who are involved with multiple infractions throughout the year	1.3. Students caught doing the right thing will be nominated by staff members and will be acknowledged (via morning announcements/PA system/picture up around the building), as well as having an opportunity to be placed in the SPOT Success Student of the month. Parents will be notified and will also have an opportunity to be acknowledged for their participation with monitoring and assisting their children	1.3. Administration, Dean of Discipline, Community Involvement Specialist, Counselors	1.3. SPOT success report	1.3. Parent logs Teacher/Parent Conference logs and notes

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
Early Warning Indicators (EWI) meetings for behavior management problem solving techniques	Grade 6-8 Teachers by Grade Level Teams	Administration Dean of Discipline/PBS Coach	School-Wide	Ongoing	Attendance Rosters; RtI/EWI Tracking System	Administration and Dean of Discipline
The Student Code of Conduct	Grades 6-8	Administration and Dean of Discipline	School-wide	Ongoing	Monitoring of its implementation of the rules and guidelines as stated within the Student Code of Conduct	Administration and Dean of Discipline
Positive Reinforcement	Grades 6-8	Dean of Discipline	School-Wide	Ongoing	Teacher Log of selected students	Administration and Grade Level Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent/Student Literacy Night	Duplication of Literacy resources	School-Based Budget	$1,000.00
Horror Nights of Literacy	Literacy-Based	SIG	$1,000.00
			Subtotal: $2,000.00
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: $2,000.00

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See PIP	See PIP

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Promoting Family Literacy	6th – 8th Grade All Subjects	All Faculty and Staff Reading, Mathematics, and Science Coaches and Community InvolvementSpecialist	Ongoing	Monthly Meetings with Literacy Leadership Team	Effectiveness will be determined by the completion of parent surveys and sign-in sheets.	Principal, Assistant Principal, Reading Coaches, and Community Involvement Specialist.

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

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

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

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

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

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
CELLA	Increase knowledge of Tier 1 and Tier 2 vocabulary	Academic Vocabulary by Kate Kinsella	Title III	$1,622.50
Mathematics	Lesson Study	Sub Coverage	SIG	$1,500.00
Science	Lesson Study	Sub Coverage	SIG	$1,500.00
Writing	Write to Learn Portfolios	Writing Materials/Sub Coverage	SIG	$2,000.00
Writing	Lesson Study	Sub Coverage	SIG	$500.00
Civics	Lesson Study: Infusion of content area reading strategies for teaching and learning in Civics (three sessions)	Sub Coverage (Online resources: Primary sources and online curriculum; graphic organizers as thinking tools)	SIG	$800.00
Attendance	Student and Parent Recognition Ceremonies	Incentives (to include awards, prizes, etc.)	Title I	$1,000.00
Suspension	Parent/Student Literacy Night	Duplication of Literacy resources	School-Based Budget	$1,000.00
Suspension	Horror Nights of Literacy	Literacy-Based	SIG	$1,000.00
				Subtotal: $10,922.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SuccessMaker	Technology	Title 1	$0.00
Reading	FCAT Explorer/EduSoft	Technology	Title 1	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study	Sub Coverage	SIG	$1,000.00
Reading	Cross-Content Peer Observation Sessions	Sub Coverage	SIG	$1,000.00
				Subtotal: $2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $12,922.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority	◌ Focus	◌ Prevent	◌ NA

Are you a reward school: ◌ Yes ◌ No

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

[View uploaded file](#) (Uploaded on 9/25/2012)

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
The funds will be utilized to purchase student achievement incentives and awards.	$1,000.00

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

The EESAC will assist in the development of the school improvement plan, review and provide input on curriculum matters as it relates to student achievement. In addition, the EESAC will facilitate and assist with the implementation of the school's RtI and Literacy Leadership team.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District ALLAPATTAH MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	32%	78%	20%	166	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	56%	52%			108	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?	76% (YES)	64% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					414	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District ALLAPATTAH MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	41%	90%	12%	178	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	51%	61%			112	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?	58% (YES)	60% (YES)			118	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					408	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested