FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CAMPBELL MIDDLE SCHOOL

District Name: Volusia

Principal: Craig Zablo

SAC Chair: Ann Smith

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on
December 11, 2012

Last Modified on: 10/16/2012

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)
Assis Principal	Myra Chester	B.A. in English Education M.S. in Educational Leadership Middle Grades Endorsement ESOL for Administrators Certificate	28	7	2011-2012 ---C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M) 2010-2011---B School, AYP 74%, HS (57% R 53%M)LG (62%R 65%M) LQ (66%R 74% M) 2009-2010 --- B School, AYP 74%, HS (58%R 57%M) LG (57%R 70%M) LQ (55% R 76%M) 2008-2009 ---B School, AYP 82%, HS (59% R 56%M) LG (63%R 64% M) LQ (75%R 69%M) 2007-2008 ---C School, AYP 77%, HS (61% R 52%M) LG (59%R 66%M) LQ (57%R 69% M)
		B.A. in Middle School Education			2011-2012 ---C School, HS (37%R 33%M)

Assis Principal	Tony Goodin	M.A.- Middle School Education Science Emphasis Specialist Degree- Educational Leadership	3	3	LG (52%R 49%M) LQ (50%R 50%M) 2010-2011---B School, AYP 74%, HS (57% R 53%M)LG (62%R 65%M) LQ (66%R 74% M) 2009-2010 --- B School, AYP 74%, HS (58%R 57%M) LG (57%R 70%M) LQ (55% R 76%M)
Assis Principal	Madsen Cange	BA Physical Education MA Educational Leadership Physical Education Certificate Educational Leadership Certificate	1		NA
Principal	Craig Zablo	A.A. B. A. in Speech Education M.S. in Education / Speech (6 – 12) Mathematics (5 – 9) General Science (5 – 9) School Principal (All Levels) ESOL For Administrators	2	19	2011-2012 ---C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M) 2010-2011 --- D School, AYP 72%, HS (33%R 69%M) LG (40%R 70%M) LQ (40% R 62%M) 2009-2010 --- B School, AYP 72%, HS (38%R 66%M) LG (45%R 71%M) LQ (42% R 64%M) 2008-2009 ---D School, AYP 72%, HS (35% R 65%M) LG (39%R 69% M) LQ (43%R 58%M) 2007-2008 ---C School, AYP 69%, HS (39% R 70%M) LG (48%R 77%M) LQ (47%R 73% M) Before his appointment as Principal of Campbell Middle School, Mr. Zablo served as an assistant principal at Atlantic High School and he was deemed highly effective based on district evaluations.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tracy Haigh	B.A. Elem. Ed & M.A., Leadership K-12, Reading Endorsed K-12, National Board Certification AYA/ELA 6-12	4	4	2011-2012 --C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M) 2010-2011---B School, AYP 74%, HS (57% R 53%M)LG (62%R 65%M) LQ (66%R 74% M) 2009-2010 --- B School, AYP 74%, HS (58%R 57%M) LG (57%R 70%M) LQ (55% R 76%M) 2008-2009 ---B School, AYP 82%, HS (59% R 56%M) LG (63%R 64% M) LQ (75%R 69%M)
Math	Nick Fidance	BS Mathematics Education MEd Educational Leadership Mathematics 6-12 Ed. Leadership (All Levels) Gifted Endorsement NBCT EA Mathematics	9		
Writing	Karen Kepner-Cain	B.A. Creative Writing M.A. English Education Certifications: English 6-12 ESOL Gifted	7		
					2011-2012 --C School, HS (37%R 33%M) LG (52%R 49%M) LQ (50%R 50%M) 2010-2011---B School, AYP 74%, HS (57%

| Data | Kimberly Matthews | B.S. Secondary Math Education ESOL Endorsement | 6 | 6 | R 53%M)LG (62%R 65%M) LQ (66%R 74% M)
2009-2010 --- B School, AYP 74%, HS (58%R 57%M) LG (57%R 70%M) LQ (55% R 76%M)
2008-2009 ---B School, AYP 82%, HS (59% R 56%M) LG (63%R 64% M) LQ (75%R 69%M) |

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	Professional Learning Community Activities	Administrative Team and Subject Area Contacts	June 2013	
2	Screen Applicants to Determine the Most Qualified Persons for Our School	Administrative Team	Ongoing	
3	Positively Promote Our School Throughout the Community	All Stakeholders	Ongoing	
4	Provide Leadership Opportunities	Administrative Team	Ongoing	
5	Provide Professional Development to All Staff	School District Administratvie Team	Ongoing	

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
No data submitted	

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
68	1.5%(1)	16.2%(11)	42.6%(29)	41.2%(28)	52.9%(36)	100.0%(68)	23.5%(16)	4.4%(3)	11.8%(8)

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
	Jones assigned to Lomelin		

We assign "Buddy Teachers" to teachers who are new to our school. Official mentors are now assigned by the district office.	Kepner-Cain assigned to Chandler Howard assigned to Litwiniec Matthews assigned to Davis T. Smith assigned to Flanigan	Same subject with effective teaching skills	Provide Support and Feedback Through Observations and Conferences

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Campbell Middle School include:
• Supplemental Tutoring before school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for on-going staff development as determined by the results of FCAT data
• AVID (Advancement via Individual Determination) Program

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Student mentoring program
• Crisis training program
• Suicide prevention program
• Anti-Bullying program
• CARS (Counseling As Related Services)

Nutrition Programs

Campbell Middle School offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Health Unit in Physical Education classes
• Physical Education Classes

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Introduction to Technology, Exploring Technology, Personal Development, Careers in Fashion, Culinary Careers, Careers in Education and Computer Applications are courses provided to our students through our Unified Arts Department.

Job Training

Campbell Middle School offers to students career awareness opportunities through the Jr. Achievement program, guest speakers from business and industry, and field trips to business and industry locations.

In addition,students receive career awareness opportunities through career and technical education units in the Unified Arts classes and social studies classes.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompas Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading and Math Coaches: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need 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.

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

The school's RtI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?"

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

The Problem Solving/RtI Leadership Team supplied data to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures

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MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, professional development days, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The Literacy Leadership Team consists of the principal, assistant principal for curriculum, all subject area contacts (including unified arts and physical education), reading and math coaches, ESOL contact and media specialist.

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

> The team meets a minimum of once a month to discuss, promote, and develop school-wide literacy initiatives. These initiatives/strategies are shared with the staff and implemented.

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

> The major initiative of the LLT this year will be to promote a culture of reading. In addition, students are encouraged to have a "back pack" book to read at any time when not engaged in another form of instruction. Every teacher is encouraged to engage his/her students in literacy initiatives.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/25/2012)

*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.

> NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

> Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

*High Schools Only

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

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

> NA

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

> The school offers students elective courses in art, music, business, technology, and career study. Many of these courses focus

on job skills. Every year, after FCAT testing, students and parents participate in a course selection procedure that exposes them to next year's curriculum to inform their course selection. In addition, all 8th grade students create a four-year course selection/career plan through EPEP. Final course selection is sent home for parent's signature.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (188)	25% (237)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and commitment for training beyond the school day	Ensure that all teachers receive professional development, from consultants, reading coach, or other trained colleagues related to effective instructional strategies in reading.	Reading Coach and Administrators	Observations and Conferences Between Administrator and Teacher	District Assessments and FCAT Results
2	Time to analyze data and develop differentiated instructional plans	Use FAIR and FCAT data to guide instruction in Professional Learning Communities	Reading Coach, Academic coach and Administrators	Observation and Conferences Between Administrator and Teacher	FAIR and FCAT Results
3	Students who are unmotivated and lack adequate reading skills	Promote a culture of reading within the school (i.e. Book Studies, "Backpack Book", Literacy Weeks, and competitions)	Reading and Academic Coaches	Observation and Participation	Report Cards, Surveys, FAIR, and FCAT Results
4	Teacher fear and unwillingness to try a new approach	Cross Teaching of Reading Skills Teachers will rotate classrooms in order to expose students to a different teacher's method of enagagins students in the lesson.	Administration and Reading Coach	Formative Assessments and FAIR Data	FCAT 2.0
5	Teacher Adaptation of Strategy in All Areas	UNRAAVEL Wednesdays--- This reading strategy will be implemented every Wednesday in all classes (across the various disciplines).	Administration and Academic Coaches	Student growth in Weak Reading Strategies	Mid Year Assessments and FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (120)	15% (142)

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	Engaging the higher-level learner	Ensure that teachers receive professional development related to effective instructional strategies in reading – specific to the higher level learner.	Reading Coach	Progress monitoring of the level 4's and 5's and PLC discussions	District Assessments, FAIR and FCAT results
2	Time to analyze data	Use FAIR and FCAT data to guide instruction to be developed and adjusted in PLC meetings	Reading Coach and Administrators	Ongoing dialogue in PLC meetings and Data Conferences	FAIR and FCAT Results
3	Student Participation	Provide opportunities for students to participate in reading enrichment activities such as literacy fairs, book studies, academic competitions, and celebrations and have access to a wide variety of print resources across all content areas. Refreshments may be served.	Reading Coach and Teachers, Media Specialist, and Reading Leadership Team	Monitor student participation in enrichment activities and discuss in weekly PLC	Finished Products to be showcased at literacy fairs and celebrations and increased reading as evidenced by Reading Counts tests and reading logs.
4	Available technology	Provide opportunities for students to produce multimedia presentations	Reading Teachers, Reading Coach, Media Specialist	PLC discussions	Rubric and finished products

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:	NA Less than 2 students tested
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
100% (1)	100% (1)

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

Based on 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:	Students making Learning Gains in reading will increase by 2%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
52% Making Learning Gains	54% Making Learning Gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and commitment for training beyond the school day	Ensure that all teachers receive professional development reading coach, or other trained colleagues related to effective instructional strategies in reading	Reading Coach/ Teachers and Administration	Classroom Observations Ongoing dialogue in PLC meetings	FAIR and FCAT Results
2	Time to analyze data and develop differentiated instructional plans	Use FAIR and FCAT data to guide instruction in PLC meetings	Reading Coach/Teachers and Administrators	Ongoing dialogue in PLC meetings and Observation	FAIR and FCAT Results
3	Students not fully understanding what they need to do in order to improve their test scores	Initiate data chats and goal planning sessions with individual students	Reading Teachers	Observation, Formative Assessments , and ongoing dialogue in PLC meetings	FCAT Results
4	Limited Funds	Mentor students and involve them in motivational sessions; reward them and celebrate their successes.	Teachers and Administrators	Observation, Teacher and Student Feedback and Student Participation	Report Cards and FAIR and FCAT Results

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

3b. Florida Alternate Assessment:	

Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA Less than 2 students tested			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
100% (1)	100% (1)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on 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:	Students in the lowest 25% making Learning Gains in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% Making Learning Gains	52% Making Learning Gains

	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	Large Number of Students; Lessesn 1 to 1 Help	Mentoring Students in the Lower Quartile	Academic Coaches Guidance Counselors	Quarterly Reports	Formative Assessments FCAT
2	Having more students than we can accommodate (too few teachers)	Intensive Reading – 45 min. to 90 min. of intensive reading instruction in one or more of the six areas of reading (depending on the individual student's needs): 1) Oral Language 2) Phonemic Awareness 3) Phonics 4) Fluency 5) Vocabulary 6) Comprehension	Reading Coach	Progress monitoring of bottom 25%	District Assessments, FAIR and FCAT results
3	The ability to utilize Differentiated Instruction in various ways	Use technology- based reading program that screens, monitors, an diagnoses reading comprehension and vocabulary problematic areas	Reading Coach	PLC discussions about reports generated from Read About	Read About report and Assessments
4	Time to analyze data and to develop differentiated	Use FAIR and FCAT data to guide instruction	Reading Coach/ Teachers and	Classroom Observations and PLC discussions	FAIR and FCAT Results

	instructional plans		Administrators		
5	Limited Funds	Mentor students and involve them in motivational sessions; reward them and celebrate their successes.	Teachers and Administrators	Observation, Teacher and Student Feedback and Student Participation	Report Cards and FAIR and FCAT Results
6	Students not fully understanding what they need to do in order to improve their test scores	Initiate quarterly data chats and goal planning sessions with individual students	Reading Teachers	Observation, Formative Assessments , and ongoing dialogue in PLC meetings	FCAT Results

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 #
	In 2010-2011, 41% scored at level 3 or higher in reading. Target: Increase level 3 and higher rate to 71% in 2016-2017.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46%	51%	56%	61%	66%	

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:	In 2012-2013, no fewer than 51% will score at a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 58% Black 27% Hispanic 40%	White 64% Black 42% Hispanic 61%

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	Attendance/ participation in tutoring Scheduling for tutoring during the school day	Offer tutorial program for students in need of extra support in reading Refreshments may be served.	Academic Coaches, Tutors, and Curriculum Administrator	Teacher observation of student performance and Formative assessments.	District Assessments, FAIR and FCAT Results
2	Using available material with fidelity	Balanced Reading Program that utilizes effective, instructional strategies in the six areas of reading across the curriculum	Reading Coach, Reading Leadership Team	Formative assessments from reading materials	Summative assessments from reading materials
3	Lack of Parent Participation	Parent Involvement Nights, Fairs, Camps, Workshops, and Celebrations / Refreshments may be served.	Instructional Staff, Parent Liaison, Administration, and RLT	Monitor current parent participation in scheduled events and compare to previous school year.	Sign-in sheets used to determine parent participation.
4	Scheduling and commitment for training beyond the school day	Ensure that all teachers receive professional development from the reading coach, or other trained colleagues related	Reading Coach and Administrators	Observations and Conferences Between Administrator and Teacher	District Assessments and FCAT Results

		to effective instructional strategies in reading			
5	Funding	Mentor students and involve them in motivational sessions; reward them and celebrate their successes.	Teachers and Administrators	Observation, Teacher and Student Feedback and Student Participation	Report Cards and Test Results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, no fewer than 37% of our ELL students will score at a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 26%	ELL 37%

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	Not being fluent in English	Ensure that qualified personnel trained to assist ELL students are available to monitor and support their progress in all areas	ELL Administrator	Progress Monitoring	Data Reports
2	Technology	Computer Based programs from Scholastic such as Read About & System 44	ELL teacher, and reading coach	Observations and Discussion with teacher	Reports generated by programs

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:	In 2012-2013, no fewer than 24% of our SWD students will socre at a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 12%	SWD 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	Scheduling and commitment for training beyond the school day	Ensure that all teachers receive professional development from consultants, reading coach, or other trained colleagues related to effective	Reading Coach and Administrators	Observations and Conferences Between Administrator and Teacher	District Assessments and FCAT Results

		instructional strategies in reading			
2	Teachers who are not trained in ESE modifications / accommodations	Place identified ESE students with non-ESE students (infusion) ; provide accommodations/modifications continuing education for teachers	ESE and Data Processing Administrators, Reading Coach	Formative Assessment Scores Ongoing dialogue in PLC meetings	District Assessments, FAIR and FCAT results
3	Time Constraints	Reading Coach will model reading strategies and provide additional support to ESE teachers.	ESE and Curriculum Administrator, and Principal	Observation and Formative Assessments	FAIR and FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, no fewer than 48% of our students will score at level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 33%	ED 48%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and commitment for training beyond the school day	Ensure that all teachers receive professional development, during the school day, from the Reading Coach, or other trained colleagues related to effective instructional strategies in reading	Reading Coach and Administrators	Observations and Conferences Between Administrator and Teacher	District Assessments and FCAT Results
2	Monitoring of Student Participation	Participate in school-wide FCAT warm-up activity daily	Instructional Staff and Administration	Observation, Teacher and Student Feedback, and Ongoing Dialogue in PLC Meetings	FCAT Results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Summer Institute	All Grades and Subjects (Literacy)	State Representatives	School Team	June 2012	Submit School Plan for Implementation	School Common Core Team
Reading Strategy (UNRAAVEL)	6th – 8th All subjects	All Instructional Coaches	All Staff	Wednesday (Weekly)	Observe teachers and students implementing strategy; feedback	Administration and Instruction Coaches

					from teachers	
AVID Summer Institute	7th and 8th Grade Students	AVID Program Specialists	School AVID Coordinator and Principal	July 2012	AVID Site Team Meetings	AVID Coordiant and Principal
Strategic Planning for Increasing Student Achievement	ALL	Principal, Curriculum Assistant Principal, and Subject Area Contacts	All Faculty (Voluntary)	July 2012	Observation of Implementation	Administration and Instruction Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-Out Interventions (Substitute Teachers Needed)	Teachers will conduct 1 to 1 sessiosn for Targeted Intervention Based on Data	Title I	$2,000.00
			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
Strategic Planning for Increasing Student Achievement	School Leaders will develop and present a plan for increasing student achievement in reading.	Title I	$5,239.56
AVID Summer Institute	Strategies for Student Achievement	Title I	$444.85
			Subtotal: $5,684.41
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Data Coach	To give impetus to data driven instruction	Title I	$55,982.06
Reading Intervention Teachers (1 and 1/2 units)	To provide services to the students who need intensive reading help	Title I	$75,312.26
			Subtotal: $131,294.32
			Grand Total: $138,978.73

End of Reading Goa

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:	To increase the number of students scoring proficient by 1%
2012 Current Percent of Students Proficient in listening/speaking:	
67% (18)	
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				

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:	To increase the number of students scoring proficient in reading
2012 Current Percent of Students Proficient in reading:	
56% (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
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	To increase the number of students proficient in writing
2012 Current Percent of Students Proficient in writing:	
19% (5)	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

Evidence-based Program(s)/Material(s)

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

Technology

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

Professional Development

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

Other

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (197)	26% (246)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining the number of students who scored a level 3	Utilize Odyssey program (non credit retrieval) with prescriptive components to individualize instruction	Math Coach and Teachers	Ongoing monitoring of assessment data	Odyssey Reports
2	Scheduling and commitment for training beyond the school day	Ensure that all teachers receive professional development from consultants, math coach, or other trained colleagues related to effective instructional strategies in math(i.e. UNRAAVEL, MATH UNRAAVEL, 12 Powerful Words, Activating Prior Knowledge, differentiated instruction, etc.).	Math coach and Administrators	Observations and Quarterly Conferences Between Administrator and Teacher	Formative Assessments District Assessments FCAT Results

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

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

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving proficiency (FCAT Levels 4 &5) in math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (72)	10% (95)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining the number of students who scored a level 4 or 5	Data Review/Individualized Instruction	Math Coach and Administrators	Formative Assessments	District Formatives DA Assessments FCAT Results
2	Engaging the higher-level learner	Ensure that teachers receive professional development related to effective instructional strategies in math - specific to the higher level learner as well as differentiated instruction.	Math Coach	Progress monitoring of the level 4's and 5's	District Formatives DA Assessments FCAT Results
3	Student Participation	Provide opportunities for students to participate in math enrichment activities such as academic competitions (i.e. Math Counts) and celebrations and have access to a wide variety of print resources across all content areas. Refreshments may be served.	Math and Reading Coach and Teachers	Monitor student participation in enrichment activities	Finished Products to be showcased at Literacy Fair, Student Participation in Math Counts, Computer-Based Competitions and Celebrations

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	Students making Learning Gains in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% Making Learning Gains	51% Making Learning Gains

<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	Buy-in from New Staff	Implement Math UNRAAVEL Strategy	Math Coach Administration	Classroom Observations Ongoing dialogue in PLC meetings that occur weekly	District Formatives DA Assessments FCAT Results
2	Lack of Computers	Utilize Odyssey program (non-Credit retrieval) with Prescriptive components to Individualize instruction	Math coach and Math Teachers	Ongoing monitoring of assessment Data	Odyssey Reports
3	Transportation on Weekends	Saturday Remediation--- This will allow students who need targeted assistance in core classes to receive instruction that ties directly to a grade in core classes	Curriculum Administrator	Grade Change Reports	Satisfactory Completion of Assignments Given By Classroom Teacher

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<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
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% Making Learning Gains	52% Making Learning Gains

<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	Large Number of Students; Lessesn 1 to 1 Help	Mentoring Students in the Lower Quartile	Academic Coaches Guidance Counselors	Quarterly Reports	Formative Assessments FCAT
2	Computer Time	Utilize Understanding Math, a computerized math program used for intensive math classes which serves lower quartile students.	Math Coach Intensive Math Teachers	Ongoing monitoring of student use of the computerized program	District Formatives DA Assessments FCAT Results
3	The majority of the students in the lower 25% are students with disabilities.	Ensure that all teachers receive professional development related to effective instructional strategies in math for students with disabilities.	Math Coach and ESE Administrator	Ongoing monitoring of assessments and teacher observations by administrators	District Formatives DA Assessments FCAT Results

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 # 5A : In 2010-2011, 38% scored at level 3 or higher in math. Target: Increase level 3 and higher rate to 69% in 2016-2017.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

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:	1n 2012-2013, no fewer than 48% will score at level 3 or higher in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 52% Black 24% Hispanic 29%	White 62% Black 41% Hispanic 46%

<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
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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, no fewer than 25% of our ELL students will score at level 3 or higher in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 9%	ELL 25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Qualified personnel trained to help ELL students will monitor their progress in all areas.	ELL trained Personnel and Administration	Progress Monitoring	Data Reports

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, no fewer than 28% of our SWD will score at level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 11%	SWD 28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students have learning disabilities	Ensure that all teachers receive professional development related to effective instructional strategies in math for students with disabilities.	Math Coach Math Intervention Teacher, and Administrators	Math Coach Math Intervention Teacher, and Administrators	District Formatives DA Assessments FCAT Results

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

5E. Economically Disadvantaged students not making

	satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, no fewer than 46% of our ED students will score at level 3 or higher in math.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	SWD 30%	SWD 46%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who come to school late or who are absent may not benefit from this strategy	Present FCAT-like questions via "Eye On Campbell" as a warm-up or bell-ringer activity for the entire school during designated weeks and in all math classes daily.	Math Coach, Individual Classroom Teachers, Administration	Classroom Observations Follow-up in Math Classrooms	District Formatives DA Assessments FCAT Results

End of Middle School Mathematics Goal

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Our goal is to increase the number of students enrolled in Algebra I and passing the End of Course Exam by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (44)	72%

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	Time Management with Algebra and FCAT Requirements	Implement Algebra 1 Curriculum Map	Math Coach Administration	Ongoing Monitoring of Formative Assessments Teacher Observations by Coaches and Administration	VSET Evaluation
2	Lack of Time to Provide Dialogue and Feedback	Students participate in progress monitoring	Teachers and Instructional Coaches	Progress Charts	Observation and Discusssions During PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal is to increase this level by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (8)	14%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Management with Algebra and FCAT Requirements	Implement Algebra 1 Curriculum Map	Math Coach Administration	Ongoing Monitoring of Formative Assessements	VSET Evaluation
2	Lack of Time to Provide Dialogue and Feedback	Students participate in progress monitoring	Teachers and Instructional Coaches	Progress Charts	Observation and Discussions During PLC's

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

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

Baseline data 2010-2011	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 Algebra. Algebra 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 Algebra. Algebra Goal #3C:	NA

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

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

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

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

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

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

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:

<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
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:

<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
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:

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

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

Mathematics Budget:

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

Saturday Remediation	Remediation for math and core subjects	Title 1	$10,000.00
Before School Tutoring	One to one assistance for students needing help in math	Title 1	$3,500.00
			Subtotal: $13,500.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
V Math	Computerized Math Program	Title I	$3,500.00
			Subtotal: $3,500.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Differentiating Instruction in Math	Consultant from Broward County Substitute Teachers for Math Classes	Title I	$2,500.00
			Subtotal: $2,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Math Coach		Title I	$53,258.39
Math Intervention Teacher		Title I	$47,650.65
			Subtotal: $100,909.04
			Grand Total: $120,409.04

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:	Students achieving proficiency (FCAT Level 3) in science will increase by 2% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (71)	30%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Student Participation	Provide opportunities for students to participate in competitions, science-related clubs, and enrichment activities such as camps, fairs, etc.	Science Contact and Science Intervention Teacher	Teacher Observation and Student Participation	District Assessments Common Assessment FCAT Results Student Recognition
2	Lab Preparation Time	Implement labs/hands-on activities at a minimum of bi-weekly	Science Teachers	Teacher observation and on-going dialogue with colleagues	District Assessments Common Assessments FCAT Results
	None	Ensure that all	Reading Coach	Teacher Use of and	District

		teachers receive professional development from consultants, reading coach, or other trained colleagues related to effective instructional strategies in reading (i.e. UNRAAVEL, 12 Powerful Words, Activating Prior Knowledge, Differentiated Instruction, etc.).	Administration	Review of District Formative Assessments	Assessments
3					
4	Time for Camp Preparation	Science Camps (On Site) Motivational and rigorus activities will be designed for one or more afterschool science camps. Attendance mandatory for 8th grade students	Science Department Administration	Student Participation	Formative Assessments During Camps

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving proficiency (FCAT Levels 4&5) in Science will increase by 1% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (11)	5%

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Student involvement in activities geared toward increasing student achievement in science.	Offer rigorous science related activities to engage higher learning in science in and outside of the classroom.	Administrators, Academic Coach, Science Teachers	Progress monitoring in advanced science classes	District Assessments Common Assessments FCAT Results
2	None	Provide opportunities for students to participate in competitions, science-related clubs, and enrichment activities such as camps, fairs, etc.	Science Contact and all Science Teachers	Teacher Observation and Student Participation	District Assessments Common Assessments FCAT Results
3	None	Partner higher achieving students in science with lower achieving students for sharing sessions and team work; provide incentives; promote competitions	Science teachers	Teacher Observation and Student Participation	Science Assessments FCAT Results

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Remediation	Remediation in science content knowledge	Title I	$10,000.00
Science Camps	Materials and food for students	Donations/ Schoolwide Fundraiser	$200.00
			Subtotal: $10,200.00
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
Academic Intervention (Science)			$45,870.02
Extended Duty --Teachers Paid	Directing Science Camps for 8th Grade Students	Title I	$2,000.00
			Subtotal: $47,870.02
			Grand Total: $58,070.02

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal is to have a 4% increase in students achieving high standards in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (204)	83%

	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	None	Continue to utilize PowerEd Program as a supplemental instructional tool in 7th and 8th grade language arts classes.	Curriculum Administrator and Language Arts Teachers	Progress Monitoring of Students' Writing	PowerEd Assessments, Volusia Writes, and SpringBoard Embedded Assessments.
	Transportation after	Require all students to	Language Arts	Continued monitoring of	PowerEd

2	school	participate in Writing Camps based on their writing ability as determined by teachers who are provided substitutes in order to collaborate on and score students' writing. Incentives and refreshments may be available.	Teachers Administration	students' writing progress.	Assessments, Volusia Writes, and SpringBoard Embedded Assessments.
3	Transportation after school	Provide additional instruction in vocabulary, sentence structure and literary devices for best writers (students scoring a 5 or 6) from writing camp. Incentives and refreshments may be available.	Language Arts Teachers Administration	Continued monitoring of students writing progress	PowerEd Assessments, Volusia Writes Tests, SpringBoard Embedded Assessments.
4	None	Restructure class instruction within 8th grade level to allow for cross-teaching based on skill needs and provide one-on-one instruction as needed. Substitutes may be provided so that teachers may assist struggling students.	Language Arts Teachers	Continued monitoring of students' writing progress	Volusia Writes, SpringBoard Embedded Assessments
5	Scheduling Issues, Substitute Teachers in Classrooms During Interventions	Writing Intervention--- After reviewing data, providing students with 1 to 1 targeted assistance from a LA teacher in specific areas of need through pull-out during the school day	Language Arts Teachers	Continued monitoring of students writing progress.	Student Essays Graded by Intervention Teacher

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Camps	Prizes, books, writing supplies, food	SAC/ Donations	$300.00
Pull-Out Interventions (Substitute Teachers Needed)	Teachers will conduct 1-to-1 Sessions for Pull-Outs	Title I	$2,000.00
Saturday Remediation	Remediation in writing and language arts	Title I	$10,000.00
			Subtotal: $12,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Power Ed Writing Program for 7th and 8th Grade Students	Online lessons for writing instruction	Title I	$708.00
			Subtotal: $708.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
English Teacher's Friend: Connecting the Common Core	3 Day Workshop	Title I	$1,500.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Coach			$58,604.88
Extended Duty Day - Teachers paid	Directing Writing Camps for 8th Grade Students	Title I	$3,000.00
			Subtotal: $61,604.88
			Grand Total: $76,112.88

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

Problem-Solving Process to Increase Student Achievement

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

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						

Civics Budget:

Evidence-based Program(s)/Material(s)

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal is to maintain our overall attendance rate for this year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.13&	96.13%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
202	190
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
788	700
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	Inconsistencies with attendance records	Generate appropriate Pinnacle reports on a monthly basis to review and analyze attendance trends.	Attendance Committee and Social Worker	Review trends in attendance	Pinnacle Attendance Reports and District Membership Reports.
2	Inaccurate information on emergency cards (e.g. Parent will not receive Connect-Ed messages; inhibits teacher/social worker from reaching out to parent/student)	Generate a parent/student form for distribution mid-year, (e.g. 1st week of the new year). Collect all returned forms; submit to appropriate grade houses & enter changes to student/parent information—when noted.	Attendance Committee, Social Worker, and Teachers	Follow-up with office specialists to determine if changes were made	Pinnacle and Connect Ed reports documenting success rate of calls
3	Developing an effective method for promoting and rewarding attendance including FCAT attendance	Announce general Attendance initiative: SHOW UP! Every Day and On Time. Class incentive—focus on 1st period attendance; Announce FCAT Attendance initiative	Attendance Committee and Administration	Monitor Attendance reports from the district	Survey for input on why they SHOW UP! Every Day and On Time.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Challenge	Incentives for Attendance and On time Arrival to Classes	Schoolwide Fundraiser	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal is to decrease the number of suspensions by 1% based on increase enrollment this year
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1254 In-School Suspensions	1200 In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
339 Students in In-School Suspension	300 Students in In-School Suspension
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
756 Out of School Suspensions	700
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
321 Students Suspended Out of School	300

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support	Increase Parent Contacts for Assistance with Behavioral Issues	All Staff	Review of Parent Contact Logs	Parent Contact Logs and Documentation on Discipline Referrals and Suspensions
2	Reluctance of staff members to change practices	Behavior Leadership Team (BLT) will review discipline data and provide strategies to staff members throughout the school	BLT	Monitor discipline data each quarter	Discipline Data Reports

		year.			
3	Activities of High Interest	Reward Activites Campaign Students who follow our guidleines for Success (CPRRS) participate in fun activities.(	Principal and Teachers	BLT Review	BLT/ Staff Survey
4	None	Student Advocates	Administration	Ongoing Review and Dialogue with Parents and Students	Discipline Records

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is to exceed the 60% requirement for Family Involvement as evidenced by State of Florida Five Star criteria.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Required Amount 1,002 signatures Received 4,447 signatures	Data will be computed based on the number of enrolled families

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 or no transportation	Involve community members in school-sponsored activities, events or programs (i.e. IMoms /All Pro Dads, FCAT for Families, NJHS Evening of Excellence, Family Reading, Math, Science Nights) Refreshments may be served.	Parent Involvement Committee and Student Advocate (Teacher on Assignment)	We will compare (through surveys) the overall participation of parents and community members in activities in 2011 to 2012	Parent Surveys and Sign-In Sheets
2	Limited Student Participation	Rotary Club West Partnership	Principal, Rotary West Club President	Program Monitoring	Survey Resulta FCAT Data
3		Refer to Parent Involvement Plan	Refer to Parent Involvement Plan	Refer to Parent Involvement Plan	Refer to Parent Involvement Plan

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parenting Materials	Pamphlets and Magazines	Title I	$200.00

			Subtotal: $200.00
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
Parent Involvement Coordinators	Supplements	Title I	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,200.00

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
Reading	Pull-Out Interventions (Substitute Teachers Needed)	Teachers will conduct 1 to 1 sessiosn for Targeted Intervention Based on Data	Title I	$2,000.00
Mathematics	Saturday Remediation	Remediation for math and core subjects	Title 1	$10,000.00
Mathematics	Before School Tutoring	One to one assistance for students needing help in math	Title 1	$3,500.00
Science	Saturday Remediation	Remediation in science content knowledge	Title I	$10,000.00
Science	Science Camps	Materials and food for students	Donations/ Schoolwide Fundraiser	$200.00
Writing	Writing Camps	Prizes, books, writing supplies, food	SAC/ Donations	$300.00
Writing	Pull-Out Interventions (Substitute Teachers Needed)	Teachers will conduct 1-to-1 Sessions for Pull-Outs	Title I	$2,000.00
Writing	Saturday Remediation	Remediation in writing and language arts	Title I	$10,000.00
Attendance	Attendance Challenge	Incentives for Attendance and On time Arrival to Classes	Schoolwide Fundraiser	$500.00
Parent Involvement	Parenting Materials	Pamphlets and Magazines	Title I	$200.00
				Subtotal: $38,700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	V Math	Computerized Math Program	Title I	$3,500.00
Writing	Power Ed Writing Program for 7th and 8th Grade Students	Online lessons for writing instruction	Title I	$708.00
				Subtotal: $4,208.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Strategic Planning for Increasing Student Achievement	School Leaders will develop and present a plan for increasing student achievement in reading.	Title I	$5,239.56
Reading	AVID Summer Institute	Strategies for Student Achievement	Title I	$444.85
Mathematics	Differentiating Instruction in Math	Consultant from Broward County Substitute Teachers for Math Classes	Title I	$2,500.00
Writing	English Teacher's Friend: Connecting the Common Core	3 Day Workshop	Title I	$1,500.00
				Subtotal: $9,684.41

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Academic Data Coach	To give impetus to data driven instruction	Title I	$55,982.06
Reading	Reading Intervention Teachers (1 and 1/2 units)	To provide services to the students who need intensive reading help	Title I	$75,312.26
Mathematics	Math Coach		Title I	$53,258.39
Mathematics	Math Intervention Teacher		Title I	$47,650.65
Science	Academic Intervention (Science)			$45,870.02

Science	Extended Duty -- Teachers Paid	Directing Science Camps for 8th Grade Students	Title I	$2,000.00
Writing	Writing Coach			$58,604.88
Writing	Extended Duty Day - Teachers paid	Directing Writing Camps for 8th Grade Students	Title I	$3,000.00
Parent Involvement	Parent Involvement Coordinators	Supplements	Title I	$3,000.00
				Subtotal: $344,678.26
				Grand Total: $397,270.67

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA	

Are you a reward school: ꞁ Yes ꞁ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will support the initiatives of the school to increase student achievement. The SAC will also make decisions regarding the use of funds for students and school programs.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
CAMPBELL MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	53%	93%	48%	251	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	62%	65%			127	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?	66% (YES)	74% (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					518	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District
CAMPBELL MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	57%	93%	38%	246	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	70%			127	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?	55% (YES)	76% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					504	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested