

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HOWELL L. WATKINS MIDDLE SCHOOL

District Name: Palm Beach

Principal: Don Hoffman, Ed.D

SAC Chair: Jane Panse

Superintendent: Wayne Gent

Date of School Board Approval: January 2013

Last Modified on: 11/20/2012

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

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

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Don Hoffman, Ed.D	BS – Elementary Education, M.Ed. – Math Education, Ed.D. – Educational Leadership, Nova Southeastern University	1	10	Principal of KEC/Canal Point Elementary 2011-2012: Grade: C, Reading Mastery: 29%, Math Mastery: 40%, Science Mastery: 33%, Writing Mastery: 82%.  Principal of KEC/Canal Point Elementary 2010-2011: Grade: D, Reading Mastery: 42%, Math Mastery: 52%, Science Mastery: 38%, Writing Mastery: 76%
Assis Principal	Richard Brown	Degrees: BS - Varying Exceptionalities, MS - Educational Leadership Certifications: Educational Leadership, Varying Exceptionalities	4	4	2011-2012: Grade: C, Reading Mastery: 37%, Math Mastery: 39%, Science Mastery: 30%, Writing Mastery: 84%  2010-2011: Grade: B, Reading Mastery: 52%, Math Mastery: 56%, Science Mastery: 32%, Writing Mastery: 92%. AYP: 85% met.  FY 09-10, School Grade C, AYP 77%,

					Meeting high standards 54% Reading, 51% Math, 92% Writing, 24% Science
Assis Principal	Imogene Clarke	Degree: BS - Elementary Education, MS - Counseling and Educational Leadership Certifications: Educational Leadership, Elementary Education, ESOL, Guidance Counseling, Elementary Education /ESOL	4	4	2011-2012: Grade: C, Reading Mastery: 37%, Math Mastery: 39%, Science Mastery: 30%, Writing Mastery: 84%  2010-2011: Grade: B, Reading Mastery: 52%, Math Mastery: 56%, Science Mastery: 32%, Writing Mastery: 92%. AYP: 85% met.  FY 09-10, School Grade C, AYP 77%, Meeting high standards 54% Reading, 51% Math, 92% Writing, 24% Science
Assis Principal	Dennis Pfeil	Degrees: BS - Education English, MS - Educational Leadership. Certifications: Educational Leadership, English	5	7	2011-2012: Grade: C, Reading Mastery: 37%, Math Mastery: 39%, Science Mastery: 30%, Writing Mastery: 84%  2010-2011: Grade: B, Reading Mastery: 52%, Math Mastery: 56%, Science Mastery: 32%, Writing Mastery: 92%. AYP: 85% met.  FY 09-10, School Grade C, AYP 77%, Meeting high standards 54% Reading, 51% Math, 92% Writing, 24% Science

## 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)
Math	Kim Jastrome	BS - Elementary Education MS - Math Education	1	1	2011-2012: LC Swain Middle Grade: B, Reading Mastery: 42%, Math Mastery: 56%, Science Mastery: 29%, Writing Mastery: 75%  2010-2011: LC Swain Middle Grade: A, Reading Mastery: 59%, Math Mastery: 73%, Science Mastery: 40%, Writing Mastery: 81%.
Reading	Diann Spencer	Elementary Education, ESOL, Primary Education, Reading, SLD. MS - Reading	5	3	2011-2012: Grade: C, Reading Mastery: 37%, Math Mastery: 39%, Science Mastery: 30%, Writing Mastery: 84%  2010-2011: Grade: B, Reading Mastery: 52%, Math Mastery: 56%, Science Mastery: 32%, Writing Mastery: 92%. AYP: 85% met.  FY 09-10, School Grade C, AYP 77%, Meeting high standards 54% Reading, 51% Math, 92% Writing, 24% Science

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Pairing teachers who are new to the profession and new to the school with veteran staff	Assistant Principal	On-going	
2	2. Meetings with new teachers	Principal and Assistant Principal	On-going	
		Principal, Assistant Principal and		

3	3. Provide on-going professional development	Professional Development Team	On-going
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### 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
48	0.0%(0)	10.4%(5)	43.8%(21)	45.8%(22)	37.5%(18)	95.8%(46)	22.9%(11)	2.1%(1)	27.1%(13)

### 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
Lauren Hamilton	Kate Strein	Common grade level and subject	Shadowing Mentorship Common Planning

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Title I, Part D

Title funds allows for extensive staff development, parent trainings, and purchase of academic supplemental materials/supplies. Also, Title I dollars are being utilized to fund the following positions: Math Coach, Reading Teacher and .5

Social Science Teacher. Tutorial services will also be provided to identified students.

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Guest speakers will provide staff at HL Watkins information about violence and violence prevention by the following topics, groups and/or organizations: Bullying & Harassment - Safe Schools. In addition, local Police departments will discuss issues affecting local communities and collaborate with school administration on preventive measures.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Grab and Go – An estimated 600 students receive a Free breakfast each morning.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Pre-Medical Magnet and Math, Science & Robotics Magnet Choice Programs are offered at HL Watkins Middle.

Job Training

Other

Required instruction listed in Fla. Stat 1003.42(2) as applicable to appropriate grade levels

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RTI Leadership Team is comprised of the combination of the following members: Don Hoffman– Principal; Dennis Pfeil, Richard Brown, & Imogene Clarke - Assistant Principals; Jacqueline Batista - Guidance Counselor; ESE Contact Kerrie Huering; Cathy Cominio - ESOL Contact; Classroom teachers as applicable, Diann Spencer -Reading Coach and Kim Jastrome - Math Coach.

Don Hoffman - Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Dennis Pfeil, Richard Brown & Imogene Clarke – Assistant Principals: supports the principal in all endeavors listed above.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Selected Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and provide support for an ESE inclusion model.

Kim Jastrome (Math), Diann Spencer (Reading) Instructional Coaches:

Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-bases instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Selected English to Speakers of Other Languages (ESOL) Teachers: Participates in student data collection, integrates core instructional activities/materials into effective ESOL strategies for instruction, and collaborates with general education teachers through such activities as co-teaching.

Kerrie Huering - ESE Contact: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\*\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

\*\* Problem Solving & Response to Intervention Project 2008

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY11 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

AYP and subgroups  
strengthens and weaknesses of intensive programs  
mentoring, tutoring, and other services

### 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:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Frequency of required Data Analysis and Action Planning Days:  
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff every Monday during SY11. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading

Individual professional development will be provided to classroom teachers, as needed

Describe the plan to support MTSS.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) will consist of the reading coach, principal, assistant principal, intensive reading teachers, media specialist, and classroom teachers.

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

The LLT will meet monthly to discuss Comprehensive Reading Plan, reading initiatives and their effectiveness.

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

Major initiatives of the LLT this year will be where all teachers demonstrate effective reading strategies through read-aloud, focused independent reading or school-wide novels, with aligned focus questions. Additionally, the Reading Coach will provide modeling, classroom visits and feedback to all core area teachers to build their knowledge base of effective reading strategies and to ensure that our reading program is implemented with fidelity.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Major initiatives of the LLT this year will be where all teachers demonstrate effective reading strategies through read-aloud, focused independent reading or school-wide novels, with aligned focus questions. Additionally, the Reading Coach will provide modeling, classroom visits and feedback to all core area teachers to build their knowledge base of effective reading strategies and to ensure that our reading program is implemented with fidelity.

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	On the FCAT 2013, 40% of students will score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 37% (159) of students scored a Level 3 on the 2012 administration of the FCAT Reading Test.	On the FCAT 2013, 40% of students will score a Level 3 or better.

#### 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	Read 180 Program should be utilized to meet the individualized needs of the students.	<ol style="list-style-type: none"> <li>1. Implementation of Read 180 with the ability to modify the program to meet the needs of students.</li> <li>2. Incorporate before and after school tutorial programs for remediation and enrichment of students.</li> <li>3. Utilization of Instructional Focus Calendars in all Language Arts classrooms</li> <li>4. Utilize Title I dollars to purchase teachers.</li> <li>5. Teachers are pursuing their Reading Endorsement.</li> <li>6. Utilize data from formative teacher assessments to determine the needs of students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal, Assistant Principal, and Reading Coach</li> <li>2. Principal, Assistant Principal, and Reading Coach</li> <li>3. Principal, Assistant Principal, and Reading Coach</li> </ol>	<ol style="list-style-type: none"> <li>1. Read 180 data analysis</li> <li>2. Attendance will be taken. Lesson plans will be submitted to administration. Walkthroughs will be conducted.</li> <li>3. Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results</li> </ol>	<ol style="list-style-type: none"> <li>1. Print out of Read 180 reports</li> <li>2. Administration will review attendance, lesson plans, and assessment results</li> <li>3. Pre and Post Assessments.</li> </ol>
2	Limited Title 1 Funding.	<p>Teachers will attend district professional development workshops throughout the school year along with the opportunity to attend Professional Reading Conferences outside of the school district.</p> <p>Teachers will participate in Professional Learning Communities to develop the skills necessary to effectively implement reading across the curriculum to maintain proficiency amongst students.</p>	Principal, Assistant Principal's and Reading Coach	<ol style="list-style-type: none"> <li>1. Administration will review Instructional Focus Calendars and monitor implementation during walkthroughs</li> <li>2. Lesson plans from teachers, Reading Coach log sheets, and walkthroughs</li> <li>3. Student participation in Reading Counts Program with support of the classroom teacher and Media Specialist.</li> <li>4. Teacher led Professional Development to staff members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance sheets, demonstrations of professional development.</li> <li>2. Professional development sign-in sheets and teacher implementation</li> </ol>



3	Grade 6 Reading test is computer based	<ol style="list-style-type: none"> <li>Teachers will utilize CORE K12 assessments on the computer to monitor student data.</li> <li>Teachers will teach students how to use the tools on the computer and develop new reading strategies to meet the needs of students.</li> <li>Professional Development on different reading strategies for computer-based programs</li> </ol>	Principal, Assistant Principal's and Reading Coach	<ol style="list-style-type: none"> <li>Core K12 data results</li> <li>Professional Development sign-in sheets</li> <li>Computer lab schedule (ensure usage)</li> <li>Utilize computer rotation to help instruct new strategies.</li> </ol>	<ol style="list-style-type: none"> <li>Core K12 data results</li> <li>Professional Development sign-in sheets</li> </ol>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	On the FAA 2013, 5% of students will score a Level 4, 5 or 6 on the 2013 Reading FAA Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	On the FAA 2013, 5% of students will score a Level 4, 5 or 6 on the 2013 Reading FAA Test.

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 trend is that our FAA students are not maintaining proficiency.	Students will be identified in the reading classrooms and teachers will differentiate instruction based on the needs of the students.	Principal, Assistant Principals, Reading Coach, ESE Coordinator and Learning Team Facilitator.	Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results.	Assessment data and progress monitoring 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	On the FCAT 2013, 19% of students will score a Level 4 or 5 on the 2013 Reading FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 14% (78) of students scored a Level 4 or 5 on the 2012 administration of the FCAT Reading Test.	On the FCAT 2013, 19% of students will score a Level 4 or 5 on the 2013 Reading FCAT Test.

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	Providing outside reading enrichment for students.	1. Provide reading enrichment for students through all content classes. 2. Provide opportunities for	1. Principal, Assistant Principal, and Reading Coach	Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results.	Reading Counts Participation Reports, Weekly/Bi-weekly assessments and

		students to participate in Book Club and Reading Counts.			Progress Reports.
2	Focus tends to shift to the lowest 30% of students which becomes detrimental to the highest achieving students.	1. Teachers will track their level 4 and 5 students to monitor proficiency on benchmark assessments. 2. All teachers will meet monthly to discuss level 4 and 5 students' progress across the curriculum to ensure they maintain current levels and receive an enriched curriculum that meets their needs.	1. Principal, Assistant Principal, reading coach, teachers 2. Teachers and learning team facilitator.	1. Progress Monitoring teacher checklist 2. Student Samples of work and assessments 3. Administration will conduct classroom walkthroughs and lesson plan checks to ensure enriched curriculum is in place.	Data tracking, benchmark graphs and progress monitoring checklists

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:	On the 2013 FAA Reading Test, 95% students scored at or above Achievement Level 7 on the 2013 administration of the FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	On the 2013 FAA Reading Test, 95% students scored at or above Achievement Level 7 on the 2013 administration of the FAA Reading Test.

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	Total number of students in class,	Provide reading enrichment for students.  Teachers will track their students to monitor proficiency on benchmark assessments.	Principal, Assistant Principal, and Reading Coach	Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results.	Data tracking, benchmark graphs and progress monitoring

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:	On the FCAT 2013, 65% of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 60% (327) of students made learning gains in Reading.	On the FCAT 2013, 65% of students will make learning gains in reading.

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
	Read 180 Program should	1. Implementation of	1. Principal,	1. Read 180 data analysis	1. Print out of

1	be utilized to meet the individualized needs of the students.	Read 180 with the ability to modify the program to meet the needs of students. 2. Incorporate before and after school tutorial programs for remediation and enrichment of students. 3. Utilization of the Instructional Focus Calendars in all Language Arts classrooms 4. Utilize Title I dollars to purchase to Reading Teachers. 5. Use data from formative teacher assessments to determine the needs of students.	Assistant Principal, and Reading Coach  2. Principal, Assistant Principal, and Reading Coach  3. Principal, Assistant Principal, and Reading Coach	2. Attendance will be taken. Lesson plans will be submitted to administration. 3. Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results	Read 180 reports 2. Administration will review attendance, lesson plans, and assessment results 3. Benchmark Assessments
2	Limited Title 1 Funding.	1. Teachers will attend district professional development workshops throughout the school year along with the opportunity to attend Professional Reading Conferences outside of the school district. Reading strategies will also be infused in all core classes. 2. Teachers will participate in Professional Learning Communities to develop the skills necessary to effectively implement reading across the curriculum to maintain proficiency amongst students.	Principal, Assistant Principal's and Reading Coach	1. Administration will review Instructional Focus Calendars and monitor implementation during walkthroughs 2. Lesson plans from teachers, Reading Coach logs sheets, and walkthroughs 3. Student participation in Reading Counts Program with support of the classroom teacher and Media Specialist. 4. Teacher lead Professional Development to staff members.	1. Attendance sheets, demonstrations of professional development. 2. Professional development sign-in sheets and teacher implementation

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:	On the 2013 FAA Reading Test, 100% students will make satisfactory learning gains on the FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	On the 2013 FAA Reading Test, 100% students will make satisfactory learning gains on the FAA Reading Test.

**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	Increased number of students in class.	Teachers will work closely with individual students and assess and monitor their progress.  Students will participate in	Principal, Assistant Principal, ESE Coordinator, Teachers	Walkthroughs, monitoring lesson plans, sign-in sheets	Benchmark Assessments and Diagnostic Assessment Data.  Progress Monitoring Data Tracking Tools

		afterschool tutorial and/or in-school pull-out for remediation.			
2		Teachers will attend district professional development workshops throughout the school year along with the opportunity to attend professional reading conferences. 2. Teachers will participate in Professional Learning Communities to develop the skills necessary to meet the needs of our students.	Principal, Assistant Principal, ESE Coordinator, Teachers	Teacher maintenance of lesson plans and teacher logs.	Progress Monitoring Data Tracking Tools

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:	On the FCAT 2013, 71% of students identified in the lowest 25% will show learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 66% (92) students identified in the lowest 25% showed learning gains in Reading.	On the FCAT 2013, 71% of students identified in the lowest 25% will show learning gains in Reading.

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	Read 180 program should be utilized to meet the individualized needs of students.	1. Implementation of Read 180 with the ability to modify the program to meet the needs of students. 2. Incorporate before and after school tutorial programs for remedial and enrichment of students. 3. Utilization of Instructional Focus Calendar in all Language Arts classrooms 4. Utilize Title I dollars to purchase to Reading Teachers. 5. Utilize data from formative teacher assessments to determine the needs of students.	1. Principal, Assistant Principal, and Reading Coach 2. Principal, Assistant Principal, and Reading Coach 3. Principal, Assistant Principal, and Reading Coach	1. Read 180 data analysis 2. Attendance will be taken. Lesson plans will be submitted to administration. Walkthroughs will be conducted.	1. Print out of Read 180 reports 2. Administration will review attendance, lesson plans, and assessment results 3. Pre and Post Assessments
2	Limited Title 1 Funding.	1. Teachers will attend district professional development workshops throughout the school year along with the opportunity to attend Professional Reading Conferences outside of the school district 2. Teachers will participate in Professional	Principal, Assistant Principal's and Reading Coach	1. Administration will review Instructional Focus Calendars and monitor implementation during walkthroughs 2. Lesson plans from teachers, Reading Coach log sheets, and walkthroughs 3. Student participation in Reading Counts	1. Attendance sheets, demonstrations of professional development. 2. Professional development sign-in sheets and teacher implementation

		Learning Communities to develop the skills necessary to effectively implement reading across the curriculum to maintain proficiency amongst students.		Program with support of the classroom teacher and Media Specialist. 4. Teacher led Professional Development to staff members.	
3	NA	Administration and teachers will identify their lowest 30% of reading students utilizing EDW Reports.	Principal, Assistant Principal's, Reading Coach, and Learning Team Facilitator.	Administration will hold data chats with the lowest 30% in their grade level	EDW reports

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 #				
		*(2010-2011) 52% 2011-2012 = 37% 2012-2013 = 40% 2013-2014 = 43%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	40%	43%	46%	49%	

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:	34% of Black students, 78% of white, 58% of Hispanic, and 65% of Asian will score a level of proficiency in reading on the 2013 FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% (122) percent of Black students, 73% (32) white, 53% (40)Hispanic, 60% (9)Asian made proficiency in reading according to the 2012 state assessment.	In 2013, 34% of black students, 78% of white, 58% of Hispanic, and 65% of Asian will score a level of proficiency in reading on the 2013 FCAT Assessment.

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 lowest 30% of our Black students are not showing adequate progress.	Students will be identified in the reading classrooms and teachers will differentiate instruction based on the needs of each subgroup.	Principal, Assistant Principals, Reading Coach, and Learning Team Facilitator.	1. Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results.	Assessments and teacher reports.
2	The trend is that our Black students are not maintaining proficiency year to year.	Students will be identified in the regular and advanced language arts classes and their data will be tracked to ensure proficiency is maintained.	Principal, Assistant Principals, Reading Coach, and Learning Team Facilitator, teachers	Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results.	Assessment data and progress monitoring reports.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	94% students English Language Learners (ELL) will make satisfactory progress in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 93% (48)students English Language Learners (ELL) did not make satisfactory progress in reading.	In 2013, 94% students English Language Learners (ELL) will make satisfactory progress in reading.

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 trend is that our ELL students are not maintaining satisfactory progress year to year.	Utilize data from formative teacher assessments to determine the needs of students.  Incorporate before and after school tutorial programs for remedial and enrichment of students.  Utilization of Instructional Focus Calendar.  Teachers will attend district professional development workshops throughout the school year along with the opportunity to attend Professional Reading Conferences outside of the school district Teachers will participate in Professional Learning Communities to develop the skills necessary to effectively implement reading strategies.	Principal, Assistant Principal, Teachers and Reading Coach.	Attendance will be taken. Lesson plans will be submitted to administration.  Walkthroughs will be conducted.	Administration will review attendance, lesson plans, and assessment results.  Data tracking, benchmark graphs and progress monitoring checklists.  Pre and Post Assessments.  EDW 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 reading.  Reading Goal #5D:	70% of our students with disability will score a level of proficiency on the 2013 FCAT Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (81)of students with disabilities made satisfactory progress on the 2012 FCAT Assessment.	70% of students with disabilities will make satisfactory progress on the 2013 FCAT Assessment.

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
	Increased number of students have been placed in Inclusion Classes vs. full time.	1. Inclusion teachers will work closely with individual students and assess and monitor their progress. 2. Students	Principal, Assistant Principal, ESE Coordinator, Inclusion Teachers	Teacher maintenance of lesson plans and teacher logs.	benchmark assessments and Diagnostic Assessment Data.

1		reading below grade level will utilize the Read 180 Reading Program. 3. Students will participate in after-school tutorial and/or in-school pull-out for remediation.			
2	Limited Title 1 Funding	1. Teachers will attend district professional development workshops throughout the school year along with the opportunity to attend professional reading conferences. 2. Teachers will participate in Professional Learning Communities to develop the skills necessary to meet the needs of our Students With Disabilities.	Principal, Assistant Principal, ESE Coordinator, Inclusion Teachers	Walkthroughs, monitoring lesson plans, sign-in sheets	Progress Monitoring data tracking tools

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:	68% of economically disadvantaged students will make satisfactory progress on the 2013 FCAT Assessment Test. The above percentage is based on Safe Harbor requirements.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (340) of economically disadvantaged students did not make satisfactory progress in reading on the 2012 FCAT Assessment Test.	By June 2013, 68% of economically disadvantaged students will make satisfactory progress on the FCAT reading assessment or 68% of economically disadvantaged students will score a level of proficiency in reading on the 2013 FCAT Assessment based on Safe Harbor requirements.

**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 trend is that our Economically Disadvantaged students are not maintaining proficiency year to year.	1. Students will be identified in the regular and advanced classrooms and teachers will differentiate instruction based on the needs of each subgroup. 2. L1 and L2 students will receive intensive reading instruction in Read 180 and other supplemental materials. 3. Technology access and 4. Tutoring and other services through agencies with cooperative agreements (Boys and Girls Club).	Principal, Assistant Principal, Reading Coach, and Reading Teachers.	Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results	Assessment data and progress monitoring reports

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
Item Spec. Training  Read 180 Training	Reading and Language Arts Teachers.  Reading Teachers	North Area Reading Resource Teacher and Reading Coach.  Professional Development Team	Reading Teachers and Language Arts.  Reading Teachers	On Going training; incorporated into each PD completed  August 2013	Large Group instruction targeted to individual benchmarks.  Implementation of Read 180 Centers and Rotational Model	Principal, Assistant Principals, Reading Coach.  Principal, Assistant Principals, Reading Coach
Data Disaggregation	All Teachers	PD Team	Teachers and Administrators	September 2013	Learning Team Meetings and Teacher Data Binders	Principal, Assistant Principals, Learning Team Facilitator, and coaches.
Lesson Studies	Teachers	Learning Team Facilitator	Teachers	August through May 2013	Classroom Walkthroughs and Lesson Plans	Principal, Assistant Principals, Coaches and Learning Team Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Prep Workbooks	Teachers will use FCAT 2.0 workbooks to remediate and assess students	Title I	\$1,500.00
Purchase Reading Coach (.5)	A reading coach (.5) will be purchased to support reading teachers while building capacity	Operating Budget/Trade Off	\$27,452.00
Purchase Reading Plus	Teachers will use Reading Plus in the reading classrooms. All students will also be able to access this at home.	Title I	\$8,120.00
			Subtotal: \$37,072.00
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
Attend Reading Conference	Teachers will travel to local/state reading conferences	Title I	\$2,000.00
Substitutes for PD	Substitutes will be provided for teachers to attend trainings	Title I	\$556.00
			Subtotal: \$2,556.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount



After School Tutorial	Tutorial will be provided for all students in grades 6-8	Title I	\$4,000.00
Classroom Materials	Teachers will be provided basic classroom supplies (paper, pens, chart paper, printer cartridges, other academic supplies	Title I	\$1,000.00
			Subtotal: \$5,000.00
			<b>Grand Total: \$44,628.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		In 2013, 48% of our students will be proficient in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012, 43% (25) of our students proficient in listening/speaking.					
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	Meeting the individualized needs of the students.	Teachers will modify lessons to meet the needs of students.  Teachers will incorporate more listening/speaking activities into lessons.  Utilization of the Instructional Focus Calendars.	Principal, Assistant Principal's and Reading Coach	Lesson plans will be submitted to administration.  Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results.	Administration will review lesson plans, assessment results, and Benchmark Assessments.

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:		In 2013, 31% of students will be proficient in reading.			
2012 Current Percent of Students Proficient in reading:					
In 2012, 26% (15) students proficient in reading.					
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
	Reading strategies	Teachers will utilize	Principal,	Attendance will be	Administration

1	should be utilized to meet the individualized needs of the students.	CORE K12 assessments on the computer to monitor student data.  Teachers will teach students how to use the tools on the computer and develop new reading strategies to meet the needs of students.  Professional Development on different reading strategies.	Assistant Principal, Teachers and Reading Coach	taken. Lesson plans will be submitted to administration.  Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results.  Core K12 data results  Professional Development sign-in sheets.	will review attendance, lesson plans, and assessment results  Core K12 data results.  Professional Development sign-in sheets.
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2013, 21% of our students will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

In 2012, 16% (9) of students proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No allocation for Writing Coach	Students will use the writing process daily; all writing will be dated and recorded in a portfolio for monitoring of growth across time.  One-on-one writing conferences will be conducted with students.	Writing teachers, Principal, Assistant Principal and Department Chair.	A school wide consistent method of saving students work will be established (portfolios).  Progress monitoring. The Principal and Assistant Principals will conduct walk throughs and monitor.	Watkins Writing Plan data tracking tool.  Scores from monthly prompts, Palm Beach Writes scores,

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

*End of 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:	40% of all students will score a level of proficiency on the 2012 FCAT Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (140) of all students scored a level of proficiency on the 2012 Math FCAT Assessment Test.	40% of all students will score a level of proficiency on the 2013 Math FCAT Assessment Test.

## 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	Second year for FCAT 2.0	<ol style="list-style-type: none"> <li>Mathematics teachers will incorporate bell ringers so that skills can be built day to day.</li> <li>All mathematics teachers will develop and implement Instructional Focus Calendars with fidelity</li> <li>Department Planning, to help teachers implement the Instructional Focus Calendars and help promote single school culture.</li> <li>Identified students will participate in after school and Saturday tutorial.</li> </ol>	Principal, Assistant Principals, Math Coach	<ol style="list-style-type: none"> <li>The use of lesson plans.</li> <li>Department head shall monitor through Department planning and communication with lead teacher.</li> <li>Department meeting minutes given to Administration.</li> </ol>	<ol style="list-style-type: none"> <li>Common/Core K12 Assessments</li> <li>Winter and Fall Diagnostics</li> </ol>
2	New changes to the Item Specifications and Standards.	<ol style="list-style-type: none"> <li>Increase the use of technology, such as Gizmos, FOCUS, Riverdeep, FCAT Explorer and Core K12, with fidelity, to improve math skills.</li> <li>Increase the use of hands-on manipulatives to reinforce math concepts.</li> <li>Incorporate before and after school tutorial programs for remedial and enrichment of students.</li> </ol>	Principal, Assistant Principals, Math Coach	<ol style="list-style-type: none"> <li>Review and analyze assessments, diagnostic scores, and diamond reports.</li> <li>Classroom walkthroughs</li> <li>Attendance will be taken. Lesson plans will be submitted to administration. Walkthroughs will be conducted.</li> </ol>	<ol style="list-style-type: none"> <li>Diamond reports, and CORE K12 reports</li> <li>Assessment results including diagnostics and FCAT</li> <li>Administration will review attendance, lesson plans, and assessment results</li> </ol>
3	Lack of intensive math instruction	<ol style="list-style-type: none"> <li>Develop an Instructional Focus Calendar for identified Mathematics reporting categories.</li> <li>Utilization of a Mathematics Coach to assist teachers in providing specific lessons</li> </ol>	Principal, Assistant Principals, Math Coach	<ol style="list-style-type: none"> <li>Review and analyze assessments, diagnostic scores and CoreK12 assessment data.</li> <li>Administration will review Instructional Focus Calendars and monitor implementation during walkthroughs.</li> </ol>	<ol style="list-style-type: none"> <li>Lesson plans and benchmark assessments</li> <li>Review of EDW reports on diagnostic test and FCAT results</li> <li>Progress Monitoring</li> </ol>

		and best instruction strategies for students. 3. tracking student data and following the FCIM model of instruction.		3. Lesson plans from teachers, Mathematics Coach logs sheets, and walkthroughs 4. Use of computer lab for assessments.	checklist.
4	Algebra students' EOC counts for school grade and the credit is applied to their high school GPA	1. Track and monitor students' progress on the EOC diagnostics, quarter grades and classroom assessments. 2. Discuss students' grades and data with the parent and student prior to scheduling students in the Algebra class.	Principal, Assistant Principals, Math Coach, teachers	1. Review and analyze assessments, diagnostic scores and Core K12 assessment data. 2. On going discussions regarding students progress and placement in the program.	1. Lesson plans and benchmark assessments 2. Review of EDW reports on diagnostic test and FCAT results 3. Progress Monitoring checklist.

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:	On the FAA 2013, 5% of the students will score a level 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	On the FAA 2013, 5% of the students will score a level 4,5, or 6.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	20% of students will score a level of 4 or 5 on the 2013 FCAT Assessment test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (78) of students scored a level 4 or 5 on the 2012 Math FCAT Assessment Test.	20% of students will score a level of 4 or 5 on the 2013 FCAT Assessment test.

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	Advanced math curriculum needs additional enrichment materials in order for students to achieve and maintain a level 4 or 5	1. Higher order questioning and critical thinking questions. 2. Enrichment through differentiation of instruction. 3. Teachers	Principal, Assistant Principal, Math Coach, Learning Team Facilitator and Teachers.	data assessment review in LTM and department meetings. Classroom Walkthroughs identifying specific math strategies within the	1. Math Diagnostics 2. Common formative assessments

	develop benchmark projects to enrich the curriculum.	instructional process.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	95% of the students will score a level 7 or higher on the Math FL Alt. Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	95% of the students will score a level 7 or higher on the Math FL Alt. Assessment Test.

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	Third year for FCAT 2.0	<ol style="list-style-type: none"> <li>Mathematics teachers will incorporate bell ringers so that skills can be built day to day.</li> <li>All mathematics teachers will develop and implement Instructional Focus Calendars with fidelity</li> <li>Department Planning, to help teachers implement the Instructional Focus Calendars and help promote single school culture.</li> <li>Identified students will participate in after school and Saturday tutorial.</li> </ol>	Principal, Assistant Principals, Math Coach	<ol style="list-style-type: none"> <li>The use of lesson plans.</li> <li>Department head shall monitor through Department planning and communication with lead teacher.</li> <li>Department meeting minutes given to Administration.</li> </ol>	<ol style="list-style-type: none"> <li>Common/Core K12 Assessments</li> <li>Winter and Fall Diagnostics</li> </ol>
2	New changes to the Item Specifications and Standards.	<ol style="list-style-type: none"> <li>Increase the use of technology, such as Gizmos, FOCUS, Riverdeep, FCAT Explorer and Core K12, with fidelity, to improve math skills.</li> <li>Increase the use of hands-on manipulatives to reinforce math concepts.</li> <li>Incorporate before and after school tutorial programs for remedial and enrichment of students.</li> </ol>	Principal, Assistant Principals, Math Coach	<ol style="list-style-type: none"> <li>Review and analyze assessments, diagnostic scores, and diamond reports.</li> <li>Classroom walkthroughs</li> <li>Attendance will be taken. Lesson plans will be submitted to administration. Walkthroughs will be conducted.</li> </ol>	<ol style="list-style-type: none"> <li>Diamond reports, and CORE K12 reports</li> <li>Assessment results including diagnostics and FCAT</li> <li>Administration will review attendance, lesson plans, and assessment results</li> </ol>
3	Lack of intensive math instruction	<ol style="list-style-type: none"> <li>Develop an Instructional Focus Calendar for identified Mathematics reporting categories.</li> <li>Utilization of a Mathematics Coach to assist teachers in providing specific lessons and best instruction</li> </ol>	Principal, Assistant Principals, Math Coach	<ol style="list-style-type: none"> <li>Review and analyze assessments, diagnostic scores and CoreK12 assessment data.</li> <li>Administration will review Instructional Focus Calendars and monitor implementation during walkthroughs.</li> <li>Lesson plans from</li> </ol>	<ol style="list-style-type: none"> <li>Lesson plans and benchmark assessments</li> <li>Review of EDW reports on diagnostic test and FCAT results</li> <li>Progress Monitoring checklist</li> </ol>

		strategies for students. 3. tracking student data and following the FCIM model of instruction.		teachers, Mathematics Coach logs sheets, and walkthroughs 4. Use of computer lab for assessments.	
4	Algebra students' EOC counts for school grade and the credit is applied to their high school GPA	1. Track and monitor students' progress on the EOC diagnostics, quarter grades and classroom assessments. 2. Discuss students' grades and data with the parent and student prior to scheduling students in the Algebra class.	Principal, Assistant Principals, Math Coach, teachers	1. Review and analyze assessments, diagnostic scores and Core K12 assessment data. 2. On going discussions regarding students progress and placement in the program.	1. Lesson plans and benchmark assessments 2. Review of EDW reports on diagnostic test and FCAT results 3. Progress Monitoring checklist

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:	95% of all students will achieve learning gains on the 2013 FCAT Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	95% of all students will achieve learning gains on the 2013 FCAT Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No intensive math classes are offered.	1. Utilizing the FCIM to monitor the progress of level 1 and 2 students to ensure progress. 2. Remediation will be offered after school and at Saturday Tutorials. 3. Differentiation of instruction within the classroom.	Principal, Assistant Principals, Math Coach and Teachers.	1. progress monitoring tool 2. % of students attending after school and Saturday tutorials 3. classroom walkthroughs.	Diagnostic tests and common assessments.
2	Lack of Common Planning due to the master schedule	1. Providing time within the school day for teachers to meet as a team to discuss data, determine a differentiated instruction plan and develop rigorous and relevant assignments.	Principal, Assistant Principals, Coach and Learning Team Facilitator	1. Sign-in sheets 2. Samples of student work and lesson plans	Student data and progress monitoring graphs

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:	90% of students will make learning gains on the 2013 Math Fl. Alt. Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students(3) made learning gains on the 2012 Math	90% of students will make learning gains on the 2013 Math

Fl. Alt. Assessment Test.		Fl. Alt. Assessment Test.		
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 mathematics.  Mathematics Goal #4:	60% of the lowest 25% of students will make learning gains on the 2013 FCAT Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of students in the lowest 25% made learning gains on the 2012 Math FCAT Assessment Test.	60% of the lowest 25% of students will make learning gains on the 2013 FCAT Assessment Test.

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	L1 and L2 students do not have intensive math courses offered.	Follow the FCIM model and provide remediation and enrichment to students according to data.	Principal, Assistant Principals, Math Coach and Teachers.	Progress monitoring tracking tool	Classroom Walkthroughs and common assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 40% of all students will score a level of proficiency on the 2013 FCAT Assessment Test.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23%	40%	50%	60%	73%	

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:	40% of all Black students will make Adequate Yearly Progress on the 2013 FCAT Assesment Test and 77% of White students, 60% of Hispanic and 65% of Asian students will show Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:



Black students scored 29% (122) proficiency on the 2012 FCAT Assessment Test, while the White students scored a level of 73% (32) , Hispanic students scored 53% (40) and Asian students scored 60% (9) on the 2012 FCAT Math Assessment Test.	40% of all Black students will make Adequate Yearly Progress on the 2013 FCAT Assessment Test and 77% of White students, 60% of Hispanic and 65% of Asian students will show Adequate Yearly Progress.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest 30% of our Black students are not showing adequate progress.	Students will be identified in the reading classrooms and teachers will differentiate instruction based on the needs of each subgroup.	Principal, Assistant Principals, Math Coach and Teachers.	Walkthroughs, lesson plan checks, and monitor assessment results	Assessments and progress monitoring tools
2	The trend is that our Black students are not maintaining proficiency year to year.	Students will be identified in the regular and advanced classes and their data will be tracked to ensure proficiency is maintained.	Principal, Assistant Principals, Math Coach and Teachers.	Walkthroughs, lesson plan checks, and monitor assessment results	Assessments and progress monitoring tools

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:	25% of all ELL students will make Adequate Yearly Progress on the 2013 FCAT Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL students scored 7% (3) proficiency on the 2012 FCAT Assessment Test.	25% of all ELL students will make Adequate Yearly Progress on the 2013 FCAT Assessment Test.

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	NA	NA	NA	NA	NA

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:	25% of all SWD students will make Adequate Yearly Progress on the 2013 FCAT Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD students scored 13% (11) proficiency on the 2012 FCAT Assessment Test.	25% of all SWD students will make Adequate Yearly Progress on the 2013 FCAT Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Large number of Students with Disabilities are mainstreamed into regular classrooms.	Identify and closely monitor the performance of each student; revise instruction and intervention groups as needed.	Principal, Assistant Principals, Math Coach, and Teachers.	Progress reporting and intervention strategies.	Classroom Walkthroughs, Diagnostic Assessments, and weekly Assesments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students will score 40% proficiency on the 2013 FCAT Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% of all Economically Disadvantaged students made Adequate Yearly Progress on the 2012 FCAT Math Assesment Test.	Economically Disadvantaged students will score 40% proficiency on the 2013 FCAT Assessment Test.

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	L1 and L2 students are not offered Intensive Math Classes.	1. Differentiated Instruction within the classroom and identification of benchmark specific student needs. 2. Before and afterschool tutorial will be provided to identified students.	Principal, Assistant Principals, Math Coach, and Teachrs.	Classroom Walkthroughs, benchmark appropriate groupings.	Weekly Assessments and Diagnostic Assessments.
2	L1 and L2 students are not offered Intensive Math Classes.	Remediation will be offered after school and at Saturday Tutorials.	Principal, Assistant Principals, Math Coach, and Teachrs.	Tutorial Sign-in Sheets	Pre & Post Assessment.

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	70% of Students scored a level 3 on the Algebra 1 EOC 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(14)of Students scored a level 3 on the Algebra 1 EOC 2012.	70% of Students scored a level 3 on the Algebra 1 EOC 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Algebra students' EOC counts for school grade and the credit is applied to their high school GPA	<ol style="list-style-type: none"> <li>Track and monitor students' progress on the EOC diagnostics, quarter grades and classroom assessments.</li> <li>Discuss students' grades and data with the parent and student prior to scheduling students in the Algebra class.</li> </ol>	Principal, Assistant Principals, Math Coach, and Teachers	Progress reporting and intervention strategies	Classroom Walkthroughs, Diagnostic Assessments, and weekly Assesments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	40% of Students scored a level 4 or 5 on the Algebra 1 EOC 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (7)of Students scored a level 4 & above on the Algebra 1 EOC 2012.	40% of Students scored a level 4 or 5 on the Algebra 1 EOC 2013.

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	Algebra students' EOC counts for school grade and the credit is applied to their high school GPA	<ol style="list-style-type: none"> <li>Track and monitor students' progress on the EOC diagnostics, quarter grades and classroom assessments.</li> <li>Discuss students' grades and data with the parent and student prior to scheduling students in the Algebra class.</li> </ol>	Principal, Assistant Principals, Math Coach, and Teachers	Progress reporting and intervention strategies	Classroom Walkthroughs, Diagnostic Assessments, and weekly Assesments.

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	70% of Students will score a level 3 or higher on the Geometry EOC 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	70% of Students will score a level 3 or higher on the Geometry EOC 2013.

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	Geometry students' EOC counts for school grade and the credit is applied to their high school GPA	1. Track and monitor students' progress on the EOC diagnostics, quarter grades and classroom assessments.  2. Discuss students' grades and data with the parent and student prior to scheduling students in the Geometry class.	Principal, Assistant Principals, Math Coach, and Teachers	Progress reporting and intervention strategies	Classroom Walkthroughs, Diagnostic Assessments, and weekly Assesments.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

*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

Utilize Title I budget to purchase 1 math teacher	8th grade math teacher	Title I	\$63,644.00
FCAT Prep workbooks	Teachers will use FCAT 2.0 workbooks to remediate and assess students	Title I	\$1,500.00
			Subtotal: \$65,144.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Math Coach	Math coach will be utilized to work with all teachers on content and best practices	Title I	\$67,588.00
Math Conference	Teachers will attend local and state math conferences.	Title I	\$2,000.00
			Subtotal: \$69,588.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Supplies	Basic classroom materials (paper, pens, chart paper, math resource materials)	Title I	\$1,000.00
After School Tutoring	Tutorial will be provided for all students in grades 6-8	Title I	\$4,000.00
			Subtotal: \$5,000.00
			<b>Grand Total: \$139,732.00</b>

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.		35% of students will score at or above a level 3 on the 2013 FCAT Science Test.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (39) of students achieved proficiency on the 2012 FCAT Science Test.		35% of students will score at or above a level 3 on the 2013 FCAT Science Test.			
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 proficient students.	1. Student levels will be identified and enrichment and/or reteaching will follow. 2. All students will be required to complete Science Fair Projects.	Principal, Assistant Principals, Science Teachers, LTF	1. EDW data analysis of diagnostic results 2. Data analysis of benchmark assessments	1. Progress Monitoring tools 2. FCIM lesson plans
	Spiraling Curriculum is	1. Need on-going Labs,	Principal,	1. Creation and	1. Student

2	only tested in 8th grade	Demonstrations, and use of manipulatives to reinforce Nature of Science throughout the curriculum. 2. Teachers need to track data throughout the middle school years so 8th grade teachers are aware of weak areas. 3. All teachers must reteach weak benchmarks following each benchmark assessment.	Assistant Principals, Science Teachers, LTF	implementation of essential labs and gizmos. 2. Progress data graphs 3. Secondary benchmark calendar	samples of lab notebooks 2. Progress Monitoring tools 3. Classroom Walkthroughs
3	Science Coach not in Title 1 Budget.	1. North Area Resource will help develop reteaching/enrichment lessons 2. Department has to develop benchmark focused lessons and assessments to track data and ensure proficiency levels.	Principal, Assistant Principals, Science Teachers, LTF	1. Copies of lesson plans 2. Progress monitoring tracking tools	1. Benchmark focused, differentiated lesson plans 2. Diagnostic and formative assessment data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	100% of students will achieve a proficient level of 4 or better on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(6) of students achieved a proficient level of 4 or better on the 2012 Florida Alternate Assessment.	100% of students will achieve a proficient level of 4 or better on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No allocation for Science Coach.	Student subgroups will be identified and enrichment provided. Teachers providing ancillary/supplemental enrichment in the form of Gizmos and District Computer-Based Assistance.	Principal, Assistant Principal, and Science Teachers.	Small Group Activities, Continual Improvement model, and lesson plans.	Weekly Assessments and SSS Diagnostic Tests.

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:	40% of students will achieve a proficient level of 4 or better on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (53) of students achieved a proficient level of 4 or better on the 2012 FCAT Science Test.	40% of students will achieve a proficient level of 4 or better on the 2013 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No allocation for Science Coach	Differentiation of Instruction to ensure enrichment is provided to students	Principal, Assistant Principal, and Science Teachers, LTF	Small Group Activities, Continuous Improvement model, and differentiated lesson plans.	Benchmark Assessments and Diagnostic Tests
2	Scope and Sequence Pacing.	Teachers providing ancillary/supplemental enrichment in the form of Gizmos and District Computer-Based Assistance.	Principal, Assistant Principal, Science Teachers.	FCIM and continual Improvement Model as well as lesson plans.	Lesson plans and classroom walkthroughs.

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:	60% of the students will score a level 7 or higher on the Science FL Alt. Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	60% of the students will score a level 7 or higher on the Science FL Alt. Assessment Test.

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	New changes to the Item Specifications and Standards.	1. Increase the use of technology, such as FCAT Explorer and Core K12, with fidelity, to improve science skills. 2. Increase the use of hands-on manipulative to reinforce science concepts. 3. Incorporate before and after school tutorial programs for remedial and enrichment of students.	Principal, Assistant Principals, Math Coach	1. Review and analyze assessments, diagnostic scores, and diamond reports. 2. Classroom walkthroughs 3. Attendance will be taken. Lesson plans will be submitted to administration. Walkthroughs will be conducted.	1. Diamond reports, and CORE K12 reports 2. Assessment results including diagnostics and FCAT 3. Administration will review attendance, lesson plans, and assessment 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
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Prep Material	Teacher will use FCAT 2.0 workbooks to remediate and assess students	Title I	\$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
After School Tutoring	Tutorial will be provided for all students in grades 6-8	Title I	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,500.00

*End of Science Goals*

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:		In grade 8, 90% of students will achieve mastery on the 2013 Writing FCAT test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grade 8, 84% of students achieved mastery on the 2012 Writing FCAT test.		In grade 8, 90% of students will achieve mastery on the 2013 Writing FCAT test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool



1	No allocation for Writing Coach	1. Students will use the writing process daily; all writing will be dated and recorded in a portfolio for monitoring of growth across time. 2. A school wide consistent method of saving student work will be established. 3. Social Studies will reinforce the writing process.	1. Principal, Assistant Principals and Department Chair	1. A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on the top of their desk for the Principal and Assistant Principals to walk through and monitor. 2. Progress monitoring tools	Watkins Writing Plan data tracking tool
2	N/A	1. Grade 8 writing teachers will have one-on-one writing conferences with students prior to FCAT Writes.	1. Grade 8 writing teachers, Principal, Assistant Principal, Department Chair	1. Writing conference days will be set up for students. Each teacher will meet, individually, with each student for approximately 15 minutes to review writing and individualize instruction.	1. Scores from monthly prompts, Palm Beach Writes scores, FCAT Writes scores for grade 8
3	N/A	Incorporate before and after school tutorial programs, as well as Saturday Tutorial for remedial and enrichment of students.	Principal, Assistant Principal	Attendance will be taken. Lesson plans will be submitted to administration. Walkthroughs will be conducted.	Administration will review attendance, lesson plans, and assessment results
4	8th grade reading proficiency scores drop each year	1. Develop targets for 6th and 7th grade students to meet in order ease the burden on the 8th grade teachers 2. Develop a common writing plan to be utilized across the curriculum.	Principal, Assistant Principal, LTF	1. Student samples and data tracking tools 2. Professional Development for non-writing teachers	Progress Monitoring data tracking tools
5					

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:	90% of FAA students will score at a 4 or higher in writing on the 2013 Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	90% of FAA students will score at a 4 or higher in writing on the 2013 Writing FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No allocation for Writing Coach	1. Students will use the writing process daily; all writing will be dated and recorded in a portfolio for monitoring of growth across time. 2. A school wide consistent method of	1. Principal, Assistant Principals and Department Chair	1. A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on	Watkins Writing Plan data tracking tool

	saving student work will be established. 3. Social Studies will reinforce the writing process.		the top of their desk for the Principal and Assistant Principals to walk through and monitor. 2. Progress monitoring tools
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
What's New in FCAT Writes	Grade 8 Language Arts teachers & Media Specialist	North Area Writing Resource Teacher	Grade 8 Language Arts teachers and Media Specialist	September / October 2012	Writing scores on monthly prompts, Palm Beach Writes, FCAT Writes	Principal, Assistant Principal, Department Chairs and classroom teachers
Providing strategies for teachers to enrich and bring up writing scores so that a greater number of students score at or above a 4.0	Grade 8 Language Arts teachers & Media Specialist	School based personnel	Grade 8 Language Arts teachers & Media Specialist	September / October 2012	Writing scores on monthly prompts, Palm Beach Writes, FCAT Writes	Principal, Assistant Principal, Department Chairs and classroom teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutorial	Tutorial will be provided for all students in grade 8	Title I	\$3,375.00
Classroom Supplies	Teachers will be provided basic classroom supplies (paper, pens, chart paper, printer cartridges, other academic supplies	Title I	\$571.00

## 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:				
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 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				

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
			<b>Grand Total: \$0.00</b>

*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:	During the 2013 School Year, the attendance rate will increase by 7%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
85%	92%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
172	155

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
233		210			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students will continue to have excessive absences. 2. Late start and students do not attend school once parents leave for work.	Absent students will meet with an administrator after 5 absences in a grading period to discuss attendance.	Attendance clerk, administration.	Decrease in excessive absences on Attendance reports.	Attendance records and Mainframe.

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
Overview on GradeQuick and attendance process	All grades and teachers	ITSA	All teachers	August 14, 2012; August 17, 2012	Principal will monitor GradeQuick weekly and collaborate with Attendance Clerk	Administration, Guidance, Attendance Clerk

Attendance Budget:

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

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		During the 2013 school year, the Out-of- School and In-School Suspension rate will decrease by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
During the 2012 school year, 161 students were placed in In-School Suspension.		During the 2013 school year, 10% (70) or less students will receive In-School Suspension.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
During the 2012 school year, there were 188 students suspended during In-School Suspension.		During the 2013 school year, 10% (70) or less students will received suspension while serving In-School Suspension.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
During the 2012 school year, there were a total of 171 Out-Of-School Suspensions.		During the 2013 school year, 10% (70) or less students (total school)will received Out-of-School Suspension.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
During the 2012 school year, 191 students received Out-Of-School Suspensions.		During the 2013 school year, 10% (70) or less students will receive Out-of-School Suspension.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	1.Principal will hold Grade level assembly to review school rules and expectations.	Principal	Discipline Referrals	Out-of-School and In-School-Suspension weekly reports.
2	Funding	Student handbook is provided with all school rules and expectations.	Total Staff	Discipline Referrals	Out-of-School and In-School-Suspension weekly reports.
3	N/A	Teachers collaborate as a team in developing classroom rules and expectations.	Total Staff	Discipline Referrals	Out-of-School and In-School-Suspension weekly reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Create a SwPBS System	All grades	PBS Team; Administration	All teachers	August 14, PDD days	Administration will attend SwPBS meetings and review minutes from the meeting	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:		At least 50% of the parents will attend one school activity. Those events include open houses, curriculum nights, SAC meetings, Choice meetings, parent conferences, sporting events, orientation.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Over 2500 parent involvement hours were recorded in SY2012.		In SY13 our parental involvement will increase by 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	Change in Management System	Letter to staff regarding new protocol for parental volunteers.	Principal, Assistant Principal, teachers and staff.	Volunteer Log Book and School Community Involvement Sign-In.	Volunteer Log and School Community Involvement Report.
2	Teacher Request for Volunteer Assistance	Teacher contact volunteers from pre-identified list when services are required.	Principal and Assistant Principal.	Volunteer Log Book and School Community Involvement Report.	Volunteer Log and School Community Involvement Report.
3	Notification of Meetings To Parents	Post Meeting Dates on ED-Line, News Letter, and Front Display and Marquee.	Principal and Assistant Principal.	Attendance at Meetings.	Attendance Log.
4	Meeting Separation.	Meetings will be scheduled in conjunction with Robotics and Medical Magnet Program.	Principal and SAC Board.	Attendance at meeting.	Attendance Log.
5	Lack of Parental Involvement	1. Parents will be notified of all meetings in advance via, newsletters, Parent Link and personal phone calls. 2. Parents will assist with the development of School Compact and Policy Plan through SAC participation. 3. FCAT Parent Night will be held in November and February. This is an opportunity for parents to meet with their child's teacher to discuss their academic progress. 4. Curriculum Night is held in September. This is an opportunity for parents to meet their child's teacher at the opening of the school year.	Principal	Attendance at meeting	Attendance Log
6		Develop a "new" volunteer program for the upcoming 2013 school year. Will continue to work on the Business Partnership component.	Principal	Donation, Volunteer Sign-in Sheets	Business Partnership Agreements, VIPS Computer Log

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
Parent Workshops	Supplies and refreshment for the parent trainings	Title I	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Communication with parents	Parents will receive flyers/newsletters and other required documents through the mail.	Title I	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$3,700.00

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	FCAT Prep Workbooks	Teachers will use FCAT 2.0 workbooks to remediate and assess students	Title I	\$1,500.00
Reading	Purchase Reading Coach (.5)	A reading coach (.5) will be purchased to support reading teachers while building capacity	Operating Budget/Trade Off	\$27,452.00
Reading	Purchase Reading Plus	Teachers will use Reading Plus in the reading classrooms. All students will also be able to access this at home.	Title I	\$8,120.00
Mathematics	Utilize Title I budget to purchase 1 math teacher	8th grade math teacher	Title I	\$63,644.00
Mathematics	FCAT Prep workbooks	Teachers will use FCAT 2.0 workbooks to remediate and assess students	Title I	\$1,500.00
Science	FCAT Prep Material	Teacher will use FCAT 2.0 workbooks to remediate and assess students	Title I	\$500.00
Parent Involvement	Parent Workshops	Supplies and refreshment for the parent trainings	Title I	\$2,500.00
				Subtotal: \$105,216.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Attend Reading Conference	Teachers will travel to local/state reading conferences	Title I	\$2,000.00
Reading	Substitutes for PD	Substitutes will be provided for teachers to attend trainings	Title I	\$556.00
Mathematics	Purchase Math Coach	Math coach will be utilized to work with all teachers on content and best practices	Title I	\$67,588.00
Mathematics	Math Conference	Teachers will attend local and state math conferences.	Title I	\$2,000.00
				Subtotal: \$72,144.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After School Tutorial	Tutorial will be provided for all students in grades 6-8	Title I	\$4,000.00
Reading	Classroom Materials	Teachers will be provided basic classroom supplies (paper, pens, chart paper, printer cartridges, other academic supplies)	Title I	\$1,000.00
Mathematics	Classroom Supplies	Basic classroom materials (paper, pens, chart paper, math resource materials)	Title I	\$1,000.00

Mathematics	After School Tutoring	Tutorial will be provided for all students in grades 6-8	Title I	\$4,000.00
Science	After School Tutoring	Tutorial will be provided for all students in grades 6-8	Title I	\$3,000.00
Writing	After School Tutorial	Tutorial will be provided for all students in grade 8	Title I	\$3,375.00
Writing	Classroom Supplies	Teachers will be provided basic classroom supplies (paper, pens, chart paper, printer cartridges, other academic supplies)	Title I	\$571.00
Parent Involvement	Communication with parents	Parents will receive flyers/newsletters and other required documents through the mail.	Title I	\$1,200.00
				Subtotal: \$18,146.00
				Grand Total: \$195,506.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/20/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Fund school initiatives, projects, PD opportunities, provide supplies, cover staff development costs, provide money for incentives, allow for completion of small classroom projects.	\$3,000.00

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

The SAC will participate in the decision making process when it aligns itself to the operation and function of the school day. Initiatives, proposals, and changes will be brought before the committee for review and insight. Parents, business partners, and citizens will be given an active voice during the meetings.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District HOWELL L. WATKINS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	56%	92%	32%	232	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	60%	69%			129	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?	77% (YES)	72% (YES)			149	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					510	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District HOWELL L. WATKINS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	51%	92%	24%	221	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	64%			125	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?	69% (YES)	63% (YES)			132	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					478	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested