FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ARVIDA MIDDLE SCHOOL

District Name: Dade

Principal: Nancy Aragon

SAC Chair: Genelle Quallo

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/2/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Tonya Mckay	B.S. Art Education M.S. Ed. Leadership Art K-12 Educational Leadership	2	6	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Reading 73 82 80 77 74 High Standadrs Math 75 82 79 76 76 Lrng Gains-Rdg 72 66 67 69 67 Lrng Gains-Math 79 73 71 69 76 Gains Rdg lowest 25% 71 71 68 71 70 Gains Math lowest 25% 64 69 70 61 71 AMO Reading Hisp…73 Asian…89 ELL…35 SWD…35 ED…66 AMO Math Black…42 Asian…93 ELL…43
		BA-Business			'12 '11 '10 '09 '08 School Grade A A A A A High Standards Reading 73 82 80 77 74 High Standadrs Math 75 82 79 76 76 Lrng Gains-Rdg 72 66 67 69 67

Principal	Nancy Aragon	Education, Florida International University; M.S. Ed. Ed Leadership, Florida International University	9	16	Lrng Gains-Math 79 73 71 69 76 Gains Rdg lowest 25% 71 71 68 71 70 Gains Math lowest 25% 64 69 70 61 71 AMO Reading Hisp...73 Asian...89 ELL...35 SWD...35 ED...66 AMO Math Black...42 Asian...93 ELL...43
Assis Principal	Leonor Belaval	BA-Elementary Education, Florida International University; M.S. Ed. Ed Leadership, Barry University	10	14	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Reading 73 82 80 77 74 High Standadrs Math 75 82 79 76 76 Lrng Gains-Rdg 72 66 67 69 67 Lrng Gains-Math 79 73 71 69 76 Gains Rdg lowest 25% 71 71 68 71 70 Gains Math lowest 25% 64 69 70 61 71 AMO Reading Hisp...73 Asian...89 ELL...35 SWD...35 ED...66 AMO Math Black...42 Asian...93 ELL...43

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)
N/A					

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	Soliciting referrals from current employees	Principal	June 2013	
2	Obtain teacher interns from various universities	Assistant Principal	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 - Out of Field 0 - Less than effective rating	Classes at the university level and thru the Center for Professional Learning

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
58	5.2%(3)	8.6%(5)	50.0%(29)	36.2%(21)	43.1%(25)	100.0%(58)	3.4%(2)	6.9%(4)	27.6%(16)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alma Mijares	Stephanie Gust	Ms. Gust's evaluation is based on reading scores and Ms. Mijares is Language Arts certified.	Collaboration sessions before and after school as needed.
Vivian Espinoza	Jovanny Corzo	Both teachers are science teachers.	Collaboration sessions before and after school as needed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

> N/A

Title I, Part C- Migrant

> N/A

Title I, Part D

> N/A

Title II

> N/A

Title III

> N/A

Title X- Homeless

> N/A

Supplemental Academic Instruction (SAI)

> N/A

Violence Prevention Programs

> N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

MTSS /RtI is an extension of Arvida Middle School's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
1. MTSS/RtI leadership is vital. Therefore, in building our team we have considered the following: principal will ensure commitment and allocate resources;
department heads will share the common goal of improving instruction for all students, and team members will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• school reading specialists
• special education personnel
• school guidance counselor
• school psychologist
• school social worker
• members of the EESAC
• community stakeholders
3. MTSS/ RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/ RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core
instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction
and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmarks and progress monitoring data.

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 following steps will be considered by Arvida Middle School's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavioral data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, specific classes, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold monthly meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) data for all interventions and analyze using the Tier 2 Problem Solving process.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of students' needs and students' progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will consider data from the end of year Tier 1 problem solving.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment
• PMRN
• Interim assessments through Edusoft
• CELLA Testing
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions

- Suspensions/expulsions
- Referrals for student behavior, staff behavior, and administrative context
- Daily office referrals per month
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the MTSS problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. Providing support for school staff to understand basic MTSS principles and procedures; and

3. Providing a network of ongoing support for MTSS organized through feeder patterns.

Describe the plan to support MTSS.

Ensure fidelity of educators' use of problem-solving process and implementation of evidence-based practices can be achieved by ensuring alignment through development of MTSS implementation plans.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Katja Abousaleh, Language Arts Teacher; Nancy Aragon, Principal; Aixa Reyes, Media Specialist; Leonor Belaval, Assistant Principal; Judy Chin, ELL Teacher, Chair; Maria Rodriguez, Science Teacher; Alma Mijares, Language Arts Teacher; Hilda Oliva, Language Arts Teacher/Chair; Adriana Penalosa-Kirby, Science Teacher; Juan Ramirez, Physical Education Teacher; Sally Roblin, ESE Teacher/Chair; Carla Vela, Reading Teacher; Mara Matz, Mathematics Teacher/Chair

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

The purpose of the LLT of Arvida Middle School is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team will meet monthly.

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

The LLT will cultivate the vision for increased school-wide literacy across all content areas.

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.

*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.

All teachers will use reading strategies in their lessons. The math teacher will teach reading through word problems; the social studies teacher will use graphic organizers and the social studies task cards and science teachers will teach reading through the scientific method. All elective teachers will make reading their priority as stated in their individual professional development plan. Through the FAIR, baseline and interim assessments, teachers will be able to monitor if there has been any progress among their students.

*High Schools Only

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

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

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?

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 31% (392) of students achieved Level 3 proficiency. Our goal for the 2013 school year is to increase Level 3 student proficiency by 2 percentage points to 33% (421).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (392)	33% (421)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 4, Informational Text/Research Process. The students did not have ample instruction from their teachers in research.	Arvida Middle School students will use Reading Plus to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions in all subject areas.	MTSS/RtI Leadership Team Department Heads	Monthly classroom assessments focusing on reciprocal teaching, question and answer relationships, note-taking skills, and students having opportunities to read a wide variety of texts.	Formative: Teacher Assessments Summative: 2013FCAT 2.0 Reading Assessment, Interim Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 41% (526) of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 42% (536).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (526)	42% (536)

	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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment were Reporting Category 4: Informational Text/Research Process and Reporting Category 2: Reading Application. Students need more instruction on reference and research.	Provide enrichment activities to students by using real world documents such as how-to articles, brochures, fliers and websites to use text features to locate, interpret and organize information in all subject areas. Teachers will help students use graphic organizers to see patterns and summarize the main points. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.	Department Heads	Monthly classroom assessments focusing on reciprocal teaching, question and answer relationships, note-taking skills, text marking and students having opportunities to read a wide variety of texts.	Formative: Teacher Assessments, Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 72% (866) students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 77% (926).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (866)	77% (926)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Assessment were Reporting Category 4: Informational Text/Research Process and Reporting Category 2: Reading Application. Students need more instruction in these categories.</td><td>Arvida Middle School students will use Reading Plus to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions in all subject areas. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.</td><td>MTSS/RtI Leadership Team</td><td>Review Reading Plus reports to ensure students are making progress on a biweekly basis.</td><td>Formative: Teacher Assessments, Interim Assessments, Reading Plus Reports, FAIR

Summative: 2013 FCAT 2.0 Reading Assessment</td></tr>
</table>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
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<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 71% (219) students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase lowest 25% achieving learning gains by 5 percentage points to 76% (234).

2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (219)	76% (234)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency across all grade levels as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 2: Reading Application. Students have limited time and resources to engage in research activities.	Implement tutoring before and after school four times per week utilizing Reading Plus and incorporate teaching strategies for finding author's purpose, main idea and text structures.	MTSS/ RtI Leadership Team	Review Reading Plus reports on a biweekly basis and make adjustments when needed.	Formative: Reading Plus Reports, Interim Assessments, FAIR and Teacher Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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 # 1. Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	84	

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:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that the Hispanic and Asian subgroup did not make Adequate Yearly Progress. 73% (632) of students made learning gains. Our goal for the 2012-2013 school year is to increase 6 percentage points to 79% (684) of the Hispanic subgroup making learning gains. 89% (26) of the Asian students made learning gains. Our goal for the 2012-2013 school year is to increase 2 percentage points to 91% (26) of the Asian subgroup making learning gains.

2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (632)Hispanic 89% (26) Asian	79% (684)Hispanic 91% (26) Asian

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency across all grade levels as noted on the 2012 administration of the	Utilize grade-level appropriate texts that include identifiable author's purpose for	MTSS/ RtI Leadership Team	Review monthly Reading Plus reports and make adjustments when needed.	Formative: Reading Plus Reports, Interim assessments, FAIR

1	FCAT 2.0 Reading Assessment was Reporting Category 2: Reading Application.	writing which include informing, telling a story, conveying a particular mood or entertaining. Implement tutoring before and after school four times per week utilizing Reading Plus.			Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 30% (19) students made learning gains. Our goal for the 2012-2013 school year is to increase by 22 percentage points to 52% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (19)	52% (33)

<table>
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<tr><td>1</td><td>The area of deficiency across all grade levels as noted on the 2012 administration of the FCAT Reading Assessment was Reporting Category 2: Reading Application. Students have limited time and resources to engage in research activities.</td><td>Implement tutoring before and after school four times per week utilizing Teen Biz, IMAGINE and incorporate teaching strategies for finding author's purpose, main idea and text structures.</td><td>ELL Department Head</td><td>Monthly review of Teen Biz and IMAGINE Reports</td><td>Formative: Teen Biz, IMAGINE Reports, Interim Assessments

Summative: 2013 FCAT 2.0 Reading Assessment</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that the SWD did not make Adequate Yearly Progress. Only 35% (34) of students made learning gains. Our goal for the 2012-2013 school year is to increase by 10 percentage points to 45%(44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (34)	45% (44)

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<tr><td></td><td>The area of deficiency across all grade levels as noted on the 2012 administration of the FCAT 2.0 Reading</td><td>Implement tutoring before and after school four times per week utilizing Reading Plus. Provide individual</td><td>MTSS/RtI Leadership Team</td><td>Review Reading Plus reports and make adjustments when needed.</td><td>Formative: Reading Plus Reports, Interim assessments, FAIR</td></tr>
</table>

1	Assessment was Reporting Category 2: Reading Application.	instruction based on student's Individualized Educational Plan Students will be scheduled for remediation and intervention in a timely manner.				Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that the ED population did not made adequate yearly progress. 66% (447) of the students made learning gains. Our goal for the 2012-2013 school year is to increase by 6 percentage points to 72% (487) of the ED students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (447)	72% (487)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency across all grade levels as noted on the 2012 administration of the FCAT 2.0 Reading Assessment was Reporting Category 2: Reading Application.	Implement tutoring before and after school four times per week utilizing Reading Plus. Students will be scheduled for remediation and intervention in a timely manner.	MTSS/RtI Leadership Team	Review Reading Plus reports and make adjustments when needed.	Formative: Reading Plus Reports, Interim assessments, FAIR Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DifferentiatedReading Instruction	6,7,8	Language Arts Department	Entire Faculty	September 26, 2012	Classroom Walkthroughs	Administration
Using the Florida Center for Reading Research Website	6,7,8	Language Arts Department	Entire faculty	September 26, 2012	Classroom Walkthroughs	Administration

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus	After School Tutorial	Middle School Enrichment Fund	$2,000.00
Florida Ready	Curriculum Associates/Florida Ready	EESAC	$1,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Common Core Standards	Substitutes for Trainings	School Based Budget	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Assessment indicate that 51% (31) of students are proficient.

2012 Current Percent of Students Proficient in listening/speaking:
51% (31)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited interaction with competent and afluent English speakers.	Provide students opportunities to use language in a variety of social and academic contexts.	ESOL Department Head, Administrators	Monthly classroom assessments	CELLA Assessment 2013

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:	The results of the 2012 CELLA Assessment indicate that 35% (22) of students are proficient.

2012 Current Percent of Students Proficient in reading:

35% (22)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited vocabulary development and inconsistent individual reading practice.	Students will create an individual Vocabulary Notebook and will faithfully use TEEN BIZ.	ESOL Department Head, Administrators	Monitor reports from IMAGINE and TEEN BIZ on a monthly basis	IMAGINE TEEN BIZ CELLA Assessment 2013

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Assessment indicate that 41% (25) of students are proficient.
2012 Current Percent of Students Proficient in writing:	
41% (25)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited development of vocabulary, text structure and conventions	Teachers will provide explicit instruction. Students will be involved in writing contests and will participate in conversations with their language arts teachers on the positive and negative aspects of the student's writing.	ESOL Department Head, Administrators	Monitor results of pre test, mid year test, and post test and provide feedback to students.	District Essay tests CELLA Assessment 2013

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
Training on TEEN BIZ	Substitutes	School Based Budget	$300.00
Training on IMAGINE	Substitutes	School Based Budget	$200.00
			Subtotal: $500.00
Professional Development			

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

Other

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

End of 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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 29% (374) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage point to 31% (395).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (374)	31% (395)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the 6th grade FCAT 2.0 Mathematics Assessment was Content 3: Geometry and Measurement. Students are lacking background knowledge in this content.	Provide opportunities for students to find perimeters and areas of composite two-dimensional figures, including non-rectangular figures using graph paper to explore area and perimeter of two-dimensional figures. Students need more emphasis and time in this curricula.	MTSS/RtI Leadership Team	Review formative assessments on a monthly basis to ensure progress is being made and adjust interventions as needed	Formative: Teacher Assessments, Interim Assessments, FCAT Achieves Summative: 2013 FCAT 2.0 Mathematics Assessment
2	The areas of deficiency as noted on the 2012 administration of the 7th grade FCAT 2.0 Mathematics Assessment was Content 3: Geometry and Measurement.	Provide opportunities for students to find perimeters and areas of composite two-dimensional figures, including non-rectangular figures using graph paper to explore area and perimeter of two-dimensional figures. Students need more emphasis and time in this curricula.	MTSS/RtI Leadership Team	Review formative assessments monthly to ensure progress is being made and adjust intervention as needed.	Formative: Teacher Assessments, Interim Assessments, FCAT Achieves Summative: 2013 FCAT 2.0 Mathematics Assessment
3	The area of deficiency as noted on the 2012 administration of the 8th grade FCAT 2.0 Mathematics Assessment was Content 3: Geometry and Measurement Students need more emphasis and time in this curricula.	Provide opportunities for students to find perimeters and areas of composite two-dimensional figures, including non-rectangular figures using graph paper to explore area and perimeter of two-dimensional figures.	MTSS/RtI Leadership Team	Review formative assessments monthly to ensure progress is being made and adjust interventions as needed.	Formative: Teacher Assessments, Interim Assessments, FCAT Achieves Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Mathematics Goal #1b:		
2012 Current Level of Performance:		2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2010-2011 FCAT 2.0 Mathematics Assessment indicate that 40% (528) of students achieved high proficiency (Level 4 and 5). Our goal for 2011-2012 school year is to increase student scores by1 percentage point to 41% (537).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (528)	41% (537)

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry, Ratios and Proportional Relationships, Expressions, Equations and Functions. Students need more emphasis and time in this curricula.	Provide enrichment activities to students by implementing the use of technology, graphing calculators, Florida Focus Achieves Assessment Resources, and Inquiry-based lessons to promote authentic and rigorous student engagement.	MTSS/RtI Leadership Team	Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.	Formative: Teacher assessments, District interim data, student work Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011-2012 FCAT 2.0 Mathematics Assessment, 79% (950) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percent of students making learning gains by 5 percentage points to 84% (1010).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (950)	84% (1010)

	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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry, Ratios and Proportional Relationships , Expressions, Equations and Functions. Students need more emphasis and time in this curricula.	Use hands-on activities to explore area and volume using non-traditional units of measure. Use the internet to collect real world sports' data to calculate measures of central tendencies. Use graph paper to explore area and perimeter of two dimensional figures.	MTSS/RtI Leadership Team	Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.	Formative: Teacher assessments, District interim data, student work Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2011-2012 FCAT 2.0 Mathematics Assessment, 64% (196) of the students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation opportunities in order to increase the percent of students making learning gains by 5 percentage points to 69% (212).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (196)	69% (212)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry, Ratios and Proportional Relationships, Expressions, Equations and Functions. Students need more emphasis and time in this curricula.	Provide teachers with training on incorporating Compass Learning Odyssey and FCAT Explorer into the instructional process to aid in differentiated instruction as well as before school tutorials.	MTSS/RtI Leadership Team	Monthly review of formative assessment data, reports from Compass Learning and FCAT Explorer, to ensure progress is being made and adjust instruction as needed.	Formative: Teacher assessments, District interim data, Compass Learning and FCAT Explorer Reports Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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 # Our goal for the 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	84	

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

	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 42% (52) of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	school year is to increase student proficiency by 9 percentage points to 53% (65) by providing appropriate interventions and remediation. The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 93% (27) of students in the Asian subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 7 percentage points to 100% (29) by providing appropriate interventions and remediation.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
42% (52)Black 93% (27) Asian	53% (65) Black 100% (29) Asian	

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry, Ratios and Proportional Relationships , Expressions, Equations and Functions.	Teachers will provide differentiated instruction in their classrooms based on student needs. Countdown to FCAT will be implemented in the classroom. Compass Learning Odyssey and FCAT Explorer will be used in class for instructional purposes.	MTSS/RtI Leadership Team	Review formative assessment data, reports from Compass Learning and FCAT Explorer, to ensure progress is being made and adjust instruction as needed.	Formative: Teacher assessments, District interim data, Compass Learning and FCAT Explorer Reports Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 43% (26) of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 49% (30) by providing appropriate interventions and remediation.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
43% (26)	49% (30)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment were Geometry, Ratios and Proportional Relationships , Expressions, Equations and Functions.	Implement a rotation schedule for small group instruction during the mathematics instructional block and provide tailored instruction based on student needs. Crunch time packets will be used for instructional purposes.	MTSS/RtI Leadership Team	MTSS/ RtI Team members will monitor assessments and adjust academic goals utilizing teacher feedback on student skill attainment	Formative: Teacher assessments, Interim assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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:	The results of the 2012-Algebra EOC indicate that 22% (32) of students achieved Level 3 proficiency. Our goal for the 2013 school year is to maintain Level 3 student proficiency at 22%(31).
2012 Current Level of Performance:	2013 Expected Level of Performance:

22% (33)	22% (31)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3 –Rationals, Radicals, Quadratics and Discrete Mathematics. Students were not exposed to Category 3.	Provide additional practice in solving and graphing quadratic equations, both with and without technology that involve real world applications. Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems.	Administrators, Math Department Head	During monthly Department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Interim Assessments weekly class tests. Summative: Results of the 2013 Algebra EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC indicate that 78% (111) of students achieved Level 4 and 5 proficiency. Our goal for the 2013 school year is to maintain Level 4 and 5 student proficiency at 78% (112).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (111)	78% (112)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3 –Rationals, Radicals, Quadractics and Discrete Mathematics.	Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions. Provide enrichment opportunities after school to address any misconceptions.	Administrators, Math Department Head, MMST/RTi Leadership Team	During monthly department meetings, results of assessments will be reviewed to ensure progress, and adjust curriculum focus as needed.	Formative: Interim Assessments Weekly class tests Summative: Results of the 2013 Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

	1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC indicate that 100% (36) of students achieved in the upper 3rd category (Level 3-5). Our goal for the 2013 school year is to maintain Level 3 student proficiency at 100% (36).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	100% (36)	100% (36)

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	Trigonometry and Discrete Mathematics had the weakest results in the Geometry EOC. We have a limited number of students enrolled in geometry. More students are needed to take this course.	Provide students with digital and tangible models of geometric solids to help students visualize and draw cross sections of the structures.	Administrators, Math Department Head,	During monthly Department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Weekly assessments and district interim data reports Summative: Results from the 2013 Geometry EOC assessment

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

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

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

Compass Learning	6,7,8 Math	Compass Learning Representative, Linda Gantz	6,7,8 Math Teachers	September 17, 2012	Classroom Walkthroughs	Administrators
Professional Learning Community Topic-Using writing to increase math achievement.	6,7,8 Math	Writing Liaison, Alma Mijares	6,7,8 Math Teachers	September 17, 2012	Review student journals	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Compass Learning	Before and After school tutorial	Middle School Enrichment Fund	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop guidelines for students to use writing and journaling to identify learned concepts and eliminate misconceptions.	Substitutes for PD	School Based Budget	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 FCAT 2.0 Science Assessment, 35% (156) of the students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 39% (171) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (156)	39% (171)
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	The area of deficiency according to the 2012 FCAT 2.0 Science Assessment was Nature of Science. Students lack the higher order thinking skills in order to increase proficiency.	Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use (i.e.Science Fair, SECME, Fairchild Challenge).	MTSS/RTI Leadership Team	Monthly review of results of teacher assessments and interim assessments to monitor student progress.	Formative: Teacher assessments; interim assessments Summative: 2013 FCAT 2.0 Science Assessment
2	The area of deficiency according to the 2012 Biology EOC Assessment is Organisms, Populations, and Ecosystems. Students are lacking prior knowledge in this content.	Provide all students the opportunity to compare, contrast, interpret, analyze, and explain science concepts during laboratory activities and classroom discussions.	MTSS/RTI Leadership Team, Science Department Head	Review results monthly of teacher assessments and interim assessments to monitor student progress.	Formative: Teacher assessments; interim assessments Summative: 2013 Biology EOC Assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012-Science 2.0 FCAT assessment indicate that 16% (71) of students achieved Level 4 and 5 proficiency. Our goal for the 2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 18% (77).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(71)	18% (77)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 FCAT 2.0 Science Assessment was Nature of Science. Students need to develop higher order thinking skills in order to increase proficiency	Provide opportunities for Level 4 and 5 students to participate in enrichment activities, after school prep classes and science clubs.	MTSS/RTI Leadership Team	Monthly review of results of teacher assessments and interim assessments to monitor student progress.	Formative: Teacher assessments; interim assessments

Summative: 2013 FCAT 2.0 Science Assessment |
| 2 | The area of deficiency according to the 2012 Biology EOC Assessment is Organisms, Populations, and Ecosystems. Students are lacking prior knowledge in this content. | Provide all students the opportunity to compare, contrast, interpret, analyze, and explain science concepts during laboratory activities and classroom discussions. | MTSS/RTI Leadership Team, Science Department Head | Review results monthly of teacher assessments and interim assessments to monitor student progress. | Formative: Teacher assessments; interim assessments

Summative: 2013 Biology EOC Assessment |

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

Science Goal #2b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Uncovering Student Ideas in Science	6,7,8 grade science, Physical Science, and Biology	Science Department Head	All science teachers	November 6, 2012 December 13, 2012 February 14, 2013	Classroom Walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase hands-on activities. Support will be provided for students to propose, develop and present independent investigations.	Science Lab supplies	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $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:	The results of the 2012 FCAT Writing Test indicate that 89% (398) of students scored level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 3 or higher by 1 percentage point to 90% (403).
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (398)	90% (403)
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	Based on the 2012 FCAT 2.0 Writing Assessment, the students need to continue to write persuasive and expository essays that include a topic sentence and supporting details.	Students will be involved in writing contests and will participate in conversations with their language arts teachers on the positive and negative aspects of the student's writing. Students will be engaged in the grammar process of writing.	Language Arts Department Head, Administration	Administer and score students' writing prompts monthly to monitor students' progress and adjust focus as needed.	Formative: Students' scores on district writing assessments Summative: 2013 FCAT Writing Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Qualities of the Writing Process	8th Grade	Alma Mijares, Writing Liaison	8th grade teachers	Bi-Weekly on Wednesdays	Student scores on monthly writing assessments. Classroom Walkthroughs	MTSS/RtI Leadership Team will meet monthly to monitor students' progress and the effectiveness of the writing instruction.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Training	Substitutes	School Based Budget	$300.00

			Subtotal: $300.00

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: $300.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 Civics Baseline indicate that 1% (3) of the students are proficient. Our goal for the 2013 school year is to increase proficiency by 50 percentage points to 51% (191).
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (3)	51% (191)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a fundamental understanding of the history and institutions of the American system of government and politics. It is a necessary qualification for citizenship.	Provide classroom activities which help students develop an understanding of the content specific vocabulary taught in government and civics.	Social Science Department Head, Administration	Classroom Walkthroughs Biweekly assessments	Teacher assessments 2013 Civics EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of the 2012 Civics Baseline indicate that 1% (3) of the students are proficient. Our goal for the 2013 school year is to increase proficiency by 50 percentage points to 51% (191).
2012 Current Level of Performance:	2013 Expected Level of Performance:

1% (3)	51% (191)

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in attaining an understanding of the history and institutions of the American system of government and politics. It is a necessary qualification for citizenship.	Provide enrichment opportunities for students to participate in project-based learning activities involving values and dilemmas as they relate to social, political, and economic issues.	Social Science Department Head, Administration	Leadership team will review results of school-site and district assessment data to monitor student progress on a quarterly basis.	Teacher assessments 2013 Civics EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Citizen	7th grade Social Science	District	7th grade Social Science teachers	September 17, 2012	Department meetings to collaborate on implementation	Adminstration, Department Chair

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
Implementation of Project Citizen	Substitute Coverage	School Based Management	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $300.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our current Attendance Rate is 96.94% (1266). Our Goal for 2013 is to increase attendance to 97.44% (1273) by minimizing absences due to illnesses and truancy and to create a climate in our school where students feel welcomed and respected. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) by 9 students and excessive tardiness (10 or more) by 7 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.94% (1266)	97.44% (1273)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
189	180
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
136	129

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students become ill during the school year due to the flu. Students are late through-out the school year because of MDCPS transportation.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Identify and refer students who may be developing a pattern of nonattendance to the counselor. Discuss tardy buses with transportation.	Administration, Counselors	Administrators will monitor school's environment and ascertain health education and health prevention strategies that are implemented throughout the school by conducting monthly meetings.	Attendance Roster, District Attendance 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
Health and Fitness	School-wide	Science and Physical Education Teachers	School-wide	November 6, 2012	Attendance Roster	Administration

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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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
206	185
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
134	121
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

110	99
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
76	68

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' defiant behavior	The CSI instructor will contact parents of students who have been placed on indoor suspension. Parents and students will be provided with training on the new Student Code of Conduct.	Administration	Monitor Parent Contact Log to ensure communication has been established with indoor suspension students. Attendance at Student Code of Conduct Meeting.	Parent Contact Log Parent Sign in sheet
2	Students' continuous defiant behavior	Parents and students will be provided with training on the Student Code of Conduct.	Administration	Monitor referral screen to ensure communication has been established with the parents of students who have outdoor suspension. Attendance at Student Code of Conduct Meeting.	Parent sign-in sheet

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	School-wide	School-wide	School-wide	August 20, 2012 September 20, 2012 November 28, 2012	Review referrals to determine communication. Parent Academy Class on the Student Code of Conduct	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
Student Code of Conduct	Copies for parents	EESAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 1 percentage point in the number of parental and community contacts as evidenced by comparing the volunteer hourly logs for the 2011-2012 to the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
1312.5 hours	1325.6 hours

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	Arvida will increase the participation of volunteers based on school enrollment and school needs (ie. parent patrol, security desk, PTSA store, etc.). Parents cannot participate due to their work schedules.	Increase the use of ConnectED and email tree to inform parents of meetings, tutoring, and all other information in regards to the school and/or community (National PTSA Standard 1). More emphasis will be placed on reaching parents through the Parent Academy and PTSA Meetings held in the evening so as not to conflict with their work schedules.	MTSS/RTI Leadership Team	Review sign-in sheets/logs to determine the number of parents attending school or community events.	Sign-in sheets Number of Connect-Ed Messages sent

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
Inservice on Volunteer Clearance	School-wide	Parent Academy	Potential Volunteers	September 20, 2012	Attendance logs	Administration

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase student participation in STEM curriculum and activities.
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
	Arvida Middle School students have not participated in any STEM education	Increase activities for students to design and develop science, math and engineering	Administration MTSS/RTi Leadership Team, Club Sponsors	Enroll in Fairchild Challenge, Science Fair, Green School Challenge	Fairchild Challenge, Science Fair, Green School

	1	classes. It will be a new and challenging curriculum for all stake holders.	projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities.			Challenge Participation

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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
STEM EDucation	6,7,8,Math and Science	Webinar	All math and science teachers	September 27, 2012	Department meetings to collaborate on implementation	Math and Science Department Heads, Administration

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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Education	Materials	EESAC	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Education	Substitutes	School Based Budget	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of 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:	98% of our students will participate in a course incorporating career and education planning (epep) thru their world history course and articulating with Miami Killian and Miami Sunset Feeder Pattern.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Curriculum not aligned to career theme across all disciplines.	Provide opportunities for CTE and academic teachers to develop and articulate with high school feeder patterns.	Administration	Monitor the curriculum development opportunities of teachers and high school feeder patterns.	2013 CTE participation report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE and academic integrated curriculum	8th grade	Region/District Liaison	8th grade teachers	November 6, 2012	Department meetings to collaborate on implementation	Department Heads, Administration

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
CTE and academic integrated curriculum	Substitutes	School Based Budget	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of 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	Reading Plus	After School Tutorial	Middle School Enrichment Fund	$2,000.00
Reading	Florida Ready	Curriculum Associates/Florida Ready	EESAC	$1,000.00
Writing	Writing Training	Substitutes	School Based Budget	$300.00
STEM	STEM Education	Materials	EESAC	$1,000.00
				Subtotal: $4,300.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Training on TEEN BIZ	Substitutes	School Based Budget	$300.00
CELLA	Training on IMAGINE	Substitutes	School Based Budget	$200.00
Mathematics	Implement Compass Learning	Before and After school tutorial	Middle School Enrichment Fund	$2,000.00
				Subtotal: $2,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Common Core Standards	Substitutes for Trainings	School Based Budget	$2,000.00
Mathematics	Develop guidelines for students to use writing and journaling to identify learned concepts and eliminate misconceptions.	Substitutes for PD	School Based Budget	$1,000.00
Civics	Implementation of Project Citizen	Substitute Coverage	School Based Management	$300.00
STEM	STEM Education	Substitutes	School Based Budget	$1,000.00
CTE	CTE and academic integrated curriculum	Substitutes	School Based Budget	$500.00
				Subtotal: $4,800.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Increase hands-on activities. Support will be provided for students to propose, develop and present independent investigations.	Science Lab supplies	EESAC	$500.00
Suspension	Student Code of Conduct	Copies for parents	EESAC	$1,000.00
				Subtotal: $1,500.00
				Grand Total: $13,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/9/2012)

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
Reading/Florida Ready	$1,000.00
STEM Education	$1,000.00
Science Lab Supplies	$500.00
Copies of Student Code of Conduct	$1,000.00

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

The SAC as well as the principal at Arvida Middle School is responsible for final decision-making at the school relating to the implementation and status of the School Improvement Plan progress. In September 2012, activities will include recruitment of SAC members and SAC elections. School Climate Surveys and assessment data will be reviewed to determine school needs. The 2012-2013 SIP was revised after analysis of the data and the school needs for 2012-2013 and the budget was revised according to the new goals. On October 5, 2012, the SIP will be released to the community; revisions to the SIP are made based on community input and SAC recommendations. The SIP is continuously monitored throughout the year. The SAC reviews the SIP on a monthly basis and makes necessary adjustments. In May of 2013, the SIP will be evaluated for its effectiveness and the process will begin again.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
ARVIDA MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	88%	56%	308	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	73%			139	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	69% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					587	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
ARVIDA MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	79%	93%	48%	300	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	67%	71%			138	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?	68% (YES)	70% (YES)			138	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested