FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SILVER TRAIL MIDDLE SCHOOL

District Name: Broward

Principal: Steve Frazier

SAC Chair: Daniela Lewing

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 11/6/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
					Silver Trail Middle School 2011-2012: School Grade: A AMO met in Reading; AMO met in every area except for Hispanic Math (target AMO 79%) Reading Meeting High Standards in Reading: 77%; Reading Learning Gains: 76%: Lowest 25%ile Making Gains in Reading: 72% Math Meeting High Standards in Math: 79%; Math Learning Gains: 81%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 62% Silver Trail Middle School 2010-2011: School Grade: A AYP met in every area except Hispanic Reading, Economically Disadvantaged Math, SWD Reading and Math: 90% Reading Meeting High Standards in

	Principal	Steve Frazier	Certification - K-12 Principalship; English 6-12; ESOL Endorsement Degrees- Masters- Ed Leadership; Bachelors Communications	3	13	Reading: 85%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 71% Math Meeting High Standards in Math: 87%; Math Learning Gains: 75%: Lowest 25%ile Making Gains in Math: 71%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 63% Silver Trail Middle School 2009-2010: School Grade: A AYP – not met Reading: Meeting High Standards in Reading: 83%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 67% Math: Meeting High Standards in Math: 85%; Math Learning Gains: 78%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 97%; Science Meeting High Standards: 65% Perry Middle School (DA School) –Moved Correct II School from 79% AYP Criteria Satisfied to 92% AYP. Moved school from a C to a B from 2007-2008 to 2008-2009. From 2004-2009 (5 year trend data): Reading Proficiency - 40% to 53%; Math Proficiency - 36% to 55%; Writing Proficiency - 81% to 95%; Reading Learning Gains - 55% to 65%; Math Learning Gains 55% to 65%; Lowest 25% in Reading - 62% to 74%; From 2007 - 2009 Lowest 25% in Math from 60% to 64%, and Science Proficiency went from 19% to 30%.
	Assis Principal	Thomas Bellamy	EdS - Educational Leadership K-12 Physical Education, 6-12 Health	3	16	Silver Trail Middle School 2011-2012: School Grade: A AMO met in Reading; AMO met in every area except for Hispanic Math (target AMO 79%) Reading Meeting High Standards in Reading: 77%; Reading Learning Gains: 76%: Lowest 25%ile Making Gains in Reading: 72% Math Meeting High Standards in Math: 79%; Math Learning Gains: 81%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 62% Silver Trail Middle School 2010-2011: School Grade: A AYP met in every area except Hispanic Reading, Economically Disadvantaged Math, SWD Reading and Math: 90% Reading Meeting High Standards in Reading: 85%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 71% Math Meeting High Standards in Math: 87%; Math Learning Gains: 75%: Lowest 25%ile Making Gains in Math: 71%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 63% Silver Trail Middle School 2009-2010: School Grade: A AYP – not met Reading: Meeting High Standards in Reading: 83%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 67% Math: Meeting High Standards in Math: 85%; Math Learning Gains: 78%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 97%; Science Meeting High Standards: 65% Olsen Middle School 2008-2009: School Grade: B AYP - not met, 2007-08 School Grade A AYP – not met 2006-07 School Grade C AYP – not met
						Silver Trail Middle School 2011-2012: School Grade: A AMO met in Reading; AMO met in every area except for Hispanic Math (target AMO 79%) Reading Meeting High Standards in Reading: 77%; Reading Learning Gains:

	Assis Principal	Dr. Jessie Thomas	BS-Mathematics Doctor of Education Educational Leadership (All Levels) Mathematics (Grades 5-9) Mathematics (Grades 6-12) Middle Grades Endorsement	3	15	76%: Lowest 25%ile Making Gains in Reading: 72% Math Meeting High Standards in Math: 79%; Math Learning Gains: 81%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 62% Silver Trail Middle School 2010-2011: School Grade: A AYP met in every area except Hispanic Reading, Economically Disadvantaged Math, SWD Reading and Math: 90% Reading Meeting High Standards in Reading: 85%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 71% Math Meeting High Standards in Math: 87%; Math Learning Gains: 75%: Lowest 25%ile Making Gains in Math: 71%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 63% Silver Trail Middle School 2009-2010: School Grade: A AYP – not met Reading: Meeting High Standards in Reading: 83%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 67% Math: Meeting High Standards in Math: 85%; Math Learning Gains: 78%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 97%; Science Meeting High Standards: 65% Pioneer Middle School 1997-2008: Pioneer Middle School – 1997-1998; 2001-2008 - School Grade – A, 1999- 2000; 2000-2001- School Grade – B AYP (2004 – 2008) – AYP met New Renaissance Middle School 2008-2009: School Grade – A AYP – AYP not met	
	Assis Principal	Christine Centrone-Walker	Educational Leadership (All Levels), Elementary Education (Grades 1-6), Primary Education (Grades K-3), Reading Endorsement, ESOL Endorsement	8	3	Silver Trail Middle School 2011-2012: School Grade: A AMO met in Reading; AMO met in every area except for Hispanic Math (target AMO 79%) Reading Meeting High Standards in Reading: 77%; Reading Learning Gains: 76%: Lowest 25%ile Making Gains in Reading: 72% Math Meeting High Standards in Math: 79%; Math Learning Gains: 81%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 62% Silver Trail Middle School 2010-2011: School Grade: A AYP met in every area except Hispanic Reading, Economically Disadvantaged Math, SWD Reading and Math: 90% Reading Meeting High Standards in Reading: 85%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 71% Math Meeting High Standards in Math: 87%; Math Learning Gains: 75%: Lowest 25%ile Making Gains in Math: 71%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 63% Silver Trail Middle School 2009-2010: School Grade: A AYP – not met Reading: Meeting High Standards in Reading: 83%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 67% Math: Meeting High Standards in Math: 85%; Math Learning Gains: 78%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 97%; Science Meeting High Standards: 65% Silver Trail Middle 2004 – 2011 School Grade: A AYP (2004 – 2007) – AYP met	

					AYP (2008, 2009) – AYP not met

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kristi Saunig	Ms. Ed Reading K-12 Elem.Ed 1-6; Learning Disabilities K-12; Mentally handicap K-12; ESOL Endorsed	3	15	Silver Trail Middle School 2011-2012: School Grade: A AMO met in Reading; AMO met in every area except for Hispanic Math (target AMO 79%) Reading Meeting High Standards in Reading: 77%; Reading Learning Gains: 76%: Lowest 25%ile Making Gains in Reading: 72% Math Meeting High Standards in Math: 79%; Math Learning Gains: 81%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 62% Silver Trail Middle School 2010-2011: School Grade: A AYP met in every area except Hispanic Reading, Economically Disadvantaged Math, SWD Reading and Math: 90% Reading Meeting High Standards in Reading: 85%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 71% Math Meeting High Standards in Math: 87%; Math Learning Gains: 75%: Lowest 25%ile Making Gains in Math: 71%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 63% Silver Trail Middle School 2009-2010: School Grade: A AYP – not met Reading: Meeting High Standards in Reading: 83%; Reading Learning Gains: 70%: Lowest 25%ile Making Gains in Reading: 67% Math: Meeting High Standards in Math: 85%; Math Learning Gains: 78%: Lowest 25%ile Making Gains in Math: 70%; Writing Meeting High Standards: 97%; Science Meeting High Standards: 65%

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	New teachers to school are mentored through the New	New teachers to school are mentored through the New	New teachers to school are mentored through the New	New teachers to school are mentored through the New
2	Data analysis to assist teachers in need through	Data analysis to assist teachers in need through	Data analysis to assist teachers in need through	Data analysis to assist teachers in need through
3	Common planning/collaboration on team and through	Common planning/collaboration on team and through	Common planning/collaboration on team and through	Common planning/collaboration on team and through

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
82	0.0%(0)	34.1%(28)	42.7%(35)	23.2%(19)	48.8%(40)	122.0%(100)	9.8%(8)	7.3%(6)	68.3%(56)

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrators, Guidance personnel, ESE specialist, ESE Support Facilitators, Reading Coach, School Psychologist, School Social Worker

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

The RtI coordinator, Assistant Principal Christine Centrone-Walker will conduct Bi-Monthly meetings, 2nd and 4th Wednesday of the month. An agenda will be created based on the teacher recommendations of identified students. The recommendation of students is based on indications that a student has been provided with sufficiently intense interventions, implemented with fidelity, for a month, and still can't close the achievement gap to be on par with grade level standards; or the student is closing the gap, but the intensity of intervention required is not sustainable in the general education classroom. Data and other progress monitoring data taken from the PMRN, Virtual Counselor, and Pinnacle, in conjunction with a record of interventions that were put in place to assist the student with his/her academic problems will be evaluated to determine the placement into Tier 2 and Tier 3 levels. The first meeting will be the identification of the student and recommendation for interventions, two weeks later a meeting will take place for progress monitoring purposes, based on results of the individual student data and progress monitoring graphs to assess if interventions are effective, two weeks later a meeting will take place for the analysis of the progression or regression of student. At that point the RTI team will make a determination as to whether to move the child to the Tier 2 targeted level interventions. At the Tier 2 level, the student is given additional guidance and administrative support through the Academic and Behavioral Intervention Program. This program takes place every Tuesday and Thursday after school and for one half a day on Saturday. Additional small group support is provided at this time.

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

The role of the RtI team is to communicate the vision of the RtI process with all stakeholders involved with the development and implementation of the School Improvement Plan, this includes the staff, administration and parents. Through this

communication, strategies will be identified that are to be in place to assist with student progress, to ensure that the interventions are done with intensity and fidelity, and through progress monitoring identify when changes are necessary in movement to different tiers of assistance. The RtI Leadership Team will consult during the SIP development process to ensure that strategies are in place within each curriculum area that provide support for students in need. As the strategies are implemented within Reading, Math, Social Studies and Science the RtI team provides interventions as necessary that have been identified in the School Improvement Plan, and evaluates the effectiveness of the various recommendations.

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.

In consultation with colleagues including fellow team teachers, support facilitators and curriculum coaches, teacher tries universal, evidence-based interventions as needed with students of concern. Data is collected including fluency measures in Reading, mini-benchmark assessments available in both Reading and Mathematics, in-program assessments used in all areas, and testing data available that includes District Benchmark Data and FCAT Data in Math, Reading, Science and Writing available through the district database, Virtual Counselor. Data will be frequently reviewed and will be used to make modifications. In consultation with several RtI team members, teacher tries targeted, evidence-based interventions. Once the student is in the process of moving from Tier 1 to Tier 2 levels the case manager, Belinda Daise, will conduct interviews with teachers, and make observations of both progression and regression of student's academics and behaviors. RTI binder will be kept in each grade level that will hold documentation and processes that include teacher documentation of interventions, team coordination and academic progress utilizing classroom data, progress monitoring data, mini-benchmark data and anecdotals. The academic progress will be documented through team data chats involving all curriculum areas, administrative team conferences, and through the use of data and assessments acquired through Virtual Counselor. Data will also be gathered as each Tier 2 intervention is implemented that will evaluate the effectiveness of the intervention, either in anecdotal or graph form. The documentation of behavior management will be based on individual student behavioral analysis through the Silver Trail Middle school discipline database.

Describe the plan to train staff on MTSS.

On going training will be provided by the district including the school psychologist, Chad Valdeon, Reading Coach, Kristi Saunig, ESE Specialist, Michele Bonsanti and support facilitators on possible interventions and progress monitoring tools. Scheduling of trainings will be based on needs as identified by RTI team. Items to be used for training include 'Procedural Safeguards' and 'Positive Behavioral Support Facilitators Guide'.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal Steve Frazier, Assistant Principal Christine Centrone-Walker – Reading and Language Arts, Assistant Principal Thomas Bellamy - Science, Assistant Principal Jesse Thomas – Math and Social Studies, Reading Coach Kristi Saunig, ESE Specialist Michele Bonsani, Media Specialist Michelle Smith, Guidance Director Belinda Daise, Tara Leonard – Language Arts, Amy Nesmith – Social Studies, Danialla Lewing – Science, Jodi Gorfinkel - Math, Angelique Hoo - Unified Arts, and PTSA.

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

The LLT will meet monthly to address curriculum issues, analyze data, obtain feedback from all grade levels and curriculum areas on student progress and create goals to address and reinforce literacy. Data collected includes observation of literacy activities taking place during walkthroughs, information provided from team collaborations, data chats, along with student achievement data from the district database, Virtual Counselor. Media circulation data will also be utilized. This information will assist the team in providing the necessary support to teachers in all areas of the curriculum to build student literacy skills.

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

A Major initiative for LLT this year is to increase the use of reading strategies across the curriculum areas and to increase

student understanding of text structure which will increase student achievement. The team will evaluate the needs and offer professional development in both department venues and for individual teams that focus on strategies to read text with understanding. There is a need for students to make connections between the reading strategies they are learning about in Reading classes and the content level text that are many times written above grade level. Observations and feedback from the implementation of the target strategy will be evaluated each month and new goals will be created as mastery is made evident.

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.

Through the initiative of the Literacy leadership team reading strategies across the curriculum will be the focus of professional development for the teachers. In addition the formulation of a professional learning community to implement and evaluate before, during and after reading strategies will take place for all subject areas. Some of these strategies include uses of Frayer Model for vocabulary, Cornell notes, Question/Answer relationships, and the use of Science/Math notebooks. The Reading Coach and/or Department Chair can provide additional suggestions to support instruction. Across grade levels students are placed on teams that include Reading, Language Arts, Science and Social Studies. Instructional Focus Calendars are created for individual teams based on their student data and reading strengths and weaknesses. As a team, reading strategies are taught in all subject areas. Reading progress monitoring takes place and is evaluated on a weekly basis by all team members. Student portfolios are kept in each curriculum area that include evidence of reading activities, as well as student-teacher data conversations that occur during the semester.

*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:	As of June 2013, 32% (467) of 1458 projected students will meet proficiency on the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (418) of 1420 students met proficiency of Level 3 on the Reading FCAT 2.0.	32% (467) of 1458 projected students will meet proficiency on the Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students exposure to higher order comprehension and Understanding of various text structure	1A.1. To address the deficit in the cluster of Reference and Research Informational Text/Research Process student seminars will be conducted, Project based learning incorporating DI and technology, reading and analysis of non-fiction text, novel study, seminars-workshops, teacher think alouds, county required texts, and student generated questions from question stems, newspapers- to increase rigor for advanced/highly proficient students	1A.1. Reading coach, Assistant Principal - Reading	1A.1. Reading coach, Assistant Principal - Reading	1A.1. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0
2	1A.2. Students exposure to Rigorous and challenging non-fiction text supporting higher levels of text complexity.	1A.2. To develop and implement Pre Advanced Placement Research courses designed to provide students with rigorous and challenging non-fiction text, as well as other forms of Literary Genre. The program will prepare advanced readers/learners for rigorous AP courses they intend to take in High School. The goal is to increase the number of students enrolling in AP courses and provide them with the motivation and support in successfully completing these AP	1A.2. Pre Advanced Placement Cadre, Assistant Principal -Reading	1A.2. Use of Rubrics; Data Chats; Student Portfolios; Classroom Walkthroughs, Marzano iObservation	1A.2. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0

		courses.			

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:	As of June 2013, 29% (4) of 14 projected students will score at Levels 4, 5, and 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3) of 14 students scored at Levels 4, 5, and 6 in reading.	29% (4) of 14 projected students will score at Levels 4, 5, and 6 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students level of cognitive ability.	1B.1. Students require consistency, repetition, and modification of curriculum	1B.1. ESE Specialist, Assistant Principal - ESE	1B.1. Use of checklists, parent input, teacher observations	1B.1. Brigance Diagnostic Comprehensive Inventory of Basic Skills, Florida Alternate Assessment (FAA)

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:	As of June 2013, 50% (729) of 1458 projected students will be above proficiency of Levels 4 and 5 on the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (676) of 1420 students above proficiency of Levels 4 and 5 on the Reading FCAT 2.0.	50% (729) of 1458 projected students achieving above proficiency of Levels 4 and 5 on the Reading FCAT2.0. All students will be enrolled in reading research.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students ability to make and understand connections to various texts	2A.1. To address the cluster of making Comparison students will be exposed to a variety of texts, such as non-fiction materials and content area text, content area magazines. Reading strategies will be infused during instruction, such as Before, During and After Reading Strategies in all content areas including question relationships and	2A.1 Reading coach, Assistant Principal - Reading	2A.1. Use of Rubrics; Data Chats; Student Portfolios; Classroom Walkthroughs, Marzano iObservation	2A.1. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0

		teacher read alouds. Field trips			
2	2A.2. Students exposure to Rigorous and challenging non-fiction text supporting higher levels of text complexity.	2A.2. To develop and implement Pre Advanced Placement Research courses designed to provide students with rigorous and challenging non-fiction text, as well as other forms of Literary Genre. The program will prepare advanced readers/learners for rigorous AP courses they intend to take in High School. The goal is to increase the number of students enrolling in AP courses and provide them with the motivation and support in successfully completing these AP courses.	2A.2. Pre Advanced Placement Cadre, Assistant Principal -Reading	2A.2. Use of Rubrics; Data Chats; Student Portfolios; Classroom Walkthroughs, Marzano iObservation	2A.2. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0

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:	As of June 2013, 50% (7) of 14 projected students will score at or above Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (6) of 14 students scored at or above Level 7 in reading.	50% (7) of 14 projected students will score at or above Level 7 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Students level of cognitive ability.	2B.1. Students require consistency, repetition, and modification of curriculum	2B.1. ESE Specialist, Assistant Principal - ESE	2B.1. Use of checklists, parent input, teacher observations	2B.1. Brigance Diagnostic Comprehensive Inventory of Basic Skills, Florida Alternate Assessment (FAA)

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:	As of June 2013, 79% (1152) of 1458 projected students will make learning gains on the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (1037) of 1373 students made learning gains on the Reading FCAT 2.0.	79% (1152) of 1458 projected students will make learning gains on the Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Students limited vocabulary base and strategies for understanding new vocabulary and relationship between words.	3A.1. Students reinforcement of reading skills within content areas and across curriculums through the use of Scholastic Scope Magazine and other non fiction materials such as NewsCurrents, Upfront,PW Impact, and FCAT Focus, Destination Reading	3A.1. Reading coach, Assistant Principal - Reading	3A.1. Use of Rubrics; Data Chats; Student Portfolios; Classroom Walkthroughs, Marzano iObservation	3A.1. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0 FCAT Focus, Destination Reading, AR Vocab. Quizzes
2					

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:	As of June 2013, 77% (10) of 13 students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (9) of 13 students made learning gains in reading.	77% (10) of 13 projected students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students level of cognitive ability.	3B.1. Students require consistency, repetition, and modification of curriculum.	3B.1. ESE Specialist, Assistant Principal - ESE	3B.1. Use of checklists, parent input, teacher observation	3B.1. Brigance Diagnostic Comprehensive Inventory of Basic Skills, Florida Alternate Assessment (FAA)

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:	As of June 2013, 75% (274) of 365 projected students in the lowest 25th percent will make learning gains on the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (230) of 321 students in the lowest 25% made learning gains on the Reading FCAT 2.0	75% of (274) of 365 projected students in the lowest 25% will make learning gains on the Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students vocabulary base and strategies for understanding new vocabulary and relationship between words	4A.1. To address the deficit in The Vocabulary teachers will utilize Interactive word walls and word study activities to include techniques such as word relationships, word origins and mapping, direct instruction through Rewards	4A.1. Reading coach, Assistant Principal - Reading	4A.1. Use of Rubrics; Data Chats; Student Portfolios	4A.1. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0, Accelerated Reader Quizzes
2	4A.2. Students need of additional time for instruction of reading skills and application of reading skills.	4A.2. Determine core instructional needs by reviewing FCAT data for all students in this subcategory. Plan differentiated instruction using evidence-based instruction/intervention with a 55-minute Intensive Reading block; District approved curriculum students will receive additional reading instruction, tutorials and enrichment through student seminars in addition to the use of technology based programs Destination Reading and FCAT Focus	4A.2. Reading coach, Assistant Principal - Reading	4A.2. Classroom Walkthroughs; Student Portfolios; Data Chats using Virtual Counselor	4A.2. Publisher created Assessments; Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0, Accelerated Reader Quizzes
3	4A.3. Students ability to read with Text Reading Efficiency (fluency) and prosody	4A.3. Teachers will utilize various Text Reading Efficiency materials providing students with daily practice in all classes, Teacher Read-alouds.	4A.3. Reading coach, Assistant Principal - Reading	4A.3. Classroom Walkthroughs; Student Portfolios; Data Chats using Virtual Counselor	4A.3. Weekly Text Reading Efficiency Assessments/practicefor those non-proficient students.
4	4A.4. Students motivation for reading	4A.4. Teachers will utilize Accelerated Reading a computer based reading incentive program to build student motivation and vocabulary, literacy, comprehension, skills	4A.4. Reading coach, Assistant Principal - Reading	4A.4. Classroom Walkthroughs; Student Portfolios; Data Chats using Virtual Counselor	4A.4. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0; media center circulation
5	4.A.5. Students reinforcement of reading skills within content areas and across curriculums	4.A.5. Instructional Focus Calendar created prioritizing NGSSS Reading Benchmarks developed based on needs of individual teams will be used across all curriculum areas. Teachers will use CRISS strategies/best practices to reinforce reading in the content area. Identified students will receive enrichment	4.A.5. Reading coach, Assistant Principal - Reading	4.A.5. Classroom Walkthroughs; Student Portfolios; Data Chats using Virtual Counselor	4.A.5. Publisher created Assessments; Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0

		and additional instruction through "Student Seminars".			

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 # 5A : Baseline: 75% of students met proficiency on the 2011 Reading FCAT. By June 2017, 88% of students will meet proficiency on the			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77% of students	79% of students	81% of students	83% of students	85% of students	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	87% (423) of 504 projected students of the sub-category of White will be proficient in reading. 68% (111) of 164 projected students of the sub-category of Black will be proficient in reading. 79% (501) of 635 projected students of the sub-category of Hispanic will be proficient in reading. 90% (50) of 55 projected students of the sub-category of Asian will be proficient in reading. 65% (6) of 9 projected students of the sub-category of Asian will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (422) of 504 students of the sub-category of White were proficient in reading. 64% (105) of 164 students of the sub-category of Black were proficient in reading. 74% (469) of 635 students of the sub-category of Hispanic were proficient in reading. 87% (48) of 55 students of the sub-category of Asian were proficient in reading. 56% (5) of 9 students of the sub-category of Asian were proficient in reading. White: 16% Black: 36% Hispanic: 26% Asian: 12.7% American Indian: 44% 78%(565) of students of the sub-category of Hispanic were proficient in Reading on the FCAT 2.0.	87% (423) of 504 projected students of the sub-category of White will be proficient in reading. 68% (111) of 164 projected students of the sub-category of Black will be proficient in reading. 79% (501) of 635 projected students of the sub-category of Hispanic will be proficient in reading. 90% (50) of 55 projected students of the sub-category of Asian will be proficient in reading. 65% (6) of 9 projected students of the sub-category of Asian will be proficient in reading. White: 13% Black: 32% Hispanic: 21% Asian: 10% American Indian: 35%

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
	5B.1. Students not receiving Differentiated Instruction	5B.1. Teachers will evaluate assessments and plan	5B.1. Reading coach, Assistant Principal	5B.1. Classroom Walkthroughs; Student Portfolios; Data	5B.1. Mini-Bats; Benchmark

1		student seminars that will focus on weaknesses of students, Project based learning that incorporates Differentiated Instruction and student use of technology will be Implemented.	- Reading	Chats using Virtual Counselor	Assessment Tests; Teacher created Assessments; FCAT 2.0
2	5B.2. Students in need of reinforcement of reading skills within content areas across the curriculums.	5B.2. Instructional Focus Calendar created prioritizing NGSSS Reading Benchmarks developed based on needs of individual teams will be used across all curriculum areas.	5B.2. Reading coach, Assistant Principal - Reading	5B.2. Classroom Walkthroughs; Student Portfolios; Data Chats using Virtual Counselor	5B.2. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0
3	5B.3. Students in need of reinforcement and tutorials in areas of individual weaknesses	5B.3. Students will receive additional reading instruction, tutorials and enrichment using materials listed on the District's Struggling Reader Chart as well as Destination Reading. Instructional Focus Calendar created Prioritizing NGSSS Reading Benchmarks developed based on needs of individual teams will be used across all curriculum areas. Identified students will receive enrichment and additional instruction through "Student Seminars".	5B.3. Reading coach, Assistant Principal - Reading	5B.3. Classroom Walkthroughs; Student Portfolios; Data Chats using Virtual Counselor	5B.3. Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0
4					
5					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	As of June 2013, 56% (84) of 151 projected students will not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (89) of 151 students did not make satisfactory progress in reading.	56% (84) of 151 projected students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students broad vocabulary base and strategies for understanding new vocabulary and relationship between words	5D.1. To address the deficit in The Vocabulary teachers will utilize Interactive word walls and word study activities to include techniques such as word relationships, word origins and mapping, direct instruction through Rewards.	5D.1. Reading coach, Assistant Principal - Reading	5D.1. Classroom Walkthroughs; Student Portfolios; Data Chats with Weekly Progress Monitoring; Use of Rubrics, Data charts	5D.1. Publisher created Assessments; Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0
2	5D.2. Students ability to read with Text Reading Efficiency (fluency) and prosody	5D.2. Teachers will utilize various Text Reading Efficiency materials providing students with practice in all classes. Additional text efficiency practice.	5D.2. Reading coach, Assistant Principal - Reading	5D.2. Classroom Walkthroughs; Student Portfolios; Data Chats with Weekly Progress Monitoring; Fluency Graphs	5D.2. Weekly Text Reading Efficiency (fluency) Assessments
3	5D.3. Students reinforcement and tutorials in areas of individual weaknesses	5D.3. Identified students will receive enrichment and additional instruction through 'Student Seminars".	5D.3. Reading coach, Assistant Principal - Reading	5D.3. Classroom Walkthroughs; Student Portfolios; Data Chats with Weekly Progress Monitoring	5D.3. Publisher created Assessments; Mini-Bats; Benchmark Assessment Tests; Teacher created Assessments; FCAT 2.0
4					

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

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Use of Differentiated Instruction to meet needs of a variety of students	6-8	PLC Leader-Department	School-wide by each Department (25 staff members have been trained in Differentiated Instruction at Silver Trail)	Early Release, Teacher Planning Days, PLC Day: Twice a month every other Thursday	iObservations, Teacher assessments, Variety of student work presented in work folder	Assistant Principal; Department Head
How to effectively use Data analysis in FCIM Research topics will be determined by grade level and department	6-8	PLC Leader-Department	School-wide by each Department	Early Release, Teacher Planning Days	iOservations, Teacher assessments, Variety of student work presented in work folder	Assistant Principal; Department Head
Integration of common core standards into the curriculum	6-8	PLC Leader-Department	School-wide by each Department	PrePlanning Week, Early Release, Teacher Planning Days, PLC Day: Twice a month every other Thursday	iOservations, Teacher assessments, Variety of student work presented in work folder	Assistant Principal; Department Head
Use of Accelerated Reader	6-8	PLC Leader-Department	Reading/Language Arts Departments	Department Collaboration Meetings Days	iOservations, Teacher assessments, Variety of student work presented in work folder	Assistant Principal; Department Head
Use of Technology and impact on student learning gains	6-8	PLC Leader-Department	School-wide by each Department	Early Release, Teacher Planning Days	iOservations, Teacher assessments, Variety of student work presented in work folder	Assistant Principal; Department Head

Reading Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Exposure to Current Events	NewsCurrents-	NewsCurrents-	$200.00
Increasing Student motivation/Comprehension	Accelerated Reader/STAR Reading	Accountability	$7,700.00
			Subtotal: $7,900.00
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
Exposure to Non-Fiction Materials	Current Event Magazines- SCOPE/National Geographic	Accountability/General	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $8,900.00

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:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	As of June 2013, 31% (452) out of 1458 projected students will meet proficiency of FCAT Level 3 on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(397) out of 1420 students met proficiency of FCAT Level 3 on the Math FCAT 2.0	31% (452) out of 1458 projected students will meet proficiency of FCAT Level 3 on the Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Retention of concepts such as fractions, decimals, multiplication tables	1A.1. Students will complete Summer Math and daily maintenance activities are infused into lessons so each student is able to maintain the benchmark and strand being taught.	1A.1. Department Head; Assistant Principal - Math; math teachers	1A.1. Classroom Walkthroughs; Summer work post-test, Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1A.1. Benchmark Assessments; Math course assessment; Unified Quarterly Exams; FCAT 2.0; GMADE; CMAT (comprehensive math assessment test-ESE); Teacher created assessments
2	1A.2. Students difficulty with transfer of skills from one concept to another.	1A.2. Weekly Instructional Focus Calendars prioritizing Math benchmarks will be developed to provide students with daily exposure, assessment, and maintenance of benchmarks, in addition to utilizing differentiated instruction techniques. Peer Counselors will be utilized to tutor students.	1A.2. Department Head; Assistant Principal - Math; math teachers	1A.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1A.2. Benchmark Assessments; Math course assessment; Unified Quarterly /Semester Exams/ FCAT 2.0; GMADE; CMAT
3	1A.3. Students difficulty in making connections between concrete and abstract topics.	1A.3. Teachers to provide instruction using Manipulatives, technology programs including: Geogebra, Activslate, Smart Board, Excel, Destination Math, Beep Lessons	1A.3. Department Head; Assistant Principal - Math; Math teachers	1A.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1A.3. Benchmark Assessments; Math course assessment; Unified Quarterly Exams; FCAT 2.0; GMADE; CMAT

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:	As of June 2013, 57% (8) of 14 students will score at Levels 4, 5, 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (7) of 14 students scored at Levels 4, 5, 6 in mathematics	57% (8) of 14 projected students will score at Levels 4, 5, 6 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students level of cognitive ability.	1B.1. Students require consistency, repetition, and modification.	1B.1. ESE Specialist, Assistant Principal - ESE	1B.1. Use of checklists, parent input, teacher observation	1B.1. Brigance Diagnostic Comprehensive Inventory of Basic Skills, Florida Alternate Assessment (FAA)

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:	As of June 2013, 53% (773) out of 1458 projected students will meet above proficiency FCAT Levels 4 and 5 on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (733) out of 1420 students met proficiency of Levels 4 and 5 on the Math FCAT 2.0	53% (773) out of 1458 projected students will meet proficiency FCAT Levels 4 and 5 on the Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Higher level students in need of academically challenging curriculum materials.	2A.1. Students are provided with the opportunity to enroll in Advanced programs as well as Gifted education. In addition, teachers to provide instruction using Manipulatives, technology programs including: Geogebra, Activslate, Smart Board, Excel, Destination Math, Beep Lessons	2A.1. Department Head; Assistant Principal - Math; math teachers	2A.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	2A.1. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
2	2A.2. Students are living in a digital world and are digital learners.	2A.2. Use of assistive technology programs including Geogebra, Activslate, Compass Odyssey and BEEP lessons in addition to opportunities for project based learning utilizing	2A.2. Assistant Principal - Math; Math Department Head; math teachers	2A.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	2A.2. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created

		Excel programs			assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	As of June 2013, 28% (4) of 14 projected students will score at or above Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3) of 14 students scored at or above Level 7 in mathematics.	28% (4) of 14 projected students will score at or above Level 7 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Students level of cognitive ability.	2B.1. Students require consistency, repetition, and modification of curriculum	2B.1. ESE Specialist, Assistant Principal - ESE	2B.1. Use of checklists, parent input, teacher observations	2B.1. Brigance Diagnostic Comprehensive Inventory of Basic Skills, Florida Alternate Assessment (FAA)

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:	As of June 2013, 84% (1225) of 1458 projected students will make learning gains on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (1116) of 1376 students made learning gains on the Math FCAT 2.0.	84% (1225) of 1458 projected students will make learning gains on the Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Student's retention of mathematical concepts such as fractions, multiplication, division	3A.1. Instructional Focus Calendars prioritizing Math benchmarks will be developed to provide students with daily exposure, assessment, and maintenance of benchmarks	3A.1. Assistant Principal - Math; Math Department Head; math teachers	3A.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	3A.1. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
	3A.2. Students Identification of key words to apply to FCAT word problems.	3A.2. Teachers will conduct student seminars focusing on identifying	3A.2. Assistant Principal - Math; Math Department	3A.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor;	3A.2. Benchmark Test; FCAT Test; GMADE (Group

2		key vocabulary for problem solving. Teachers will provide opportunities on classroom assessments where students identify key vocabulary for problem solving. Students will receive enrichment through “Student Seminars”.	Head; math teachers	Review of Student Work Portfolios; Math course assessments	Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
3	3A.3. The need to reinforce students' computer literacy to navigate the digital world as digital learners.	3A.3. Teachers will instruct students on using Excel and students will produce an activity that demonstrates knowledge of skills taught.	3A.3. Assistant Principal - Math; Math Department Head; math teachers	3A.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	3A.3. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	As of June 2013, 85% (11) of 13 projected students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (10) of 13 students made learning gains in mathematics.	85% (11) of 13 projected students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students level of cognitive ability.	3B.1. Students require consistency, repetition, and modification of curriculum	3B.1. ESE Specialist, Assistant Principal - ESE	3B.1. Use of checklists, parent input, teacher observations	3B.1. Brigance Diagnostic Comprehensive Inventory of Basic Skills, Florida Alternate Assessment (FAA)

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:	As of June 2013, 73% (266) out of 365 students in the lowest 25th percentile will make learning gains on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (219) out of 314 of the lowest 25% made learning gains on the Math FCAT 2.0	73% (266) out of 365 the lowest 25% will make learning gains on the FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Student's identification of key words to apply to FCAT word problems.	4A.1. Teachers will conduct student seminars focusing on identifying key vocabulary for problem solving. Students will receive enrichment through "Student Seminars". Teachers will provide opportunities on classroom assessments where students identify key vocabulary for problem solving.	4A.1. Assistant Principal - Math; Math Department Head; math teachers	4A.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	4A.1. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
2	4A.2. Students have difficulty with retention of mathematical concepts such as fractions, multiplication, division	4A.2. Instructional Focus Calendars prioritizing Math benchmarks will be developed to provide students with daily exposure, assessment, and maintenance of benchmarks	4A.2. Assistant Principal - Math; Math Department Head; math teachers	4A.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	4A.2. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
3	4A.3. Students have difficulty with retention of mathematical concepts such as fractions, multiplication, division	4A.3. Students will be provided differentiated instruction through student seminars that focus on providing tutorial instruction on weakest skills. Teachers will provide short, bi-weekly skill drills to retain skills. of skills. Students will participate in the Summer Math Program	4A.3. Assistant Principal - Math; Math Department Head; math teachers	4A.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	4A.3. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Middle School Mathematics Goal #

5A : Baseline: 79% of students met proficiency on the 2011 FCAT.

By June 2017, 90% of students will meet proficiency on the Math FCAT 2.0

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81% of students	83% of students	84% of students	86% of students	88% of studen	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Mathematics Goal #5B: 78% (392) of 503 projected students of the sub-category of White will be proficient in mathematics. 68% (111) of 164 projected students of the sub-category of Black will be proficient in mathematics. 79% (501) of 636 projected students of the sub-category of Hispanic will be proficient in mathematics. 90% (50) of 55 projected students of the sub-category of Asian will be proficient in mathematics.

	65% (6) of 9 projected students of the sub-category of Asian will be proficient in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (377) of 503 students of the sub-category of White were proficient in mathematics. 66% (108) of 164 students of the sub-category of Black were proficient in mathematics. 77% (489) of 636 students of the sub-category of Hispanic were proficient in mathematics. 86% (47) of 55 students of the sub-category of Asian were proficient in mathematics. 56% (5) of 9 students of the sub-category of Asian were proficient in mathematics. White: 15% Black: 34% Hispanic: 23% Asian: 14% American Indian: 44%	78% (392) of 503 projected students of the sub-category of White will be proficient in mathematics. 68% (111) of 164 projected students of the sub-category of Black will be proficient in mathematics. 79% (501) of 636 projected students of the sub-category of Hispanic will be proficient in mathematics. 90% (50) of 55 projected students of the sub-category of Asian will be proficient in mathematics. 65% (6) of 9 projected students of the sub-category of Asian will be proficient in mathematics. White: 13% Black: 28% Hispanic: 19% Asian: 11% American Indian: 37%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Students not receiving Differentiated Instruction	5B.1. Students will be provided differentiated instruction through student seminars that focus on providing tutorial instruction on weakest skills. Teachers will provide short, bi-weekly skill drills to retain skills. of skills.	5B.1. Assistant Principal - Math; Math Department Head; math teachers	5B.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	5B.1. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	As of June 2013, 53% (80) of 151 projected students with disabilities will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (75) of 151 students did not make satisfactory progress in mathematics.	53% (80) of 151 projected students with disabilities will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students in need of additional support in small group settings for retention of materials.	5D.1. Academic support will be provided through a push in/pull-out tutorial program by the ESE support facilitators ESE Support Facilitator will provide push-in and pull-out support for identified ESE students to be done in small groups weekly. Students will be scheduled for math in the first four periods of the day.	5D.1. Assistant Principal - Math; Math Department Head; ESE Specialist and Support Facilitators	5D.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	5D.1. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
2	5D.2. Students have difficulty computing abstract math concepts	5D.2. Students will utilize math manipulatives to assist with the computation of complex mathematics problems.	5D.2. Assistant Principal - Math; Math Department Head; ESE Specialist and Support Facilitators	5D.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	5D.2. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
3	5D.3. The need to reinforce students' computer literacy to navigate the digital world as digital learners	5D.3. Use of assistive technology programs including Geogebra, Activslate, Destination Math and BEEP lessons. Students will take assessments using the computer.	5D.3. Assistant Principal - Math; Math Department Head; ESE Specialist and Support Facilitators	5D.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	5D.3. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created 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 subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	As of June 2013, 71% (257) of 362 projected economically disadvantaged students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (114) of 362 students did not make satisfactory progress in mathematics.	71% (257) of 362 projected economically disadvantaged students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The need to reinforce students' computer literacy to navigate the digital world as digital learners	5E.1. Use of assistive Technology programs including Geogebra, Activslate, Destination Math and BEEP lessons Students will take assessments using the computer.	5E.1. Assistant Principal - Math; Math Department Head; math teacher	5E.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	5E.1. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments
2	5E.2. Student's need for differentiated instruction to focus on individual weaknesses	5E.2. Students will be provided differentiated instruction through student seminars that focus on providing tutorial instruction on weakest skills. Teachers will provide opportunities on classroom assessments where students identify key vocabulary for problem solving.	5E.2. Assistant Principal - Math; Math Department Head; math teacher	5E.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	5E.2. Benchmark Test; FCAT Test; GMADE (Group Mathematics Assessment and Diagnostic Evaluation); Teacher created assessments

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:	As of June 2013, 4% (5) of 123 projected students will score at achievement Level 3 in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2.8% (4) of 142 students scored at achievement Level 3 in Algebra I.	4% (5) of 123 projected students will score at achievement Level 3 in Algebra I.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not used to taking math tests on computers	1.1. Students will take practice tests throughout the year on the computer	1.1. Assistant Principal – Math; Math Department Head; Math Teacher	1.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1.1. County Midterm; Teacher created assessments
	1.2. Students are not used	1.2. Students will	1.2. Assistant Principal	1.2. Classroom	1.2. County Midterm;

2	to taking cumulative tests	participate in a cumulative county midterm	– Math; Math Department Head; Math Teacher	Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	Teacher created assessments
3	1.3. Calculator on computer is slow and causes frustration for students	1.3. Students will be given the option of using a hand held calculator	1.3. Assistant Principal – Math; Math Department Head; Math Teacher	1.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1.3. County Midterm; Teacher created 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	As of June 2103, 98% (120) of projected 123 students will score at or above achievement Levels 4 and 5 in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% (138) of 142 students scored at or above achievement Levels 4 and 5 in Algebra I.	98% (120) of projected 123 students will score at or above achievement Levels 4 and 5 in Algebra I.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students are not used to taking math tests on computers	2.1. Students will take practice tests throughout the year on the computer	2.1. Assistant Principal – Math; Math Department Head; Math Teacher	2.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	2.1. County Midterm; Teacher created assessments
2	2.2. Students are not used to taking cumulative tests	2.2. Students will participate in a cumulative county midterm	2.2. Assistant Principal – Math; Math Department Head; Math Teacher	2.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	2.2. County Midterm; Teacher created assessments
3	2.3. Calculator on computer is slow and causes frustration fro students	2.3. Students will be given the option of using a hand held calculator	2.3. Assistant Principal – Math; Math Department Head; Math Teacher	2.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	2.3. County Midterm; Teacher created assessments

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:	As of June 2013, 0% (0) of 43 students will score at achievement level 3 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of 67 students scored at achievement Level 3 in Geometry.	0% (0) of 43 students will score at achievement level 3 in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not used to taking tests on a computer	1.1. Students will take practice tests through the year on the computer.	1.1. Assistant Principal – Math; Math Department Head; Math Teacher	1.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1.1. County Midterm; Teacher created assessments
2	1.2. Students are not used to using geometry tools on a computer	1.2. Students will be provide with opportunities to solve problems using the geometry tools.	1.2. Assistant Principal – Math; Math Department Head; Math Teacher	1.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1.2. County Midterm; Teacher created assessments
3	1.3. Calculator on computer is slow and causes frustration for students	1.3. Students will be given the option of using a hand held calculator.	1.3. Assistant Principal – Math; Math Department Head; Math Teacher	1.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	1.3. County Midterm; Teacher created 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	As of June 2013, 100% (43) of 43 students will score at or above achievement Levels 4 and 5 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (67) of 67 students scored at or above achievement Levels 4 and 5 in Geometry.	100% (43) of 43 students will score at or above achievement Levels 4 and 5 in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students are not used to taking tests on a computer	2.1. Students will take practice tests throughout the year on the computer.	2.1. Assistant Principal – Math; Math Department Head; Math Teacher	2.1. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course	2.1. County Midterm; Teacher created assessments

				assessments	
2	2.2. Students are not used to using geometry tools on a computer	2.2. Students will be provided with opportunities to solve problems using the geometry tools.	2.2. Assistant Principal – Math; Math Department Head; Math Teache	2.2. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	2.2. County Midterm; Teacher created assessments
3	2.3. Calculator on computer is slow and causes frustration for students	2.3. Students will be given the option of using hand held calculator.	2.3. Assistant Principal – Math; Math Department Head; Math Teacher	2.3. Classroom Walkthroughs; Data Review sessions using Virtual Counselor; Review of Student Work Portfolios; Math course assessments	2.3. County Midterm; Teacher created assessments

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
NGSSS/Common Core Standards	6-8	Department Head	All Math Teachers	Early Release Teacher Planning Days PLC Day: Twice a month every other Thursday	iObservation; teacher assessments; variety of student work presented in student work folders	Assistant Principal Department Head
PD on use of Technology (promethean/ smartboard)	6-8	Department Head	All Math Teachers	Early Release Teacher Planning Days PLC Day: Twice a month every other Thursday	iObservation; teacher assessments; variety of student work presented in student work folders	Assistant Principal Department Head
PD on use of Excel for students	6-8	Department Head	All Math Teachers	Early Release Teacher Planning Days PLC Day: Twice a month every other Thursday	iObservation; teacher assessments; variety of student work presented in student work folders	Assistant Principal Department Head

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
Technology Support	SMART Slates (5)	Accountability	$2,000.00
			Subtotal: $2,000.00
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
Reinforcement of skills	Manipulatives: 3 D shapes with nets	Accountability	$300.00
Reinforcements of skills	Plastic Geometry Set with Moveable Axes	Accountability	$225.00
Establish and maintain student math portfolios	Manila file folders	Accountability	$250.00
			Subtotal: $775.00
			Grand Total: $2,775.00

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:	As of June 2013, 45% (215) of 478 projected 8th grade students will meet proficiency of FCAT 2.0 level 3 or above on the 2013 Science FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (221) of 523 current 8th grade students met proficiency of FCAT 2.0 level 3 or above on the Science FCAT 2.0.	45% (215) of 478 projected 8th grade students will score a level 3 or above on the Science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of student comprehension and misconception of scientific methods and ideas.	1A.1. All students will participate in hands-on activities (labs) to reinforce the scientific method in the science classroom. Use of lab reports that address different cognitive levels will be included in instruction. Independent and group science research projects and participation in the science fair will be made available to all students. Student s will utilize Current Science magazines to create higher order thinking questions and make connections between concepts. Students will use assisted technology programs including compass odyssey, FCAT explorer, and Thinkcentral.	1A.1. Assistant Principal – Science and Department Head	1A.1. Rubrics and lab reports will provide authentic assessment and informative feedback regarding student's strengths and areas in need of improvement. Review of students' unit, summative, and benchmark assessments will provide continuous and ongoing information on how students are doing in order to chronicle development, give effective feedback to students, and encourage students to observe their own growth.	1A.1. December BAT, assessment of lab reports, curriculum based assessments, benchmark review from textbook and Thinkcentral, and FCAT 2.0—both Science and Reading.
	1A.2. Students lack	1A.2. Students will be	1A.2. Assistant	1A.2. Classroom walk-	1A.2. December BAT,

2	background knowledge in Earth/Space Science and Life Science skills.	assessed, identified and then given the opportunity to attend science student symposiums during the school day and utilize Thinkcentral for remediation. Students will participate in activities that involve observational skills, controlling variables, experimentation to test hypotheses, interpreting and analyzing data, and critically thinking about science concepts. olve observational skills, controlling variables, experimentation to test hypotheses, interpreting and analyzing data, and critically thinking about science concepts.	Principal – Science and Department Head	through, Science student symposium pre & post-tests, and Data review sessions.	curriculum based assessments, benchmark review from textbook and Thinkcentral, and FCAT 2.0—both Science and Reading.
3	1A.3. Students' weakness in scientific vocabulary.	1A.3. Interactive word walls will be used as a means of promoting vocabulary growth and provide a visual map that will assist in developing connections between prefix, suffix, root words, and word parts. Students' ability to understand content will be strengthened through FCAT preparation activities. Teachers will implement Marzano's 9 High Yield Strategies and to allow students to represent their knowledge of words in both linguistic and non-linguistic ways.	1A.3. Assistant Principal – Science and Department Head	1A.3. Classroom walk-through, Science student symposium pre & post tests, and Data review sessions.	1A.3. December BAT, curriculum based assessments, benchmark review from textbook and Thinkcentral, and FCAT 2.0—both Science and Reading.

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	As of June 2013, 23% (110) of 478 projected 8th grade students will meet proficiency of FCAT 2.0 level 4 or above on the 2013 Science FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (105) of 523 current 8th grade students scored a level 4 or above on the 2012 Science FCAT 2.0.	23% (110) of 478 projected 8th grade students will score a level 4 or above on the Science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Comprehending Big Science Ideas and Strategies to make the connections between concepts.	2A.1. Teachers will differentiate instruction through project based learning and using assistive technology such as Thinkcentral, BEEP activities.	2A.1. Assistant Principal – Science and Department Head	2A.1. Classroom walk-through, Science student symposium pre & post-tests, and Data review sessions.	2A.1. December BAT, curriculum based assessments,benchmark review from textbook and Thinkcentral, and FCAT 2.0—both Science and Reading.
2	2A.2. Students require additional background information in Earth and Space Science and Understanding Life Science.	2A.2. Teachers will utilize supplementary text materials to further reinforce concepts in the strands of Earth and Space Science and the strands of Life Science. Students will participate in inquiry based lessons, such as science student symposiums, to enhance science skills.	2A.2. Assistant Principal – Science and Department Head	2A.2. Classroom walk-through, Science student symposium pre & post-tests, and Data review sessions.	2A.2. December BAT, curriculum based assessments,benchmark review from textbook and Thinkcentral, and FCAT 2.0—both Science and Reading.
3	2A.3. Advanced Students' exposure to advanced science concepts and applications.	2A.3. Students will be given the opportunity to receive instruction using advanced Science materials such as leveled reader on Thinkcentral, inquiry based lessons, and scientific journals to further their synthesis and evaluation skills in scientific thinking. Encourage participation in science competitions.	2A.3. Assistant Principal – Science and Department Head	2A.3. Classroom walk-through, Science student symposium pre & post-tests, and Data review sessions.	2A.3. December BAT, curriculum based assessments,benchmark review from textbook and Thinkcentral, and FCAT 2.0—both Science and Reading.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Identification of areas that need remediation in each grade level and creation of science student symposiums to remediate those areas	6-8 Science	Science Department Head	Science 6-8/ESE teachers	Monthly collaboration	iObservations, Group & Peer evaluations of activities and strategies	Assistant Principal – Science and Department Head
Exploring available science technology programs in order to enhance the science curriculum	6-8 Science	Science Department Head	Science 6-8	Monthly collaboration	iObservations, Group & Peer evaluations of activities and strategies	Assistant Principal – Science and Department Head
Integration of common core standards into the curriculum	6-8 Science	Science Department Head	Science 6-8	PLC Day: Twice a month every other Thursday	iObservations, Teacher assessments, Variety of student work presented in work folder	Assistant Principal – Science and Department Head
Curriculum based grade level textbook trainings and grade level inquiry trainings	6-8 Science	District Science Core Curriculum Department	Science 6-8	2012 and 2013 school year	iObservations, Group & Peer evaluations of activities and strategies	Assistant Principal – Science and Department Head

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
Hands on Activities	Science Labs and Hand-on Activities	General Fund	$1,000.00
Remediation of skills and concepts	Student Symposiums	School Accountability and PTSA	$350.00
Reinforcement of concepts	Current Science Magazine	School Accountability	$350.00
			Subtotal: $1,700.00
			Grand Total: $1,700.00

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:	Ninety-four percent (505) of our 8th grade students (538) will score a 3.0 or higher on the 2013 FCAT Writes Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Ninety-three percent (486) of our 8th grade students (526) scored a 3.0 or higher on the 2012 FCAT Writes Assessment. Adequate Yearly Progress was met.	Ninety-four percent (505) of our 8th grade students (538) will score a 4.0 or higher on the 2013 FCAT Writes Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students do not pace their writing properly to complete essay within allotted time (45 minutes).	1A.1. Students will participate timed writing prompts to improve their pacing. 8th grade students will participate in a writing workshop	1A.1. LA Department Chair; Christine Centrone Walker Assistant Principal - LA	1A.1. Results from Timed Writing Prompts; FCAT Writes Assessment/FCAT Writes Practice Assessment Scores; Student Data Chats;	1A.1. Data collected for baseline and midyear reports Six Traits of Writing (Rubric)

		that focuses on timing.		Student Portfolios	
2	1A.2. Students do not include detailed and varied support for their ideas.	1A.2. Students will use SCOPE. (statistics, comparison/contrast, observations, predictions, and expert testimonies) to enhance ideas. 8th grade students will participate in a writing workshop that focuses on elaboration.	1A.2. LA Department Chair; Christine Centrone Walker Assistant Principal - LA	1A.2. Results from Timed Writing Prompts; FCAT Writes Assessment/FCAT Writes Practice Assessment Scores; Student Data Chats; Student Portfolios	1A.2. Data collected for baseline and midyear reports Six Traits of Writing (Rubric)
3	1A.3. Students do not write strong introduction and conclusion paragraphs.	1A.3. Students will follow the essay format agreed upon by L.A. teachers. 8th grade students will participate in a writing workshop that focuses on introduction and conclusion paragraphs.	1A.3. LA Department Chair; Christine Centrone Walker Assistant Principal - LA	1A.3. Results from Timed Writing Prompts; FCAT Writes Assessment/FCAT Writes Practice Assessment Scores; Student Data Chats; Student Portfolios	1A.3. Data collected for baseline and midyear reports Six Traits of Writing (Rubric)

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
How will L.A.				~Department-Wide Writing Procedures: first few dept. meetings;		

teachers help students achieve a proficient score (4.0) or higher on the 2013 FCAT Writes Assessment?	6th - 8th Grade Language Arts	Department Head	6th - 8th Grade Language Arts Teachers	~Practice Writing Prompts: BAT Writes I (All Grades); BAT Writes II (8th Grade Only); FCAT Writes Practice Assessment (6th & 7th Grade); at least one other practice prompt: at least one time during school year ~Student Workshops (8th Grade): once or twice a year	iObservations; FCAT Writes Assessment Scores (8th Grade) & FCAT Writes Practice Assessment Scores (6th & 7th Grade)	L.A. Department Head; Christine Centrone-Walker Assistant Principal - LA
ow will L.A. teachers integrate Common Core Standards into instruction to prepare students for the PARCC in 2014-15?	6th - 8th Grade Language Arts	Department Head	6th - 8th Grade Language Arts Teachers	- SpringBoard Training (once a year) - Use of new textbooks (SpringBoard) that are aligned with the Common Core Standards (daily)	iObservations	L.A. Department Head; Christine Centrone-Walker Assistant Principal - LA
How will the L.A. teachers (6th - 8th) grade teachers help students raise FCAT scores in the reporting category of Literary Analysis?	6th - 8th Grade – Language Arts	Department Head	6th - 8th Grade Language Arts Teachers	~Quia use in classroom: app. once a week; ~PLCs: twice a month every other Thursday; ~Student Workshops: at least once a year	iObservations; FCAT Scores in Lit. Analysis	L.A. Department Head; Christine Centrone-Walker Assistant Principal - LA

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Quia Subscription (for LA Dept.)	Online Activity & Assessment Tool - to be used to improve Lit. Analysis scores	School Accountability	$468.00
			Subtotal: $468.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Prompt Practice	2 Boxes of Paper (1-2 extra per teacher)	School Accountability	$100.00
			Subtotal: $100.00
			Grand Total: $568.00

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013 the overall attendance rate will increase to 98% and the number of excessive absences and tardies will decrease by a minimum of 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (1349)	98% (1392)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
11 –number of students with excessive absences.	9 – expected number of students with excessive absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
42- number of students with excessive tardies.	37-expected number of students with excessive absences.

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students' tardiness	1.1 Parent Link call, staff telephone call, letter to parent or parent conference with administrator	1.1 Designated attendance staff person, teachers, administrators	1.1 Attendance record review	1.1 Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes
2	1.2 Increase in absences on early release days	1.2 Create incentive for attendance on ER days, parentlink reminding parents of academics on ER days	1.2 Administrators	1.2 Attendance review record	1.2 Decrease in number of students absent as compared to previous year's data
3	1.3 Chronic accumulation of excused absences	1.3 Parent Conference Request; Acceptable written documentation to excuse absences after the 5th absence.	1.3 Designated attendance staff person; Teachers; Administrators	1.3 Attendance record review	1.3 Decrease in number of chronic excused absences as evidenced in comparison of year's data.

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
School-wide Proactive Behavior Plan: Target Area Classroom (IDs, Dress Code, Tardy to Class); Hallways; Dismissal	6-8	Summer Leadership Team	PLC Various: School-wide by Grade Level	Preplanning Week: Twice a month	Behavioral Designed Lesson Plans; Student Quizzes and Activities; Observation Logs	Administrators; Summer Leadership Team
Full review of Attendance Policy, Procedural Manual, Principal Matrices etc.	6-8	District Student Support Staff	School-wide	Fall 2012	Attendance CAB Conference to field questions and address concerns; Teacher records	Principal/designee in collaboration with Student Services staff

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
Materials to support the STRIDE Behavioral Intervention Program	Poster paper, binders, coy paper, folders, NCR copies or tardy parent letters	Internal Account	$1,000.00
Incentives for wanted student behavior incentives	Incentives	Internal Account; Accountability	$500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, the total number of suspensions will be reduced by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
11 – number of In-School suspensions.	9 – expected number of In-School suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10 – total number of students suspended In-School.	8 – expected number of students suspended In-School.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
49 – total number of Out-of-School suspensions.	44 – expected number of Out-of-School suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
37 – students suspended Out-of-School.	33 – expected number of students suspended Out-of-School.

Problem-Solving Process to Increase Student Achievement

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

1	1.1. Implementation of classroom management strategies with fidelity	1.1 Provide CHAMPs Classroom Management training to entire staff	1.1 Administration, Team Leaders	1.1 iObservations	1.1 Rubric or Time on Task Instrument; Teacher referral reports provided in DWH
2	1.2 Consistency of implementation of management strategies.	1.2 School-wide Proactive Behavior Plan: Target Area Classroom (IDs, Dress Code, Tardy to Class; Hallways; Dismissal) Mini-inservice to "refresh" strategies	1.2 Summer Leadership Group; Team Leaders; Department Heads; Administrators	1.2 iObservations	1.2 Student disciplinary referrals; Teacher referral reports provided in DWH
3	1.3 Lack of student motivation	1.3 Pair up students needing additional assistance with mentor or advisor; conduct data chats with students to include behavior reports in addition to academic data	1.3 Administrators; Guidance personnel	1.3 iObservations, team meetings, grade level meetings	Student disciplinary referrals; Teacher referral reports provided in DWH

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
Classroom Management strategies	6-8	Team Leaders	Grade Level Teams	September 2012, with follow up quarterly	Number of referrals to administration	Administrators
School-wide Proactive Behavior Plan: Target Area Classroom (IDs, Dress Code, Tardy to Class); Hallways; Dismissal	6-8	Summer Leadership Team	Grade Level Meetings - Various by Grade Level	Preplanning Week: Once a month	Designed Lesson Plans; Student Quizzes and Activities; Observation Logs	Administrators; Summer Leadership Team

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, 85% (1275) of 1500 parents will participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
1,200 parents participated in school activities.	1,275 will participate in school 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
1	1.1 Parents are not aware of strategies to assist with student achievement and data to assist their child.	1.1 Parents will be offered to participate in Fall and Spring workshops covering study strategies, instructional resources and the use of Virtual Counselor advertised through web page, parent links and schoolnotes web page.	1.1 Assistant Principals for various curriculum areas, Reading Coach; Department Heads	1.1 Collect participation data and survey families.	1.1 Parent Attendance Sign-In sheets and PTSA Volunteer Binder
2	1.2 Parents are not able to participate due to child care issues	1.2 Provide child care and partnering with our Partners in Education to provide discounts to area business for parents who participate as incentives to have parents participate in curriculum nights	1.2 Administrators, Partners in Education Liaison; Reading Coach	1.2 Collect participation data and survey families and Partners in Education	1.2 Parent Attendance Sign-In sheets. Information gathered from Partner survey
3	1.3 Parents knowledge of best practices that are employed within the various curriculum areas	1.3 Curriculum areas to host a Mustang Adventure to showcase best practices, offer interactive content	1.3 Administration; Department Heads; Reading Coach	1.3 Collect participation data and survey families.	1.3 Parent Sign In sheets; student 'passport' collection

		activities, student curriculum fair awards, and promote parent involvement			

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

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

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

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent learning strategy workshops	Instructional materials, Child care, Refreshments	PTSA	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pinnacle/Virtual Counselor parent training	Materials – Hand-outs, Child care, Refreshments	PTSA; Business Partners	$200.00
			Subtotal: $200.00
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
Mustang Adventure Family Curriculum Night and Academic Awards Ceremony	Materials – Hand-outs, Incentives,Refreshments	Accountability/General	$3,000.00
Mustang Medals Achievement Awards & Athletic Awards Ceremonies	Awards Medallions, Materials – Programs	Accountability/General	$1,500.00
			Subtotal: $4,500.00
			Grand Total: $5,200.00

End of Parent Involvement Goal(s)

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

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

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

1. STEM STEM Goal #1:	Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in STEM disciplines.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student access to STEM education	1.1. Provide access to alternative STEM education through museums, fieldtrips, or after-school clubs or programs	1.1. Assistant Principal – Science and Department Head	1.1. Student feedback, pre & post-tests, follow up activities for review and/or enrichment	1.1. Science competitions: Envirothon, Science Fair, Week of Ocean, SECME

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

CTE Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent learning strategy workshops	Instructional materials, Child care, Refreshments	PTSA	$500.00
				Subtotal: $500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Exposure to Current Events	NewsCurrents-	NewsCurrents-	$200.00
Reading	Increasing Student motivation/Comprehension	Accelerated Reader/STAR Reading	Accountability	$7,700.00
Mathematics	Technology Support	SMART Slates (5)	Accountability	$2,000.00
Writing	Quia Subscription (for LA Dept.)	Online Activity & Assessment Tool - to be used to improve Lit. Analysis scores	School Accountability	$468.00
Parent Involvement	Pinnacle/Virtual Counselor parent training	Materials – Hand-outs, Child care, Refreshments	PTSA; Business Partners	$200.00
				Subtotal: $10,568.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Exposure to Non-Fiction Materials	Current Event Magazines- SCOPE/National Geographic	Accountability/General	$1,000.00
Mathematics	Reinforcement of skills	Manipulatives: 3 D shapes with nets	Accountability	$300.00
Mathematics	Reinforcements of skills	Plastic Geometry Set with Moveable Axes	Accountability	$225.00
Mathematics	Establish and maintain student math portfolios	Manila file folders	Accountability	$250.00
Science	Hands on Activities	Science Labs and Hand-on Activities	General Fund	$1,000.00
Science	Remediation of skills and concepts	Student Symposiums	School Accountability and PTSA	$350.00
Science	Reinforcement of concepts	Current Science Magazine	School Accountability	$350.00
Writing	Writing Prompt Practice	2 Boxes of Paper (1-2 extra per teacher)	School Accountability	$100.00
Attendance	Materials to support the STRIDE Behavioral Intervention Program	Poster paper, binders, coy paper, folders, NCR copies or tardy parent letters	Internal Account	$1,000.00
Attendance	Incentives for wanted student behavior incentives	Incentives	Internal Account; Accountability	$500.00
Parent Involvement	Mustang Adventure Family Curriculum Night and Academic Awards Ceremony	Materials – Hand-outs, Incentives,Refreshments	Accountability/General	$3,000.00
Parent Involvement	Mustang Medals Achievement Awards & Athletic Awards Ceremonies	Awards Medallions, Materials – Programs	Accountability/General	$1,500.00
				Subtotal: $9,575.00
				Grand Total: $20,643.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

Are you a reward school: ○ Yes ○ No

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

No Attachment

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
Mustang Family Curriculum Night, Book Fair, and Academic/Athletic Awards Ceremony/Parent Nights	$9,000.00
Materials to support the STRIDE Behavioral Intervention Program. Target Areas: Hallways, Classroom, and Dismissal	$1,000.00
Materials to support Curricular Student Symposiums, Student Portfolios	$7,500.00

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

The School Advisory Council meets monthly to determine the academic goals for our students and to review student achievement data. SAC members serve in school committees that provide expertise in specific areas. These committees help to develop the School Improvement Plan with objectives, including strategies and action steps, and to make recommendations for expenditures from the school budget, and focus of professional development. Our Curriculum Council, Administrative, Curriculum and Guidance Team, and the School Advisory Council are responsible for monitoring SIP action steps to ensure timely full implementation of planned activities, as well as, any amendments that need to take place to the SIP throughout the school year. Changes to the SIP will be discussed during SAC meetings and will be documented in SAC meeting minutes.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District SILVER TRAIL MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	92%	63%	327	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	70%	75%			145	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)	71% (YES)			142	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					614	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SILVER TRAIL MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	85%	97%	65%	330	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	70%	78%			148	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?	67% (YES)	70% (YES)			137	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					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested