FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FOX CHAPEL MIDDLE SCHOOL

District Name: Hernando

Principal: Mr. Ray Pinder

SAC Chair: Mrs. DiAnna Carrisquillo

Superintendent: Mr. Bryan Blavatt

Date of School Board Approval:

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of John D. Floyd K-8 2011-2012 School Grade: B % Meeting High Standards Reading: 59% % Meeting High Standards Math: 51% % Meeting High Standards Writing: 75% % Meeting High Standards Science: 53% % Meeting Learning Gains Reading: 69% % Meeting Learning Gains Math: 65% % Meeting Learning Gains Reading Lowest 25%: 71% % Meeting Learning Gains Math Lowest 25%: 65% Principal of John D. Floyd K-8 2010-2011 School Grade: A, AYP: 79%, % Meeting High Standards Reading: 77% % Meeting High Standards Math: 71% % Meeting High Standards Writing: 73% % Meeting High Standards Science: 60% % Meeting Learning Gains Reading: 68% % Meeting Learning Gains Math: 66% % Meeting Learning Gains Reading Lowest 25%: 63% % Meeting Learning Gains Math Lowest 25%: 65%

Principal	Mr. Ray Pinder	Bachelor of Science in Social Science, Master's in Educational Leadership, Certification in Mathematics Grades 5-9, Social Sciences, Principal K-12		10	Principal of John D. Floyd K-8 2009-2010 School Grade: A, AYP: 85%, % Meeting High Standards Reading: 79% % Meeting High Standards Math: 70% % Meeting High Standards Writing: 77% % Meeting High Standards Science: 66% % Meeting Learning Gains Reading: 68% % Meeting Learning Gains Math: 67% % Meeting Learning Gains Reading Lowest 25%: 65% % Meeting Learning Gains Math Lowest 25%: 72% Principal of Explorer K-8 2009-2010 School Grade: A, AYP: 79%, % Meeting High Standards Reading: 76% % Meeting High Standards Math: 69% % Meeting High Standards Writing: 87% % Meeting Learning Gains Reading: 66% % Meeting Learning Gains Math: 63% % Meeting Learning Gains Reading Lowest 25%: 61% % Meeting Learning Gains Math Lowest 25%: 61% Principal of Fox Chapel Middle School 2008-2009 School Grade: B, AYP: 82%, % Meeting High Standards Reading: 59% % Meeting High Standards Math: 60% % Meeting High Standards Writing: 84% % Meeting High Standards Science: 31% % Meeting Learning Gains Reading: 61% % Meeting Learning Gains Math: 71% % Meeting Learning Gains Reading Lowest 25%: 71% % Meeting Learning Gains Math Lowest 25%: 78% Principal of Fox Chapel Middle School 2007-2008 School Grade: B, AYP: 82%, % Meeting High Standards Reading: 58% % Meeting High Standards Math: 61% % Meeting High Standards Writing: 89% % Meeting High Standards Science: 38% % Meeting Learning Gains Reading: 61% % Meeting Learning Gains Math: 70% % Meeting Learning Gains Reading Lowest 25%: 69% % Meeting Learning Gains Math Lowest 25%: 77%
Assis Principal	Mrs. Vivian Sweeney	Bachelor of Science in Elementary Education, Master's in Educational Leadership, and Certification in Educational Leadership, Elementary Education Grades K-6, and Middle School Math Grades 6-9	3	5	Assistant Principal Fox Chapel Middle School 2011-2012 School Grade: D % Meeting High Standards Reading: 49% % Meeting High Standards Math: 37% % Meeting High Standards Writing: 65% % Meeting High Standards Science: 31% % Meeting Learning Gains Reading: 59% % Meeting Learning Gains Math: 52% % Meeting Learning Gains Reading Lowest 25%: 57% % Meeting Learning Gains Math Lowest 25%: 55% Assistant Principal Fox Chapel Middle School 2010-2011 School Grade: C, AYP: 85%, % Meeting High Standards Reading: 60% % Meeting High Standards Math: 56% % Meeting High Standards Writing: 76% % Meeting High Standards Science: 35% % Meeting Learning Gains Reading: 56% % Meeting Learning Gains Math: 57% % Meeting Learning Gains Reading Lowest 25%: 68% % Meeting Learning Gains Math Lowest 25%: 73% Assistant Principal Explorer K-8 2009-2010 School Grade: A, AYP: 79%, % Meeting High Standards Reading: 76% % Meeting High Standards Math: 69% % Meeting High Standards Writing: 87% % Meeting High Standards Science: 56% % Meeting Learning Gains Reading: 66% % Meeting Learning Gains Math: 63% % Meeting Learning Gains Reading Lowest 25%: 61% % Meeting Learning Gains Math Lowest 25%: 61% Assistant Principal Explorer K-8 2008-2009 School Grade: B, AYP: 79%, % Meeting High Standards Reading: 75% % Meeting High Standards Math: 69% % Meeting High Standards Writing: 87% % Meeting High Standards Science: 52% % Meeting Learning Gains Reading: 67%

					% Meeting Learning Gains Math: 60% % Meeting Learning Gains Reading Lowest 25%: 58% % Meeting Learning Gains Math Lowest 25%: 55%

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)
Science Coach	Mrs. Melissa Raulerson Nelson	Biology, (grades 6 - 12)	1		N/A
Math Coach	Mr. Vicens Ramos	Mathematics, (grades 5 - 9) Mathematics, (grades 6 - 12)	8	1	Fox Chapel Middle School 2011-2012 School Grade: D % Meeting High Standards Reading: 49% % Meeting High Standards Math: 37% % Meeting High Standards Writing: 65% % Meeting High Standards Science: 31% % Meeting Learning Gains Reading: 59% % Meeting Learning Gains Math: 52% % Meeting Learning Gains Reading Lowest 25%: 57% % Meeting Learning Gains Math Lowest 25%: 55%
Teacher on Administrative Assignment/ Dean 6th grade	Jose' Espinosa	Educational Leadership School Guidance Counselor K-12			N/A
Teacher on Administrative Assignment	Shalene Lavore	Educational Leadership School Social Worker PreK-12	1	2	Explorer K8 2010-2011: Teacher on Administrative Assignment School Grade: B % Meeting High Standards Reading: 67% % Meeting High Standards Math: 66% % Meeting High Standards Writing: 67% % Meeting High Standards Science: 46% % Meeting Learning Gains Reading: 58% % Meeting Learning Gains Math: 67% % Meeting Learning Gains Reading Lowest 25%: 25% % Meeting Learning Gains Math Lowest 25%: 71% 77% AYP Fox Chapel Middle School 2011-2012: Teacher on Administrative Assignment School Grade: D % Meeting High Standards Reading: 49% % Meeting High Standards Math: 37% % Meeting High Standards Writing: 65% % Meeting High Standards Science: 31% % Meeting Learning Gains Reading: 59% % Meeting Learning Gains Math: 52% % Meeting Learning Gains Reading Lowest 25%: 57% % Meeting Learning Gains Math Lowest 25%: 55%

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)
Strategies filtered from the Hernando County School District's Human Resources Department to Fox Chapel Middle School to attract highly qualified teachers include: participation in the local community college, Pasco-Hernando Community College, Educator Preparation Program - recruited teachers are assigned to our New Teacher Induction Program to further support tenure and retention specific participation in St. Leo University's Intern Placement Program - these teachers are also assigned to our New			

1	Teacher Induction Program which also helps to promote recruitment and retention of highly qualified teachers additionally the District's Searchsoft On-line Application system which provides real-time information on open positions throughout the school district. Fox Chapel Middle School specifically participates in Internship Programs with all local Colleges – pairing potentially new teachers with seasoned and effective teachers providing them with first-hand experiences with; middle school students, Title 1 culture and other dynamics associated with teaching mainly low-socio-economic student populations.	Administrative Team	On-going	
2	New teacher induction/mentoring program - Each new teacher is initiated into the school's programs, policies and procedures through an introductory process that utilizes a training schedule. A mentor is also assigned and together the mentor and mentee will participate in a needs assessment to determine the individual needs of the mentee. A plan is developed so that necessary skills and areas in need of improvement are developed. Through continuous and on-going professional mentoring their needs addressed. (NCLB 10)	Administrative Team, Highly Qualified Teachers, Clerical and support personnel	On-going	
3	In an effort to train and retain our highly qualified teachers, Fox Chapel Middle School provides Professional Learning Communities for our teachers to receive training. The learning communities meet twice a month (October, November, January, and February) to train our teachers on various topics such as; Problem-solving/Response to Intervention & Multi-tiered System of Support implementation, FCIM, STEM and other best practices. They will receive in-service rate of $21.00 per hour. Also included in our Professional Learning Communities are scheduled interdisciplinary "Data Chats". Teachers also receive on-going professional development opportunities targeted specifically for the needs of the school – "Win-Win Discipline" & "Cooperative Learning" Kagan workshops. (NCLB Elements 2, 3, 4, 10)	Principal, Assistant Principal, Title I School Improvement Facilitator, National Board Certified Teacher, Assessment Teacher, Reading Coach, Science Coach, Math Coach and other members of the Administrative Team	On-going	
4	Additional professional development (PD) opportunities are offered to support and retain highly qualified teachers. Teachers may choose PD classes or be requested to attend based on the needs of the school or needs of the teacher. These trainings include: Math – CMP2, ConnectED Reading/LA – Voyager, Text Complexity Science – Inquiry-based Learning Civics – New requirements & familiarization All Subjects –Common Core State Standards alignment with Next Generation Sunshine State Standards Higher Order Thinking (HOTS), Essential Questions, Kagan Strategies, Differentiated Instruction, FCIM, Student Engagement, Gradual Release, Collaborative Structures, FCAT, Win-Win Discipline (Kagan), Comprehensive Instructional Sequence (CIS) Technology – FCAT Explorer, Compass Odyssey, CPalms, Performance Matters (NCLB 3,4)	Principal, Assistant Principal, Title I School Improvement Facilitator, National Board Certified Teacher, Assessment Teacher, Reading Coach, Science Coach, Math Coach and other members of the Administrative Team	On-going - see School-based Professional Development Calendar	

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
None	None

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
46	4.3%(2)	37.0%(17)	37.0%(17)	26.1%(12)	41.3%(19)	45.7%(21)	30.4%(14)	6.5%(3)	23.9%(11)

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
Gina Hall	Gary Millner	Experienced CET teacher, math teacher, proximity	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Michelle Barash	Carol Albanase	Experienced CET teacher, educational leadership, reading endorsement, assessment teacher	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Gina Hall	Tiffany Valure	Experienced CET teacher, math teacher	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Michelle Barash	Angela Helm	Experienced CET teacher,educational leadership, reading endorsement, assessment teacher	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Gretchen Hicks	Sara Moores	Experienced CET teacher, ESE/Reading teacher, proximity	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Gina Hall	Michele Mikule	Experienced CET teacher, math teacher	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Nicole Henderson	Marisa Corona	Experienced CET teacher,LA/Reading certified teacher, proximity	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Nicole Henderson	Jason McNerney	Experienced CET teacher,LA/Reading certified teacher, proximity	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI

Paul Cueroni	Dan Westgate	Experienced CET teacher, LA teacher, proximity	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Angie LaBarbara	Chris Hayden	Experienced CET teacher, former team members	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Angie LaBarbara	Leslie Payne	Experienced CET teacher, proximity	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI
Gretchen Hicks	Christine Spica	Experienced CET teacher, ESE/Reading teacher, proximity	Needs assessment, classroom management, use of time management, school procedures, student assessments, use of data, curriculum frameworks, communication, use of technology, RtI

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

As a school-wide program, Fox Chapel Middle School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title I School Improvement Facilitator and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted students' success. Fox Chapel Middle School Title I staff also coordinate with Supplemental Education Service (SES) providers to provide free tutoring for students that scored a Level 1 or 2 on FCAT in Reading and/or Math. Title I (Part A) services at Fox Chapel Middle School are regularly coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English language learners (ELLs), use of Title X funds to support students who are homeless and use of IDEA funds to support additional supplementary services for our disabled students (SWDs).

Title I, Part C- Migrant

Not applicable

Title I, Part D

Not applicable

Title II

Fox Chapel Middle School will use its 2012-13 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Problem Solving/Response to Intervention, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, and inquiry-based learning. Select Fox Chapel Middle School teachers will also participate in district-wide Title II-funded professional development programs involving Next Generation Content Area Reading Professional Development, Creating Independence through Student-Owned Strategies (CRISS), and Charlotte Danielson's Framework for Effective Teaching & Learning. All Title II-funded professional development programs at Fox Chapel Middle School were planned to support the district's strategic plan; 2012-13 District Improvement and Assistance

Plan (DIAP), School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan.

Title III

Fox Chapel Middle School's English Language Learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from ESOL lead teachers and paraprofessionals in their mainstream classrooms or in our ESOL resource room. This includes Sheltered English Language Arts (grades 6-8) as an instructional model represented in the 2008-2012 District ELL Plan. This model is the Developmental Language Arts through ESOL classes. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Fox Chapel Middle School's mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies. Title III funds will also provide extended day/year programs for Fox Chapel Middle School's ELLs; extended day/year programs will be offered to all of Fox Chapel Middle School's ELL families. Extended day programs for ELLs will meet after school 2-3 days per week; an extended year program for ELLs may be offered in June. Transportation home from extended day/year programs will be provided through Title I or III. Because most of our ELLs are also economically disadvantaged, Title III programs are well coordinated and often seamlessly integrated with Title I (Part A)-funded programs and services.

The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/or Developmental Language Arts Through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead teacher/ESOL contact according to the State and School Board approved District ELL Plan.

Title X- Homeless

Title I District funds also provide a specialized social worker who serves as the district's homeless liaison and who coordinates exemplary local public school homeless education programs and services. The district homeless liaison is responsible for ensuring school employees' full compliance with district policies/operating procedures for homeless students (and the McKinney-Vento Act), identifying homeless students, evaluating homeless students' strengths/needs, managing appropriate referral services, and coordinating appropriate school services, equitable access to all district schools/programs, appropriate transportation systems, professional development programs, community partnerships, and parent education programs for all eligible students.

Supplemental Academic Instruction (SAI)

Not applicable

Violence Prevention Programs

istrict Student Services Dept. staff and Fox Chapel Middle School's guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Fox Chapel Middle School staff regularly participates in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. provide for additional instructional programs for issues such as anger management, Life Skills, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-13.

Nutrition Programs

As part of the district's Food & Nutrition Dept., Fox Chapel Middle School's cafeteria staff provides balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Fox Chapel Middle School's cafeteria staff provides free and/or reduced-price lunches for Fox Chapel Middle School students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program. Fox Chapel Middle School strives to ensure every child receives a well-balanced meal. The school makes provisions to provide many opportunities for families to apply for Free or Reduced lunches i.e. - initial student registration/enrollment, Open House, wed-site link, and on-site assistance with on-line application.

Housing Programs

Fox Chapel Middle School houses the School District main Kid's Closet. The closet is part of the District's Children and Youth in Transition initiative. Parents are provided with information and resources regarding Hernando County Housing programs as needed (sub-sidized/low-income) by a District assigned school social worker and/or the Children and Youth in Transition Homeless liaison.

Head Start

Parents are provided with information and resources regarding Hernando County School District Head Start and VPK programs as needed.

Adult Education

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.Parents are provided with information and resources regarding Hernando County School District Adult Education Program and services as needed.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (4) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.

Job Training

Parents are provided information and resources regarding the Hernando County Ready to Work program and services as needed.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mr. Pinder(Principal), Mrs. Sweeney (Assistant Principal), Assessment Teacher (Mrs. Barash), Dean of Students (Ms. Lavore, Mr. Espinosa), Department Heads (Language Arts - Mrs. Nichols, Math - Mrs. Hall, Social Studies - Mr. Schlechter, Science - Mrs. Keeney, District Reading Coach - Mrs. McDowell, Guidance - Mrs. Googe, Instructional Coaches (Math - Mr. Ramos, Science - Mrs. Nelson)and other District Personnel assigned to FCMS.

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?

MTSS-School Based Leadership Team (SBLT) is responsible for utilizing a data-based, problem solving approach to effectively guide academic instruction and behavioral expectations on a continuum. Its main priority is to evaluate, provide guidance and monitor the CORE/Tier 1 of the school as well as ensure alignment with the School Improvement Plan.

MTSS-SBLT meets weekly to evaluate school-wide data. Assessment data is reviewed by each Department Leader from a school-wide perspective identifying areas of strengths and weaknesses, trends, needs and concerns. The MTSS Leadership team provides guidance in addressing identified areas. Memembers of this team disseminate data back to their respective departments. A calendar is developed for the full school year identifying the dates of SBLT meetings and the specific area/data to be discussed at each meeting, as well as the person responsible for preparing and bringing the graphically represented data to the meeting. A structured agenda is used to keep the meeting on time and on topic. Specific roles and functions at each meeting include:
Administrator – Provide leadership for the team and school, ensure follow up and appropriate allocation of resources
Facilitator – Lead the meeting according to the agenda; ensure steps of problem solving are followed in any discussion
Note Taker – Record discussion during the meeting and ensure all participants receive a copy of the minutes
Time Keeper – Keep the meeting moving according to the times allocated on the agenda, maintain focus of the meeting and reign in off-topic discussion

Information is recycled throughout the Multi-Tiered System of Support (MTSS) teams within the school:

Department Leaders - meet with their department members @ least 1 x a month (and/or as necessary) to review on-going progress monitoring data, develop FCIM mini-lessons and assessments. Each Department Team meets with the Data Assessment Coordinator at least 1x a month (and/or as necessary) to disaggregate and analyze data for an extended period of time. Department Leaders serve as the liaison between the MTSS Leadership Team and the Department members in a reciprocating fashion.

PS/RtI Teams – meets 3 times per month to review progress monitoring data of Tier 2 and Tier 3 students, determine and

implement Tier 2 & Tier 3 intervention plans and discuss potential Tier 2/3 students utilizing the problem-solving method.

Grade Level Teams - each teacher is assigned to a grade level team each student is assigned to a grade level team. Each team - meet bi-weekly to review academic and behavioral data as it relates to their grade level and their teams. These teams also design and implement Tier 2 interventions.

The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students (Tier I strategies), as well as targeted instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes aggregate/group data at the Tier I and Tier II level. When individual student data analysis and problem solving is necessary, a separate individual student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, etc.) is convened.

The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams, the Literacy Leadership Team, the PBS team, and others on the campus. Most teams have a representative serving on the SBLT to ensure communication and consistent implementation of strategies identified in the SIP. While the SBLT may ensure allocation of resources, the other school teams may be asked to engage in detailed problem analysis, intervention development, and intervention implementation when data are not indicative of expected gains or progress toward SIP goals.

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 MTSS-SBLT is be the core leadership team which is responsible for the overall development and implementation of the School Improvement Plan. In order to develop an effective and meaningful plan, which improves student achievement and behavior, it is imperative to utilize quality data which has been disaggregated at a school level. Each Department Leader reviews, analyzes and compares subject level data in an effort to identify areas of strength and weakness in furthering the development of the SIP. Department members are readily accessible to assist as needed. Each Department Leader provides for their correlating section, which is further reviewed by the core school improvement members.

The MTSS-SBLT will continue to meet weekly to evaluate the progress of the School Improvement Plan. During this time, the team reviews new Tier 1 data, assesses fidelity of implementation, recommends changes and provides on-going guidance to the school as a whole. In addition, the problem-solving process will be used during MTSS-SBLT meetings to analyze the progress monitoring data for each of the school improvement goals to determine the effectiveness of strategies and evaluates the effectiveness of the interventions and the fidelity of implementation.

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.

Performance Matters is the primary data management system for Fox Chapel Middle School. Other data management systems used include: PMRN, Fast Forward, TERMS, Compass, PEERS, State Assessment Data (FCAT & Florida Writes), RtI-B (USF)

Reading
Tier 1 – FCAT, Language Arts ongoing progress monitoring, FAIR, FCIM mini lessons/assessments
Tier 2 – Language Arts ongoing progress monitoring, FAIR, FCIM mini lessons/assessments, Fast Forward, Voyager progress monitoring
Tier 3 – Language Arts ongoing progress monitoring, FAIR, FCIM mini lessons/assessments, Fast Forward, Corrective Reading progress monitoring.

Writing
Tier 1 - Florida Writes, District Writing Assessment Prompts (DWAP), FCIM mini lessons/assessments
Tier 2 – District Writing Assessment Prompts (DWAP), FCIM mini lessons/assessments
Tier 3 – District Writing Assessment Prompts (DWAP), FCIM mini lessons/assessments, intensive and individualized rubrics

Math
Tier 1 – FCAT, ConnectED Math progress monitoring & assessments, FCMI mini lessons/assessments
Tier 2 – ConnectED Math progress monitoring & assessments, FCIM mini lessons/assessments, Compass, Success Tracker
Tier 3 – ConnectED Math progress monitoring & assessments, FCIM mini lessons/assessments, Compass, Intensive Success Tracker

Science
Tier 1 - FCAT, District NGSSS aligned assessments, curriculum aligned progress monitoring
Tier 2 - District NGSSS aligned assessments, NGSSS/CCSS & curriculum aligned progress monitoring, NGSS/CCSS aligned Lesson Study Labs
Tier 3 - District NGSSS aligned assessments, NGSSS/CCSS & curriculum aligned progress monitoring, NGSS/CCSS aligned Lesson Study Labs, Compass Odyssey

Behavior (discipline, attendance)
Tier 1 – TERMS - attendance & Office Discipline Referrals (ODR's), RtI-B (USF)
Tier 2 – TERMS - attendance & ODR's, RtI-B (USF), PS/RtI-B Behavioral Interventions, Academic and Behavior Contract & Implementation Plan
Tier 3 - TERMS - attendance & ODR's, RtI-B (USF), PS/RtI-B Behavioral Interventions, Academic and Behavior Contract & Implementation Plan, Behavior Improvement Plan, Check-in & Check-out Plan, District Intervention Committee

Describe the plan to train staff on MTSS.

School-Based Leadership Team members have received training on MTSS from district personnel. Designees from the SBLT will train staff on MTSS concepts and procedures during PLCs throughout the school year. The school's multi-tiered resource maps will be shared with staff during pre-school and required documentation of tiered supports will be addressed at PLCs on a monthly basis. The school psychologist will be available to grade-level teams and individual staff members for training and coaching. In addition, newly acquired skills along with correlating information to support MTSS will be reinforced through the monthly meeting attended by staff.

Describe the plan to support MTSS.

In order to assure that the designated tenets of the school MTSS plan are carried out, Ms. Lavore will consult with members of the MTSS-SBLT on the first Friday of the month through email to make certain that individuals are experiencing no barriers in their efforts to carry out their assigned responsibilities. Additionally, the School Psychologist will serve as an MTSS coach for the school on a weekly basis. An external district MTSS coach will assist school leadership with MTSS infrastructure and guidance in problem solving on a quarterly basis via participation in District Instructional Support Team visits and follow up support. MTSS will be further supported through on-going professional development trainings. New teachers receive an orientation which will incorporate the fundamentals of MTSS and its applicability.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mr. Pinder, Principal
Mrs. Sweeney, Assistant Principal
Mrs. Barash, Assessment Teacher
Mrs. Henderson, Library Media Specialist
Mrs. Erica McDowell, District Assigned Reading Coach
Mrs. Atkinson, Science
Mrs. Messenger, Reading
Mrs. Holmes, Reading
Mr. Schlechter, Social Studies
Mrs. Hicks, Reading
Ms. Gina Hall, Math
Mrs. Nichols, Language Arts
Mrs. LaBarbara, Science

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

2012-2013 K-12 Comprehensive Research-Based Reading Plan:
Literacy Leadership Teams support text complexity by assisting teachers with the selection and evaluation of complex text. To do this effectively, team members must have a working knowledge of the three components of text complexity. Literacy Leadership Teams also support instructional skills to improve reading comprehension by developing Comprehension Instructional Sequence lessons for teachers and by promoting the five guiding principles listed below -
1. Make close reading and rereading of texts central to lessons.
2. Provide scaffolding that does not preempt or replace text.
3. Ask text dependent questions from a range of question types.
4. Emphasize students supporting answers based upon evidence from the text.
5. Provide extensive research and writing opportunities (claims and evidence).

The Literacy Leadership Team at Fox Chapel Middle School is a multi-disciplinary team that is comprised of representatives

from every department to ensure cross-curriculum integration. The LLT meets monthly and is guided by the Media Specialist, Mrs. Henderson. The purpose of the LLT is to create capacity of reading knowledge within the school and focus on areas of literacy concern school-wide. The LLT is responsible for developing and implementing Lesson Studies that focus on instructional routines which utilize complex text and incorporate text dependent questions. LLT developed Lesson Studies also incorporate research and writing enrichment opportunities for students.

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

The major initiatives of the LLT this year are to:
- train and support staff to ensure that reading strategies are being taught by every teacher. This will include offering NG-CARPD to FCMS teacher (Reading Coach).
- ensure that all classrooms have word walls and that they are interactive.
- promote and encourage independent reading among students.
- promote Sunshine State Young Readers.
- develop a plan to incorporate the AR or Reading Counts program to encourage independent reading school wide.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Not 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.

2012-2013 K-12 Comprehensive Research-Based Reading Plan:
Instruction will engage students in complex cognitive tasks with a wide variety of different types of texts. Teachers will incorporate texts of varying levels of complexity into their instruction, providing various opportunities for students to read, write, discuss, and listen to text for different specific purposes. Rather than emphasizing more general strategies and questions, specific questions and tasks will focus on the text and cultivate independence. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text. Shorter, challenging texts that elicit close reading and rereading will be used. Careful instruction, including effective scaffolding, will enable students to read at the appropriate level of text complexity.

Copy of reading goals, cross curriculum, HOTS implemented and professional development for all teachers.

Teaching Reading strategies is the responsibility of every teacher. Teachers will have the opportunity to take the NGCAR-PD (Next Generation Content Area Reading) bundle, which will be offered to our teachers.

Teachers will be meeting with departments every other week to design FCIM mini lessons and assessments. All subject area teachers will focus on vocabulary instruction/development and using word walls in their classrooms.

Media Specialist will work with content area and elective teachers to build text sets to supplement the curriculum. Teachers will be encouraged to use leveled texts to help readers proceed from easier books to more complex reading materials to select texts that are at the reader's instructional level. Leveled text, focused on content area concepts, will help students make appropriate selections for independent reading practice and will provide access to interesting reading material. Guided instruction in comprehension strategies will be modeled before, during and after reading and will include previewing, self-questioning, making connections, visualizing, monitoring and evaluating.

*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?

Not applicable

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?

Not applicable

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

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase % of students scoring at achievement Level 3 in Reading on the FCAT by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.40% (183/602)	37.4%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-thur's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Lack of time on task in classroom	Teach bell-to-bell - 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class. Teachers will track data of students who leave classes frequently and contact parents regarding concerns.	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.
4	Students are not taking the opportunity to read outside of the school setting.	Content area teachers will implement subject based book reports throughout the year	Administration, Classroom teachers, Literacy committee	Will rotate through core subject areas, with each subject taking responsibility for implementation, participation and effectiveness	Accelerated Reader, Student Presentations, and Alternative Assessments
5	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment. SBLT and DIST will provide for classroom checklist compliance	Walk-through's

	Knowledge).				
6	Students are not exposed to differentiated reading strategies outside of the reading/language arts classroom.	Content area teachers will use differentiated teaching strategies when teaching from informational texts.	Administration, Classroom Teachers, Literacy Team	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT Success Probability.	FAIR Lexile scores and FSP scores.
7	Reading strategies are not implemented consistently across content areas	Effective before, during, and after strategies will be implemented in all classes (i.e., questioning, clarifying...)	Administration, classroom teacher	Assessments, FCIM mini lessons	Assessments, post tests
8	There is a lack of problem solving and higher order inquiry based instruction being utilized in content area classrooms	All teachers will utilize Blooms and Webb's depth of knowledge in order to ask higher order questions and to lead classroom discussions	Administration, classroom teacher	Walk-thrus and review lesson plans	FAIR scores, classroom assessments, standardized assessments
9	Student reading engagement is not maximized throughout the day	Teachers will engage students in wide reading and incorporate cloze reading strategies in all content area classes	Administration, classroom teacher	Walk-thrus and review lesson plans	FAIR scores
10	Effective vocabulary instruction is not incorporated in all content area classes	Teachers will engage students in wide reading and model effective vocabulary strategies within the curriculum	Administration, classroom teacher	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and reading comprehension scores	FAIR Lexile scores and reading comprehension scores

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:	Maintain current level of performance for students scoring at Levels 4,5 and 6 in Reading on the FAA while increasing learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3/3)	100%

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	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-through's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Students are not taking the opportunity to read outside of the school setting.	Content area teachers will implement subject based book reports throughout the year	Administration, Classroom teachers, Literacy committee	Will rotate through core subject areas, with each subject taking responsibility for implementation, participation and effectiveness	Accelerated Reader, Student Presentations, and Alternative Assessments.

4	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment.	SBLT and DIST will provide for classroom checklist compliance Walk-through's
5	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the % of students scoring at or above achievement Level 4 in Reading on the FCAT by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
18.77% (113/602)	26.77%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores, Vocabulary test scores and FSP scores.
2	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-thru's	TERMS, Performance Matters
3	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Standardized Testing, Subject area progress monitoring & assessments
4	There is a lack of problem solving and higher order inquiry based instruction being utilized in content area classrooms	All teachers will use Bloom's and Webb's depth of knowledge in order to ask higher order questions and to lead classroom discussions	Administration and classroom teachers	Lesson plan review and walkthroughs	FAIR scores, standardizes testing, and classroom assessments
5	There is a lack of problem solving and higher order inquiry based instruction being utilized in content area classrooms	All teachers will engage students in complex cognitive tasks with a wide variety of different types of text	Administration and classroom teachers	Lesson plan review and walkthroughs	FAIR scores, standardizes testing, and classroom assessments
	There is a lack of problem	Teachers will pose higher	Administration and	Lesson plan review and	FAIR scores,

6	solving and higher order inquiry based instruction being utilized in content area classrooms	and open ended questions and require students to provide text based evidence	classroom teachers	walkthroughs	standardizes testing, and classroom assessments
7	Students reading engagement is not maximized throughout the school day	Teachers will engage students in reading of complex text that elicit close reading and re-reading of text	Administration and classroom teachers	Lesson plan review and walkthroughs	FAIR scores, standardizes testing, and classroom 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 reading. Reading Goal #2b:	Increase the % of students scoring at or above achievement Level 7 in Reading on the FAA by 10% as applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/3)	10%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
2	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Standardized Testing, Subject area progress monitoring & assessments
3	Student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores, Vocabulary test scores and FSP scores

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the % of students making learning gain in Reading on the FCAT by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (384)	66%

	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	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Due to varied learning levels students are not receiving differentiated instruction consistently.	Teachers in all disciplines will differentiate instruction to meet different ability levels.	Administration, Department chairs, ESE Department.	Lesson plan review, walkthroughs, PD 360	Standardized testing
3	Students are not exposed to vocabulary strategies within all disciplines.	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
4	Lack of time on task in classroom Teach bell-to-bell.	Teachers will track data of students who leave classes frequently and contact parents regarding concerns. 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class.	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.
5	Students are not taking the opportunity to read outside of the school setting.	Content area teachers will implement subject based book reports throughout the year	Administration, Classroom teachers, Literacy committee	Will rotate through core subject areas, with each subject taking responsibility for implementation, participation and effectiveness	Accelerated Reader, Student Presentations, and Alternative Assessments.
6	Student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration,Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores, Vocabulary test scores and FSP scores.
7	Student motivation to improve scores	Provide students with a comprehensive understanding of FCAT and progress monitoring.	Teachers, Data Assessment Teacher, Administration	Teachers will provide students with a comprehensive understanding of the FCAT and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
8	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Standardized Testing, Subject area progress monitoring & assessments
	Students are not showing gains in all areas based on periodic	All reading teachers will include focus mini-lessons in their	Administration Reading Teachers	FCIM Pre and Post tests for each skill will be used and analyzed to	FCIM Pre and Post test scores.

9	reading assessments.	curriculum that emphasize explicit instruction in specific areas, such as Main Idea, Author's Purpose, Reference and Research, and Compare/Contrast		determine student growth and need for re-teaching.	
10	Feedback is not immediate and frequent.	Teachers will do data chats with students to discuss FCAT data, Voyager data, Corrective Reading data, and FAIR data	Administration Department Heads Reading Teachers	Reading team will review assessment data to determine percentage of students showing growth.	FAIR Voyager Benchmark Tests Corrective Reading Mastery Tests
11	Instruction is not data driven	Teachers will review data to determine students areas of strengths and weaknesses	Administrator, classroom teacher, and assessment teacher	Lesson plan review, walk through's, and teacher will track student progress	FAIR scores and Voyager Benchmarks
12	Students differentiated learning needs are not being met	Teacher will analyze and use student performance data to provide specific levels of differentiated instruction	Administrator, classroom teacher, ESE department, Assessment Teacher	Classroom teachers will track student progress on various assessments	Classroom assessments and standardized teasing
13	Formative assessments are not properly used within instruction	Teachers will incorporate (Checks for Understanding) throughout instruction and make adjustments in instruction based on student responses	Administration, classroom teacher , and assessment teacher	Lesson plan review and teacher will track student progress on various assessments	FAIR scores, Voyager benchmark tests, and corrective reading mastery tests
14	Formative assessments are not properly used within instruction	Teachers will administer frequent formal and informal assessments based on common core standards and data to monitor individual student progress and make changes when needed	Administration, classroom teacher , and assessment teacher	Reading team will review data and lesson plan review	Classroom assessments, FAIR scores, and Voyager Benchmark

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:	Maintain current level of performance for students making learning gains in Reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2/2)	100%

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	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Due to varied learning levels students are not receiving differentiated instruction consistently.	Teachers in all disciplines will differentiate instruction to meet different ability levels.	Administration, Department chairs, ESE Department.	Lesson plan review, walkthroughs, PD 360	Standardized testing

3	Students are not exposed to vocabulary strategies within all disciplines.	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
4	Lack of time on task in classroom	Teach bell-to-bell. 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class. Teachers will track data of students who leave classes frequently and contact parents regarding concerns.	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.
5	Students are not taking the opportunity to read outside of the school setting.	Content area teachers will implement subject based book reports throughout the year	Administration, Classroom teachers, Literacy committee	Will rotate through core subject areas, with each subject taking responsibility for implementation, participation and effectiveness	Accelerated Reader, Student Presentations, and Alternative Assessments.
6	Student motivation to improve scores	Provide students with a comprehensive understanding of FCAT and progress monitoring.	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
7	Student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability FAIR Lexile scores, Vocabulary test scores and FSP scores.	Student exposure to higher level vocabulary All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes Administration, Classroom teachers Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability FAIR Lexile scores, Vocabulary test scores and FSP scores.
8	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Standardized Testing, Subject area progress monitoring & 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the % of students in Lowest 25% making learningin Reading on the FCAT by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
52.05% (76/146)	62.05%

	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	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
3	Teachers unclear of data and how to utilize it	Monthly data chats will take place to deepen teachers understanding of student data.	Data Assessment Teacher	Teachers are required to complete PS/RTI intervention documentation for their lowest quartile.	Standardized testing
4	Due to varied learning levels students are not receiving differentiated instruction consistently.	Teachers in all disciplines will differentiate instruction to meet different ability levels.	Administration, Department chairs, ESE Department	Lesson plan review, walkthroughs, PD 360	Standardized testing
5	Student motivation to improve Scores	Provide students with a comprehensive understanding of FCAT and progress monitoring.	Teachers, Data Assessment Teacher, Administration	Teachers will provide students with a comprehensive understanding of the FCAT and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
6	Students are not taking the opportunity to read outside of the school setting.	Content area teachers will implement subject based book reports throughout the year	Administration, Classroom teachers, Literacy committee	Will rotate through core subject areas, with each subject taking responsibility for implementation, participation and effectiveness	Accelerated Reader, Student Presentations, and Alternative Assessments.
7	Tier II and Tier III Students are not receiving adequate direct and explicit instruction/interventions in FCAT specific strands.	Tier II and Tier III students will receive daily additional instruction during Tiger Time to remediate strand specific areas of weakness. (NCLB ELEMENT 9)	Administration, Reading Teachers	Pre and Post tests will be evaluated to determine student growth.	Pre and Post tests
8	Students lack basic reading skills (i.e., phonics, decoding, fluency)	Students will receive instruction and basic reading skills using Fast Forward, Voyager, or The Corrective Reading Remedial Program	Administration, Classroom teacher, ESE Teacher	SRA Reading lab and Fast Forward tests will be analyzed to determine student growth	SRA Reading Lab and Fast Forward tests
9	Students differentiated learning needs are not being met	Teachers will analyze and use student performance and data to provide specific levels of	Administration, Classroom teacher, ESE Teacher	Classroom teachers will track student process on various assessments	Classroom assessments and standardized testing

				differentiated instruction	
10	Students are not receiving explicit guided instruction	Teachers will scaffold and provide instruction through the Gradual Release Model	Administration, Classroom teacher, ESE Teacher	Lesson plan review, walk throughs, and FCIM mini lessons	Classroom assessments and post tests
11	Reading strategies are not implemented consistently across the content areas	Effective before, during, and after reading strategies will be implemented in all classes (i.e., questioning, predicting...)	Administrator, classroom teacher	Walkthroughs	Classroom and standardized assessments
12	Effective vocabulary instruction is not incorporated in all content areas	Teachers will engage students in wide reading and model effective	Administrator, classroom teacher	Reading teachers will review FAIR data to determine the percent of students who showed growth in reading Lexile and reading comprehension scores	FAIR Lexile scores and reading comprehension scores

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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 : Reduce the achievement gap in Reading by increasing the proportion of students scoring Level 3+ and decreasing the proportion of students scoring Levels 1 & 2 by 50% by 2016-2017. Annual increments=4.2% 50% of L1 & L2=25%

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students in ethnic subgroups that are not making satisfactory progress in Reading will decrease and students making satisfactory progress will increase as delineated by the specified Annual Measurable Objective. White - 6% Hispanic - 14% Black - 11% American Indian - N/A Asian - N/A American Indian - N/A Asian - N/A.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NMSP White - 48.34% (281/451) MSP-51.66% NMSP Black - 62.50% (15/24) MSP-37.5% NMSP Hispanic - 57.28% (59/103) MSP-42.72% NMSP American Indian - N/A NMSP Asian - N/A	White–6% NMSP-42.34% MSP-57.66% Black–11% NMSP-55.67 MSP-48.5% Hispanic–14% NMSP-52.84 MSP-56.72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
2	Students require more preparation through classroom instruction and assessment with respect to questions representing	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment.	SBLT and DIST will provide for classroom checklist compliance Walk-through's

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	different levels of cognitive complexity (ex: Webb's Depth of Knowledge).				
3	White: Students are not receiving reading instruction outside of the reading/language arts classroom.

Hispanic: Students are not receiving reading instruction outside of the reading/language arts classroom. | All core teachers will include focus mini-lessons in their curriculum that emphasize explicit instruction on Main Idea and Author's Purpose. They will also use reciprocal reading strategies. | Administration District Reading Coaches Assessment Teacher Classroom Teachers | FCIM Pre and Post tests for each skill will be used and analyzed to determine student growth and need for re-teaching. | FCIM Pre and Post test scores. |
4	Individual ability levels are not being met.	Teachers will differentiate instruction to meet different ability levels.	Administration Classroom Teachers	Classroom teachers will track student progress on various assessments.	Classroom assessments
5	Feedback is not immediate and frequent.	Teachers will do data chats with students to discuss FCAT data, Voyager data, Corrective Reading data, and FAIR data	Reading Coaches Administration Department Heads Reading Teachers	Reading team will review assessment data to determine percentage of students showing growth.	FAIR Voyager Benchmark Tests Corrective Reading Mastery Tests
6	Students lessons are not engaging	Teachers will employ a variety of learning strategies that foster active participation, address multiple learning styles, and cultural experiences, and stimulate students intellectual interests	ESOL teacher, ESOL Para, administration	Lesson plan review and walk throughs	Classroom assessment and benchmark tests
7	Tasks and assessments lack rigor	Teachers will provide hands on activities that include the use of appropriate content materials and technologies	ESOL teacher, ESOL Para, administration	Lesson plan review and walk throughs	Classroom assessment and benchmark tests

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C: | ELL students not making satisfactory progress in Reading will decrease 15% as compared to the 2011-2012 data. ELL students making satisfactory progress in Reading will increase 15% to reach Target AMO goal for 2012-2013. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not making progress - 83.33% (15/18) Making progress - 17% (3/18) | Not making progress - 68.33% Making progress -32% |

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Lack of consistent differentiated instruction due to limited ELL instructor experience	Provide for additional Professional Development opportunites. Pair ELL teacher with mentor.	ELL teacher, Administration	Mentor will provide opportunites for feedback and modeling. Administration will complete additional walk-	Walk-thru's, PD 360, mentoring log

					thrus to provide for a consistent feedback loop.
2	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
3	Intermittent communication between ELL staff and teachers	ELL staff will meet with grade level teams 1x a month to discuss progress of identified students. All teachers are provided with a list of ELL students and their goals.	Teachers, ELL staff	Minutes from meetings and quarterly progress notes	Walk-through's, Lesson Plans addressing ELL population, Progress Monitoring Goals
4	School-wide awareness of ELL student populations All staff will be provided a comprehensive list updated monthly.	All staff will be provided a comprehensive list updated monthly.	Data Entry and ESOL Lead Teacher	Lists generated	Walk-through's, Lesson Plans addressing ELL population
5	Students are not receiving consistent differentiated ESOL learning strategies throughout the school day	The ESOL teacher will utilize instructional materials that address the needs of the ELL's (i.e. Rosetta Stone)	ESOL Teacher, ESOL Para, and administration	Lesson plan review, collaboration with Para's and walk throughs	Classroom assessments, and Voyager Benchmark Testing
6	Students are not receiving explicit guided instruction	Teachers will scaffold and provide instruction through the Gradual Release Model	Reading Coach (Professional Development) ESOL teacher, ESOL Para, Administration	Lesson plan review, collaboration with Para's and walk throughs	Classroom assessments, and Voyager Benchmark Testing
7	Effective vocabulary instruction is not incorporated in all content areas	Teachers will engage students in wide reading and model effective strategies within the curriculum	Administration, ESOL teacher, Para	Lesson plan review, collaboration with Para's and walk throughs	Classroom assessments, and Voyager Benchmark Testing

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:	Students with Disabilities not making satisfactory progress in Reading will decrease 3% as compared to 2011-2012 data. Students with Disabilities making satisfactory progress in Reading will increase 3% to reach Target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not making progress - 71.93 (41/57) Making progress - 32%	Not making progress - 68.93% Making progress - 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
1	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-thru's	TERMS, Performance Matters
2	Intermittent communication between ESE case managers and teachers	All teachers are provided with a list of SWD students and their identified disability. Case managers will meet with grade level teams 1x a month to discuss	ESE case managers & teachers	Minutes from meetings and quarterly progress notes	Progress monitoring data and meeting minutes

		progress of identified students.			
3	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
4	SWD subgroup is consistently deficient in identifying main idea/author's purpose strand of the FCAT reading test.	ESE teachers will be working with students in small groups to provide direct, individualized instruction in identifying main idea and author's purpose.	Administration	SRA Reading Lab tests will be analyzed by ESE teachers to determine student growth.	SRA Reading Lab tests.
5	Core instruction is not meeting the needs of all students	Teachers will use research-based strategies to increase comprehension such as Reciprocal Teaching, QAR, CRISS, Lindamood-Bell, Fast Forward	Administration, classroom teacher, ESE teacher	Classroom teachers will tract student progress on various assessments	Classroom and standardized assessments
6	Students differentiated learning needs are not being met	Teachers will use and analyze student performance data to provide specific levels of differentiated instruction. Teachers will receive extended data meetings to access and understand data	Administration, classroom teacher, ESE teacher	Classroom teachers will tract student progress on various assessments	Classroom and standardized assessments
7	Students are not receiving explicit guided instruction.	Teachers will scaffold and provide instruction through the Gradual Release Model	Administration, classroom teacher, ESE teacher	Classroom teachers will tract student progress on various assessments, and lesson plan review	FAIR scores, Voyager benchmarks, and classroom assessments
8	Lack of student motivation	Teachers will differentiate instruction based on student data	Administration, classroom teacher, ESE teacher	Classroom teachers will tract student progress on various assessments, and lesson plan review	FAIR scores, Voyager benchmarks, and classroom assessments
9	Effective vocabulary instruction is not incorporated in all content areas	Teachers will engage students in wide teaching and model effective vocabulary strategies within their curriculum	Administration, classroom teacher, ESE teacher	Reading teachers will review FAIR data to determine the percent of students who show growth in reading Lexile and reading comprehension scores	FAIR Lexile scores and reading comprehension scores

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:	Economically Disadvantaged students not making satisfactory progress in Reading will decrease 12% as compared to the 2011-2012 data. Economically Disadvantaged students making satisfactory progress in Reading will increase 12% to reach Target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not making progress - 56.04% (246/439) Making progress - 44%	Not making progress - 44.04% Making progress - 56%

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		Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2		Student limited access to additional supports after school	In partnership with Title 1 SES services and the Boys & Girls club - students can take advantage of extended school day with transportation provided home. Additional supports include but are not limited to: targeted tutoring for L1's & L2's, STEM and CTE activities, Life skills and personal responsibility	Title 1, Administration, appointed designees	Students will receive pre and post surveys, attendance and participation recorded and progress monitoring matched with student in program	Data from standardized assessment, subject area progress monitoring
3		Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
4		nability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-through's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
5		Economically disadvantaged subgroup is consistently deficient in identifying main idea/author's purpose strand of the FCAT.	Students will be offered free after school tutoring.	Title 1 lead teacher	Pre and post tests will be reviewed by tutors to determine student growth.	Pre and post tests
6		Additional support needed beyond the school day may not be accessible for all students	Tutoring will be made available to economically disadvantaged students	Title 1 Lead Teacher	Pre and Post tests will be reviewed by tutors to determine student growth	Pre and post tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Essential Questions	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	10/1/12 & 10/8/12	Classroom walk throughs and observation	Administration
Differentiated Instruction	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	12/3/12, 12/10/12, & 12/17/12	Classroom walk throughs and observations	Administration & Reading Coach
FCAT Explorer	6-8 Reading, Math Science	Michelle Barash	school-wide	11/5/12	Usage log	Administration & Assessment Teacher
Vocabulary Strategies	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	11/19/12 & 11/29/12	Classroom walk throughs and observations	Administration & Reading Coach

HOTS (Higher Order Thinking Skills)	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	10/15/12 & 10/22/12	Classroom walk throughs and observations	Administration & Reading Coach
FCIM	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	1/14 &1/28	Classroom walk throughs and observations & FCIM lesson plans/calanders	Administration
Collaberative Structures	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	3/11/13 & 3/18/13	Classroom walk throughs and observations	Administration & Reading Coach
Student Engagement	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	2/4/13 & 2/25/13	Classroom walk throughs and observations	Administration & Reading Coach
Gradual Release Model	6-8 All subjects	Eric McDowell & Michelle Barash	school-wide	3/4/13 & 3/18/13	Classroom walk throughs and observations	Administration & Reading Coach

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
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Increase the % of ELL students scoring proficient in Listening/Speaking by 10% in comparison with 2011/2012 data (District Goal - 77%)
2012 Current Percent of Students Proficient in listening/speaking: 61.11% (11/18)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL Lead teacher has no previous experience.	ESOL Lead teacher will be provided with Professional Development opportunities & assigned PD 360 assignments targeted towards working with ELL student populations.	Administration	Administration will perform walk-thru's to observe integrated ELL strategies as well as review completed PD 360 assignments.	Teacher Evaluation, PD 360 scores
2	CELLA data not utilized from a prescriptive approach, targeting student's areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.	Computerized instruction provided by the ESOL Paraprofessional or Developmental Language Arts ESOL teacher using Rosetta Stone English Level 1,2,3 and ancillary resources will be used to reinforce the mastery of concepts and skills for areas of deficiencies in listening and speaking.	ESOL Lead Teacher	ESOL student data will be formatively disaggregated to determine areas of weakness. Progress monitoring of students through computerized supplemental instruction.	Rosetta Stone Data, Common assessments and progress monitoring in LA and Reading

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Increase the % of ELL students scoring proficient in Reading by 20% in comparison with 2011/2012 data. (District Goal - 63%)

2012 Current Percent of Students Proficient in reading:
38.89% (7/18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in reading for ELLs is needed.	Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies in reading to support ELLs in deficient areas while still maintaining support in other assessed areas.	Administration	Administration will perform walk-thru's to observe integrated strategies as well as track correlated Professional Development trainings	Teacher evaluation, Professional Development certifications
2	Disaggregated ELL student data is not utilized effectively	Teachers will use a prescriptive approach using data of ELL students to direct instruction and develop supplemental programs with guidance from the ESOL Teacher	ESOL Teacher	ESOL Teacher will review and discuss student core subject area progress with subject area Teacher at the end of every grading period	Subject area on-going progress monitoring tools, Performance Matters, Grades in Terms and common assessments

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Increase the % of ELL students scoring proficient in Writing by 10% in comparison with 2011/2012 data. (District Goal - 65%)

2012 Current Percent of Students Proficient in writing:

44.44%(8/18)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	Professional development will be provided by ESOL Lead teacher to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.	ESOL Lead Teacher	Administration will complete walk-thru's to ensure best practices and effective strategies are being implemented.	Walk-thru evaluations
2	Disaggregated ELL student data is not utilized effectively	Teachers will use a prescriptive approach using data of ELL students to direct instruction and develop supplemental programs with guidance from the ESOL Teacher	ESOL Teacher	ESOL Teacher will review and discuss student core subject area progress with subject area Teacher at the end of every grading period	Subject area on-going progress monitoring tools, Performance Matters, Grades in Terms and common assessments

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

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase the % of students scoring at achievement Level 3 in Math on the FCAT by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.26% (171/605)	35.26%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-thur's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Lack of time on task in classroom	Teach bell-to-bell - 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class. Teachers will track data of students who leave classes frequently and contact parents regarding concerns.	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.
4	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment. SBLT and DIST will provide for classroom checklist compliance	Walk-through's
5	New curriculum not consistently taught with fidelity	Lessons will be modeled by the Math Coach on a rotating cycle.	Math Coach, Teachers, Administration	Walk-thru's, feedback, Department meeting discussions, Data chats	Performance Matters, Standardized assessments, Common assessments
6	Teachers unfamiliar with new curriculum -Avg. years of expereince 1.9 yrs	Math Coach will model lessons plans and provide lesson plan assistance	Math Coach, Teachers, Administration	Walk-thru's, feedback, Department meeting discussions, Data chats	Feedback discussions

7	Lack of integrated technology utilization	Teachers will be provided opportunites for hands-on technology Professional Development	Math Coach, Teachers, Administration	Walk-thru's, feedback, Department meeting discussions, Data chats	Assessment data from curriculum

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	Maintain Level 7 in Math at 100%

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	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-through's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment.	SBLT and DIST will provide for classroom checklist compliance Walk-through's
4	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase % of students scoring at or above achievement level 4 in Math on the FCAT by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:

	8.76% (53/605)		18.76%		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores, Vocabulary test scores and FSP scores.
2	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-thru's	TERMS, Performance Matters
3	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Standardized Testing, Subject area progress monitoring & assessments
4	Students enrolled in classes targeted for Levels 4 and 5 lacked consistent instructional practices.	Students will be enrolled in classes which target enrichment strategies for levels 4 and 5.	Assessment Teacher Math Coach Administration Classroom Teacher	Performance Matters data and progress monitoring data will be reviewed monthly by the Math Teacher and Math Coach	Performance Matter, progress monitoring data
5	Teachers' depth of knowledge regarding student data and differentiation	Teachers will receive student's data and be provided with more in-depth analysis of the students strengths and weaknesses	Math Coach, Teacher, Administration, Assessment Teacher	Walk thru's will be conducted to ensure differentiated instruction within the classroom. Data chats will be conducted monthly to re-align student needs academically.	Performance Matters, Progress monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Maintain current level of performance of students scoring at or above achievement Level 7 in Math on the FAA as applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3/3)	100%

	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	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly	Standardized Testing, Subject area progress monitoring & assessments

				data chats and Team meetings	
2	Student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores, Vocabulary test scores and FSP scores

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:	Increase the % of students making learning gains in Math on the FCAT by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
49.29% (277/562)	59.29%

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	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Due to varied learning levels students are not receiving differentiated instruction consistently.	Teachers in all disciplines will differentiate instruction to meet different ability levels.	Administration, Department chairs, ESE Department.	Lesson plan review, walkthroughs, PD 360	Standardized testing
3	Students are not exposed to vocabulary strategies within all disciplines.	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
4	Lack of time on task in classroom Teach bell-to-bell.	Teachers will track data of students who leave classes frequently and contact parents regarding concerns. 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class.	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.
5	Student motivation to improve scores	Provide students with a comprehensive understanding of FCAT and progress monitoring.	Teachers, Data Assessment Teacher, Administration	Teachers will provide students with a comprehensive understanding of the FCAT and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff:	Administration, Title 1, Data Assessment	Administration will review Lesson plans during walk-through's, progress-	Standardized Testing, Subject area progress

6		Kagan Strategies and Understanding Data	Teacher	monitoring data will be discussed during monthly data chats and Team meetings	monitoring & assessments
7	Individual ability levels are not being met.	Teachers will differentiate instruction to meet different ability levels. Teachers will create instructional focus lessons and calendars.	Assessment Teacher Math Coach Math Department Chair Administration Classroom Teacher	Classroom teachers will track student progress on school wide monthly FCIM mini assessments	FCIM mini assessments
8	Feedback is not immediate or frequent.	Teachers will do data chats with students to discuss FCAT, Compass, FCIM mini assessments	Assessment Teacher Math Coach Math Department Chair Administration Classroom Teacher	Math department will review assessment data to determine percentage of students showing growth.	Compass assessment, FCIM school wide mini assessment, Performance Matters

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:	Maintain current level of performance of students making learning gains in Math on the FAA as applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3/3)	100%

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	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Due to varied learning levels students are not receiving differentiated instruction consistently.	Teachers in all disciplines will differentiate instruction to meet different ability levels.	Administration, Department chairs, ESE Department.	Lesson plan review, walkthroughs, PD 360	Standardized testing
3	Students are not exposed to vocabulary strategies within all disciplines.	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
4	Lack of time on task in classroom	Teach bell-to-bell. 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class. Teachers will track data of students who leave classes frequently and contact parents	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		regarding concerns.			
5	Student motivation to improve scores	Provide students with a comprehensive understanding of FCAT and progress monitoring.	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
6	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Standardized Testing, Subject area progress monitoring & 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4: | Increase the % of students in the lowest 25% making learning gains in Math on the FCAT by 10% as compared to 2011/2012 data |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 51.39% (74/144) | 61.39% |

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	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
3	Teachers unclear of data and how to utilize it	Monthly data chats will take place to deepen teachers understanding of student data.	Data Assessment Teacher	Teachers are required to complete PS/RTI intervention documentation for their lowest quartile.	Standardized testing
4	Due to varied learning levels students are not receiving differentiated instruction consistently.	Teachers in all disciplines will differentiate instruction to meet different ability levels.	Administration, Department chairs, ESE Department	Lesson plan review, walkthroughs, PD 360	Standardized testing
5	Student motivation to improve Scores	Provide students with a comprehensive understanding of FCAT and progress monitoring.	Teachers, Data Assessment Teacher, Administration	Teachers will provide students with a comprehensive understanding of the FCAT and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
6	Limited exposure to remediation	Students will receive additional exposure through tailored Compass Prescriptions and Math Lab activites	Math Coach, Administration, Math Department Chair, Teachers	Compass assessments, FCIM assessments assocaited with Math Lab	Standardized testing, Performance Matters

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 :	Reduce the achievement gap in Reading by increasing the proportion of students scoring Level 3+ and decreasing the proportion of students scoring Levels 1 & 2 by 50% by 2016-2017. Annual increments=4.6% 50% of L1 & L2=27.5%				

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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:	The percentage of students in ethnic subgroups that are not making satisfactory progress in Math will decrease and students making satisfactory progress will increase as delineated by the specified Annual Measurable Objective. White - 17% Hispanic - 19 Black - 11% American Indian - N/A Asian - N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
NMSP White - 61.45% (279/454) MSP-38.55% NMSP Black - 66.67% (16/24) MSP-38.33% NMSP Hispanic - 71.84% (74/103) MSP-3826.16% NMSP American Indian - N/A NMSP Asian - N/A	White – 17% NMSP-44.45% MSP-55.55% Black – 11% NMSP-55.67 MSP-44.33 Hispanic – 19% NMSP-52.84 MSP-45.16 American Indian - N/A Asian - N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
2	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment.	SBLT and DIST will provide for classroom checklist compliance Walk-through's
3	Individual ability levels are not being met.	Teachers will differentiate instruction to meet different ability levels.	Assessment Teacher Math Coach Math Department Chair Administration Classroom Teacher	Classroom teacher will group students according to ability levels and monitor and regroup as needed	CMP2 Unit tests, check ups, and quizzes. Administrative and Math Coach walkthroughs

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	ELL students not making satisfactory progress in Math will decrease by 40% as compared to the 2011-2012 data. ELL students making satisfactory progress in Math will increase 40% to reach Target AMO goal for 2012-2013.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not making progress - 94.44% (17/18) Making progress - 6%	Not making progress - 54.44% Making progress - 46%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent differentiated instruction due to limited ELL instructor experience	Provide for additional Professional Development opportunites. Pair ELL teacher with mentor.	ELL teacher, Administration	Mentor will provide opportunites for feedback and modeling. Administration will complete additional walk-thrus to provide for a consistent feedback loop.	Walk-thru's, PD 360, mentoring log
2	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
3	Intermittent communication between ELL staff and teachers	ELL staff will meet with grade level teams 1x a month to discuss progress of identified students. All teachers are provided with a list of ELL students and their goals.	Teachers, ELL staff	Minutes from meetings and quarterly progress notes	Walk-through's, Lesson Plans addressing ELL population, Progress Monitoring Goals
4	School-wide awareness of ELL student populations All staff will be provided a comprehensive list updated monthly.	All staff will be provided a comprehensive list updated monthly.	Data Entry and ESOL Lead Teacher	Lists generated	Walk-through's, Lesson Plans addressing ELL population
5	Instruction does not incorporate the use of ESOL strategies or are not used consistently	ELL Lead teacher to assist teachers in integrating ESOL strategies into lesson plans	ELL Lead Teacher	ELL Lead Teacher will review and provide Administration with lesson plans	Lesson plan review, progress monitoring reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities not making satisfactory progress in Math will decrease by 21% as compared to the 2011-2012 data. Students with Disabilities making satisfactory progress in Math will increase 21% to reach Target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not making progress - 91.23% (52/57) Making progress - 13%	Not making progress - 70.23% Making progress - 21%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the	Administration	Walk-thru's	TERMS, Performance Matters

				culture of the students	
2	Intermittent communication between ESE case managers and teachers	All teachers are provided with a list of SWD students and their identified disability. Case managers will meet with grade level teams 1x a month to discuss progress of identified students.	ESE case managers & teachers	Minutes from meetings and quarterly progress notes	Progress monitoring data and meeting minutes
3	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
4	SWD subgroup is consistently deficient in the number sense strand of FCAT math.	ESE support teachers will be working with the general education teacher to assist in the differentiation of ability grouping of students.	ESE support teacher Assessment Teacher Math Coach Math Department Chair Administration Classroom Teacher	ESE support teachers will use the district approved CMP2 curriculum and pacing guides to accommodate individual student needs.	CMP2 Unit tests, quizzes, and checkups which are accommodated according to individual student needs.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged students not making satisfactory progress in Math will decrease 19% as compared to the 2011-2012 data. Economically Disadvantaged students making satisfactory progress in Math will increase 19% to reach Target AMO goal for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not making progress - 69.16% (305/441) Making progress - 31%	Not making progress - 50.19% Making progress - 50%

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	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Student limited access to additional supports after school	In partnership with Title 1 SES services and the Boys & Girls club - students can take advantage of extended school day with transportation provided home. Additional supports include but are not limited to: targeted tutoring for L1's & L2's, STEM and CTE activities, Life skills and personal responsibility	Title 1, Administration, appointed designees	Students will receive pre and post surveys, attendance and participation recorded and progress monitoring matched with student in program	Data from standardized assessment, subject area progress monitoring
	Inconsistent High Level Academic and Behavioral	Professional Development opportunities for	Administration	Walk-through's	TERMS, Performance

3	Expectations	teachers to deepen their understanding of the culture of the students			Matters
4	nability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-through's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
5	Economically disadvantaged subgroup is consistently deficient in the number sense strand of the FCAT math.	Students will be offered free Supplemental Educational Services for qualifying students.	Title I staff	The state approved providers will assess students prior to the tutoring services and create a student learning plan based on the individual student needs. Monthly progress reports will be sent to the school for teacher review. Students will be assessed at the completion of tutoring services.	Various provider assessment tools

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Increase the % of students scoring at achievement Level 3 in Algebra on the EOC exam by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%% (11/16)	74%

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	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-thur's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Lack of time on task in classroom	Teach bell-to-bell - 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.

		and last 10 minutes of class. Teachers will track data of students who leave classes frequently and contact parents regarding concerns.			
4	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment. SBLT and DIST will provide for classroom checklist compliance	Walk-through's
5	Deficiency in students Math skills	Prior to placement, students will be screened (Math skills). Teacher will progress monitor on-going to idenitfy students in need of change in placement	Guidance, Algebra teacher	Progress monitoring	Course assesments
6	Lack of student enrollment	Students provided with course information prior to school year. Math teachers screen students withint 1st 9 weeks for possible transistion into appropriate placement	Admininstration, Math Coach	Teachers provided with assessment data to assist in screening process. Data Entry reviews class size changes reporting any signifcant changes to Administration	Schedule enrollment on TERMS

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:	Increase the % of students scoring at or above achievement Level 4 in Algebra on EOC exam by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (3/16)	29%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited student exposure to higher level vocabulary</td><td>All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes</td><td>Administration, Classroom teachers</td><td>Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability</td><td>FAIR Lexile scores, Vocabulary test scores and FSP scores.</td></tr>
<tr><td>2</td><td>Inconsistent High Level Academic and Behavioral Expectations</td><td>Professional Development opportunities for teachers to deepen their understanding of the culture of the students</td><td>Administration</td><td>Walk-thru's</td><td>TERMS, Performance Matters</td></tr>
<tr><td>3</td><td>School-wide differentiated instruction with fidelity</td><td>Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data</td><td>Administration, Title 1, Data Assessment Teacher</td><td>Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings</td><td>Standardized Testing, Subject area progress monitoring & assessments</td></tr>
</table>

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
2	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment.	SBLT and DIST will provide for classroom checklist compliance Walk-through's

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

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

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

			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
2	2	Intermittent communication between ELL staff and teachers	ELL staff will meet with grade level teams 1x a month to discuss progress of identified students. All teachers are provided with a list of ELL students and their goals.	Teachers, ELL staff	Minutes from meetings and quarterly progress notes	Walk-through's, Lesson Plans addressing ELL population, Progress Monitoring Goals
3	3	School-wide awareness of ELL student populations All staff will be provided a comprehensive list updated monthly.	All staff will be provided a comprehensive list updated monthly.	Data Entry and ESOL Lead Teacher	Lists generated	Walk-through's, Lesson Plans addressing ELL population

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and 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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability for students to take advantage of after-school supplemental programs	Activity bus transportation will be made available to students who attend any extended day program	Administration, Parent Facilitator	Student attendance will be tracked daily	Tracking attendance forms
2	Student limited access to additional supports after school	In partnership with Title 1 SES services and the Boys & Girls club - students can take advantage of extended school day with transportation provided home. Additional supports include but are not limited to: targeted tutoring for L1's & L2's, STEM and CTE activities, Life skills and personal responsibility	Title 1, Administration, appointed designees	Students will receive pre and post surveys, attendance and participation recorded and progress monitoring matched with student in program	Data from standardized assessment, subject area progress monitoring
3	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-through's	TERMS, Performance Matters
4	nability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-through's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Number Worlds	6-8	V. Ramos	6-8 Math	10/12	Observations	Math Coach
Kagan Cooperative Learning	6-8 all subjects	Kagan Rep.	school-wide	10/12/12	Classroom Observations	Administration & Subject area coaches
Test Design/Common Assessments	6-8	V. Ramos (Math Coach)	6-8 Math	12/12	Classroom observations	Administration & Math Coach
Envision	6	V. Ramos	6th Math	10/12	Classroom Observations	Administration & Math Coach
All School-wide PLCs (Essential Questions, HOTs, FCAT Explorer, Vocabulary Strategies, Differentiated Instruction, FCIM, Student Engagement, Gradual Release Model,& Collaborative Structures)	6-8 all subjects	Erica McDowell & Michelle Barash	school-wide	10/1/12 & 3/18/13	Classroom observations	Administration & Subject area coaches
Sucess Tracker	6-8	V. Ramos	6-8 Math	9/12	Sucess Tracker Reports	Administration & Math Coach
Computer Based Testing/Clickers	6-8	CV. Ramos	6-8 Math	9/12	Clessroom Observations	Administration & Math Coach

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
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 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:	Increase the % of students scoring at achievement Level 3 in Science on the FCAT by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.79% (56/209)	36.79%

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	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-thur's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Lack of time on task in classroom	Teach bell-to-bell - 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class. Teachers will track data of students who leave classes frequently and contact parents regarding concerns.	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.
	Students require more	Professional	Administration	Teachers will receive	Walk-through's

4	preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release		Professional Development in a model classroom environment. SBLT and DIST will provide for classroom checklist compliance	
5	Students have learning gaps between instruction and assessment which are encountered from switching to comprehensive science program for all grade levels last year.	Learning gaps between instruction will be decreased by using the 7E model, which will be used throughout the scientific process.	Assessment Teacher, Science Teachers, Science Chair, Science Coach, Administration	Science teachers, Science Coach, and Assessment Teacher will analize benchmark/progress monitoring assessments.	District Benchmark Assessments. on
6	Targeted instruction and support to address areas of weakness relating to NGSSS Science benchmarks is not taking place in all science classrooms.	Students will receive targeted instruction, remediation, and intensive support on demonstrated benchmark weaknesses.	Science Coach, Science Teachers, Science Chair, Assessment Teacher, Administration	Increased percentage at proficient or above on common grade level assessments and benchmark assessments. Administrative and Science Department Chairperson walkthroughs and lesson plan checks.	Common teacher assessments and benchmark assessments.
7	Students lack experience with using the scientific method process.	Science Coach will help teachers to develop and implement science labs.	Science Coach, Science Department Chairperson, Administration	Evaluate participation in science lab activities and use of scientific method as applied to lab experiences.	Science Coach and Teacher observations and evaluations of labs and benchmark assessments.
8	Students lack expertise with inquiry based Science activities.	Teachers will conduct inquiry based activities, demonstrations, and/or lab experiments on a regular and consistent basis.	Science Coach, Science Department Chairperson, Administration.	Lesson plan reviews and classroom walk throughs/observations.	Benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Maintain current level of performance of students scoring at or above achievement Level 7 in Science on the FAA as applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/2)	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-through's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters

2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Students are not taking the opportunity to read outside of the school setting.	Content area teachers will implement subject based book reports throughout the year	Administration, Classroom teachers, Literacy committee	Will rotate through core subject areas, with each subject taking responsibility for implementation, participation and effectiveness	Accelerated Reader, Student Presentations, and Alternative Assessments.
4	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Professional Development -Webb's Depth of Knowledge, Model Classroom Expectations and Gradual Release	Administration	Teachers will receive Professional Development in a model classroom environment.	SBLT and DIST will provide for classroom checklist compliance Walk-through's
5	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the % of students scoring at or above achievement Level 4 in Science 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (7/209)	13%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores, Vocabulary test scores and FSP scores.
2	Inconsistent High Level Academic and Behavioral Expectations	Professional Development opportunities for teachers to deepen their understanding of the culture of the students	Administration	Walk-thru's	TERMS, Performance Matters
	School-wide	Provide Professional	Administration,	Administration will	Standardized

3	differentiated instruction with fidelity	Development opportunities to staff: Kagan Strategies and Understanding Data	Title 1, Data Assessment Teacher	review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Testing, Subject area progress monitoring & assessments
4	Higher Order Thinking strategies and activities are not being used in all science classrooms.	Science teachers conduct inquiry-based activities, demonstrations, and/or lab experiments on a regular and consistent basis. Science teachers will incorperate higher-order questioning into all lessons.	Science Coach, Science Chair, Administration	Increase in effective use of HOQs during lessons as observed by Science Coach and Administration.	Benchmark 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 science. Science Goal #2b:	Maintain student proficency at or above achievement Level 7 in Science on FAA as applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

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	Student motivation to improve Scores	Provide students with a comprehensive understanding of assessment and progress monitoring	Assigned Case Manager	Assigned Case Managers will provide students with a comprehensive understanding of the assessments and progress monitoring to promote academic responsibility and motivation.	Data from standardized testing, subject area progress monitoring and assessments
2	School-wide differentiated instruction with fidelity	Provide Professional Development opportunities to staff: Kagan Strategies and Understanding Data	Administration, Title 1, Data Assessment Teacher	Administration will review Lesson plans during walk-through's, progress-monitoring data will be discussed during monthly data chats and Team meetings	Standardized Testing, Subject area progress monitoring & assessments
3	Student exposure to higher level vocabulary	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary for core classes and higher level vocabulary for advanced classes	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores, Vocabulary test scores and FSP scores
	FAA student is in the resource setting for all core classes.	Student will attend labs and hands on science experiences in	Science Coach, Science Department	Teacher/Coach observation of participation in lab	Teacher/Coach observation and evaluation

		a mainstream 8th grade science classroom with a science/ESE certified teacher.	Chair, ESE Resource Teacher	experiences.	
4					

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
Using Hands-on labs	6-8	M.Nelson (Science Coach)	Science teachers	bi- monthly department meetings after school and during lab times	Monitoring teachers doing labs	Administration & M.Nelson (Science Coach)
All School-wide PLCs (Essential Questions, HOTs, FCAT Explorer, Vocabulary Strategies, Differentiated Instruction, FCIM, Student Engagement, Gradual Release Model,& Collaborative Structures)	6-8	Erica McDowell & Michelle Barash	6-8 all subjects	10/1/12- 3/18/13 weekly	Classroom Observations	Administration
Kagan Cooperative Learning	6-8	Kagan Rep	6-8 all subjects	10/12/12	Classroom observations	Administration & Subject area coaches
Exam View/Clickers	6-8	V. Ramos (Math Coach)	Science teachers	November 2012	Classroom observations	Administration & M.Nelson (Science Coach)

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
Use/development of science labs	Science Coach		$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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the % of students scoring at Achievement Level 3.0 and higher in Writing by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64.95% (139/214)	69.95%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for time and subs for training on scoring rubric for teachers on the writing scoring committee.	All teachers will receive training in using the scoring rubric and will implement state recommended best practices in writing instruction.	Classroom Languare Arts teachers, Languare Arts department chairperson, administration.	The language arts department will review writing data after each district level approved progress monitoring writing prompt, three times in the school year. Language Arts teachers will analyze samples of student writing and data during Language Arts Department meetings and Data Chats.	Increase in scores on the District Level approved progress monitoring essay.
2	Subject area teachers not trained in writing instuction and best practices of writing instuction.	Language Arts department teachers will work with/train Science and Social Studies teachers on implementing writing across the content areas.	Language Arts department chair, Social Studies department chair, Science department chair, administration.	Increase in quanity and quality of writing in content area classrooms.	Analysis of student writing by teachers and department heads (science, social studies, and language arts).

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:	Maintain profiency of students scoring at 4 or higher in Writing on the FAA as applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2/2)	100%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary development	Vocabulary stratagies used in all subject areas	Resource room teacher	Teacher evaluation of increase in vocabulary usage/knowledge	Teacher evaluation

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
DWAP scoring using State of Florida Writes scoring rublic	6-8	LA Department Chair	all Language Arts teachers	September 10 & 17	Development of a scoring committee to score DWAP essays	LA Department Chair & Administration
All School-wide PLCs (Essential Questions, HOTs, FCAT Explorer, Vocabulary Strategies, Differentiated Instruction, FCIM, Student Engagement, Gradual Release Model,& Collaberative Structures)	6-8	Erica McDowell & Michelle Barash	6-8 LA	10/1/12- 3/18/13 weekly	Classroom Observations	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Development of Scoring Committee to score DWAP essays	LA Department Chair	Title I	$1,000.00
			Subtotal: $1,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The Civics EOC exam field test will be administered during the 2012-2013 school year for FLDOE selected middle schools. N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to reinforce new content material outside of school - books, technology	Provide for additional time to utilize technology, complete homework assignments and additional instructional support during Critical Thinking	Administration, classroom teachers, Literacy committee	Walk-thur's, Team meetings, Review media check out data and grades	Accelerated Reader, Media data hub (Alexandria), TERMS, Performance Matters
2	Students are not exposed to vocabulary strategies within all disciplines	All content area teachers will use common vocabulary strategies when teaching content specific vocabulary.	Administration, Classroom teachers	Reading team will review FAIR data to determine the percent of students who show growth in reading Lexile and FCAT success probability	FAIR Lexile scores and FSP scores
3	Lack of time on task in classroom	Teach bell-to-bell - 1 lanyard bathroom pass per teacher - only 1 student out of class at a time. Sign-out sheet located at doorway. Passes not available during initial instruction and last 10 minutes of class. Teachers will track data of students who leave classes frequently and contact parents regarding concerns.	Teachers, Administration	Campus walk-through's conducted 1st 10 minutes & last 10 minutes of class.	Written class sign out data sheets, Administration walk-through's.
4	Students are not taking the opportunity to read outside of the school setting.	Content area teachers will implement subject based book reports throughout the year	Administration, Classroom teachers, Literacy committee	Will rotate through core subject areas, with each subject taking responsibility for implementation, participation and effectiveness	Accelerated Reader, Student Presentations, and Alternative Assessments
	Students require more preparation through	Professional Development -Webb's	Administration	Teachers will receive Professional	Walk-through's

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5	classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Depth of Knowledge, Model Classroom Expectations and Gradual Release		Development in a model classroom environment. SBLT and DIST will provide for classroom checklist compliance	
6	New Civics curriculum is being introduced this year. Teachers are unfamiliar with content and expectations	7th grade Civics teachers will receive the Florida Department of Education 2012 Civics End-of-Course Assessment Test Item Specification Manual to utilize as a guide to familiarize and understand forthcoming requirements. Civics teachers will also be provided with additional opportunities to discuss, and begin developing strategies aligned with new requirements.	7th grade Dean	Dean will meet with Administration to discuss and evaluate progress	Meeting notes, timelines and developed resource tools
7	Since the 2012-2013 school year marks the start of the new Civics course requirement (HB 105) for the 6th grade student cohort and also being a field test year, Civics Integrated teachers will need preparation in the new Civics Standards, Civics course descriptions, and Civics EOC Exam Item Specifications in preparation for the accountability year of 2013-2014 (30% of final grade) and 2014-2015 (passing score required for middle grades promotion).	Professional Development aligned with new adopted curriculum	7th grade Dean	Civics teachers will provide documentation of professional development, course syllabus and lesson plans	Lesson Plans, Mid-term and End of year course exam data

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The Civics EOC exam field test will be administered during the 2012-2013 school year for FLDOE selected middle schools. N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students require more preparation through classroom instruction and assessment with respect to questions	Provide training for Social Studies 6-8 social studies teachers and Civics Integrated teachers in Document	7th grade Dean	Civics teachers will provide documentation of professional development, course syllabus and lesson	Lesson Plans, Mid-term and End of year course exam data

| 1 | representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge) and Civics standards and benchmarks. Students require more instruction with respect to Document Based Questions (DBQ's) and writing opportunities need to be included in social studies instructional lessons. | Based Questions (DBQ's) Instruction, Common Core State Standards, Civics EOC Item Specifications, and Civics Education Standards.

Social studies 6-8 teachers and Civics Integrated teachers will incorporate DBQ activities, Common Core Standards, Civics Education Standards and cognitive complexity in instruction & assessments. | | plans | |

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
Civics EOC item Specification, DBQ's & standards/benchmarks online trainging (Free)	Adoption of new curriculum Holt-McDougal	UCF	$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

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:	- Increase average daily attendance rate by 3% - Decrease the % of students with excessive absences by 10% - Decrease the % of students with excessive tardies by 5% in comparison to 2011/2012 data.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.38% (631/683)	95.38%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
52% (356/683)	42%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15.37% (105/683)	10.37%

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	Outdated or incorrect contact information in Global Connect System	All students will be required to complete a new registration form which will be entered into TERMS.	Administration	Teachers will ensure forms are returned and given to Data Entry. Data Entry will update student information.	Global Connect automated phone system will record documentation of phone calls home. TERMS report detailing Student Information for completion
2	Lack of parental understanding regarding the correlation of tardies and student engagement	Implementation of policy - students are not allowed to leave the class during the 1st 10 mins of class and the last 10 mins of class unless emergency.	Administration and Teachers	Administration will conduct hallway walk-thrus throughout the day. Tardy reports will be generated and reviewed monthly	Visual inspection and TERMS tardy reports.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease total number of In-School Suspensions 25% Decrease total number of students Suspended In-School 10% Decrease total number of Out-of-School Suspensions 25% Decrease total number of students Suspended Out-of-School 10% as compared to 2011/2012 data.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
AVG# of ISS days per student 3.5 (716)	537
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
29.72% (203/683)	19.72%

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
AVG# of OSS days per student 2.05 (271)	203.25
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19% (132/683)	9%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student resistance to increased adult supervision during passing time	Grade level presentations will be delivered by Principal with support of grade level deans, School resource officer and ISS monitor to provide students with a thorough explanation of expectations for the 2012/2013 school year.	Administrative team	Grade-level Deans and other administration will review ODR's monthly during MTSS meetings	TERMS, Performance Matters, RtI-B
2	Student resistance to change with new discipline procedures	Implement new In-School Suspension procedures - ISS contract and structured ISS time/plan	Administrative team and Discipline Committee	Walk-thru's, review of ODR's during discipline (3 of ISS & OSS) committee meetings and school-wide data during MTSS meetings	TERMS, Performance Matters, RtI-B
3	Ineffective classroom management strategies	Provide Kagan Strategies - Win-Win Discipline, review new Student Code of Conduct and Procedures	Administrative team	Walk-thrus, review of PS/RtI B forms for fidelity, review ODR data during MTSS meetings	TERMS, Performance Matters, RtI-B

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
Kagan - Win-Win Discipline	6-8	Kagan Trainer	School-wide	August 2012	Walk-thru's , review/ ODR's	Administration

Suspension Budget:

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

			Subtotal: $0.00

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

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase parental participation in school activites and events 5% as compared to 2011/2012 data.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
39% (266.37)of student population parents are involved	44%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of coordination with the classroom teacher for parental involvement activities	The hiring of a Parent Educator to coordinate and facilitate parental involvement activities and communication with parents. Parent Educator will meet with teachers on a regular basis to collaborate and coordinate parental involvement events.	School Principal and Title I Coordinator of Family Involvement	The Prinicpals' Evaluation Process. Effectiveness of the Parent Educator is also determined by analyzing the capacity building opportunities offered to parents during the school year 2012-2013.	Employee Evaluation Form and Capacity Building Report Form.
	Lack of referrals to the Family Center from classroom teachers	Parents will be invited to explore and utilize the Title I Family Center Resources through advertisement posting at school and disseminated	School Improvement Facilitator and Parent Educator.	Parents and family members will sign in and out when utilizing the Family Center and its resources. Parents and family members will also be required to fill out a	Sign in and out forms, Check in and out forms, referral forms

2		documents throughout the year. Teachers will be assisted in the referral process through-out the school year by the Parent Educator, guidance counselors and Title I School Improvement Facilitator.		referral form indicating requests.	
3	Transportation and parents work schedule to attend school functions.	Parents will be invited to participate in a series of parental involvement workshops in the following areas: Math Fun Night, FCAT Night, Anti-Bullying, Family Involvement Team (FIT), Student Led Conferences per grade level, and Title 1 Committee Meetings. Workshops will be scheduled on multiple dates to help increase attendance.	Principal, School Improvement Facilitator and Parent Educator.	Parents will be given a event response form to fill out after each school sponsored event or activity that they participated in to provide the school with feed on the effectiveness of each event. All responses will be analyzed and reported on a tracking form to further inform and refine our practice in the area of parental involvement.	Event Response form, surveys and tracking forms are the tools to be used to monitor effectiveness.
4	Transportation and availability of parents to attend school meetings to address students academics and/or behavior	Students are placed on Teams within grade levels. Teams have common planning to allow for flexible conference scheduling cross curriculum. Parents are provided with notification to attend via in person or telephone. Teachers earn alternate scheduled time to accomodate parent conference scheduling.	Administrative Team, teachers, guidance counselors and District Support Staff as assigned.	Team Leaders will document the number of meetings scheduled, parents invited and actual parent attendance. Teachers will also document parent contact and method of contact.	Parent conference documentation and parent contact logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding Title I as it correlates to the culutre of the school	6-8 all subject areas	Missy Wyzykowski & Wendy McCane	school-wide	September	Tracking parent signed contracts, Teacher survey and referrals.	Parent Educator and School Improvement Facilitator
Love & Logic	6-8 all subjects & Parents (SAC)	Nikki Limberis	school-wide/parents	12/12	Evaluation/Feed back forms	Nikki Limberis/Missy Wyzykowski

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Resources for the Family Center	Materials and supplies	Title 1	$1,000.00

			Subtotal: $1,000.00

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

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of 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:	Due to the high-risk population at FCMS and the schools diligent focus and committment to ensuring high student academic and behavioral expectations; FCMS goal is to increase school-wide awareness of STEM by 25% as compared to 0% from 2011/2012

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have lab experience or background	Increase the amount of labs and virtual labs in science and math classrooms schoolwide. Offer students an afterschool Robotics and Claymation club.	Administration, Math Coach, & Science Coach Boys and Girls Club	Increase of amount of labs used as observed by Administration and Coaches	Observations/Evaluations
2	Studets lack realworld conections to science and math	Plant/Garden Project for 8th grade science students	8th grade science teachers, Science Coach	Student participation and increased knowledge as shown through progress monitoring	SAM- science progress monitoring

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
Labs	Lab materials	Title I	$1,000.00
Plant/Garden Project	materials	Grant	$1,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Explore options to incorporate Career & Technical Education courses into 2013/2014 schedule that align with courses offered at the receiving High Schools through a collaboration agreement.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time needed to research and lack of funding.	Develop a CTE/STEM team to research and assist in the development of research based programs to support CTE and STEM	Science, Math and Elective Department Leaders	Team will develop a timeline for implementation	Timeline
	No current inter-related	Gather information on	TBD	Timeline	Timeline

2	agreement with receiving High Schools	CTE offerings at the receiving High Schools. Begin facilitating relationship with coordinators at each school			
3	No current inter-related agreement with receiving High Schools	Gather information on CTE offerings at the receiving High Schools. Begin facilitating relationship with coordinators at each school	TBD	Timeline	Timeline

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

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

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

Increase Community Involvement/Support Goal:

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. Increase Community Involvement/Support Goal Increase Community Involvement/Support Goal #1:	School Advisory Council to assist in building and maintaining relationships between Community Agencies and students and their families.
2012 Current level:	2013 Expected level:
Baseline data not available	50%

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	Buinesses and agenices willing to participate	Offer businesses opportunities to meet with the families. Develop a "Local Book" offering all community partners space for advertisement	SAC	SAC will continue to develop the process of devloping a "Local Book"	Timeline

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						

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 Increase Community Involvement/Support Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Resources for the Family Center	Materials and supplies	Title 1	$1,000.00
				Subtotal: $1,000.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Use/development of science labs	Science Coach		$0.00
Writing	Development of Scoring Committee to score DWAP essays	LA Department Chair	Title I	$1,000.00
Civics	Civics EOC item Specification, DBQ's & standards/benchmarks online trainging (Free)	Adoption of new curriculum Holt-McDougal	UCF	$0.00
				Subtotal: $1,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Labs	Lab materials	Title I	$1,000.00
STEM	Plant/Garden Project	materials	Grant	$1,000.00
				Subtotal: $2,000.00
				Grand Total: $4,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount

No data submitted

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hernando School District
FOX CHAPEL MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	56%	76%	35%	227	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	57%			113	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	73% (YES)			141	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					481	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Hernando School District
FOX CHAPEL MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	61%	82%	33%	236	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	70%			131	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?	61% (YES)	80% (YES)			141	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					508	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested