FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PARKWAY MIDDLE SCHOOL

District Name: Osceola

Principal: EVELITH OLMEDA-GARCIA

SAC Chair: Anita Makula-Smith

Superintendent: Melba Luciano

Date of School Board Approval: October 10, 2012

Last Modified on: 9/10/2012

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	Evelith Olmeda-Garcia	Specialist Degree-Administration and Supervision Master Degree in Environmental Science Bachellor Degree in Biology Spanish Certification and School Principal certification	3	9	Parkway Middle School 2010/11 B 74% AYP Narcoossee Community School 2008/09 A 87% AYP 2007/08 A 95% AYP 2006/07 A 87% AYP
Assis Principal	Megan Gould	MA Administration and Supervision BA in Elementary Education	3	3	Math Resource Teacher

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math/Science Coach	Zayra Diaz	BA in Elementary Education MS Educational Leadership	3	2	As the Math anmd Science Coach at Parkway Middle School the school grade changed 41% scored 3 or above in the FCAT, (6th) 42% scored 3 or above in the FCAT, (7th) 48% scored 3 or above in the FCAT, (8th) In 2012, AYP was not met in all catagories.
Reading Coach	Rebecca Martinez	BA in Education, Masters in Curriculum, Masters in Administration and Supervision.	3	3	As reading teacher and instructional Coach at Parkway Middle School the school grade changed from an A to B. 62% made learning gains in reading, 72% made learning gains in the lowest 25%. 87% met high standards in writing. In 2011, AYP was not met in all catagories.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Professional Staff Development	Rebecca Martinez	on going	
2	Professional Learning Community	Evelith Olmeda-Garcia	on going	
3	Rigorous recruiting standards Recruitment via E-Job Fair Emphasis on staff culture and professional development	Principal and Assistant Principal	ongoing	
4	Mentor program	Elfi Salsbury	ongoing	

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

| 67 | 10.4%(7) | 10.4%(7) | 56.7%(38) | 22.4%(15) | 20.9%(14) | 143.3%(96) | 23.9%(16) | 3.0%(2) | 41.8%(28) |

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
Mrs. Gould and Ms Salisbury	Ms. Sam	Both are 7th grade teachers	Class observation Assistance with School Procedures Provide Profesional Development
Mrs. Rogacki	Ms. Boessel	IB teachers	Class observation Monitoring Lesson Plan Participate in Professional Development
Elfi Salsbury	Ms. Braun	Subject area experience	Class observation Assistance with School Procedures Provide Profesional Development
Mrs. Rousch	Nick Parziale	7th and 8th grade teachers	Class observation Assistance with School Procedures Provide Profesional Development
Carla Keenum	Ms.Dalien	Subject area experience	Class observation Assistance with School Procedures Provide Profesional Development
Ms Martino	Ms. Aponte	counselors	Assistance with School Procedures Provide Profesional Development
Carmen Delgado	Sheri Johnson	Subject area experience	Assistance with School Procedures Provide Profesional Development

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring remediation are assisted through after-school, before-school, and Saturday Academic School. The district coordinates with Title II and Title III in providing the necessary staff development.

Title I, Part C- Migrant

Migrant liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

SAI funds are utilized in morning and after-school instruction, tutoring and class size reduction. Parkway Middle School offers extended learning opportunities for our students at various times. Before school, after school, and Saturday school tutorials are available to all students at Parkway. SES tutoring is also available to our low income families at a location of their choice; whether it be at home, school campus, or facility site. At Parkway, a student mentor program is being initiated for our high risk students where the student meets with a school administrator or staff personnel to review grades, obstacles, and goals.

Title II

Parkway Middle School utilizes technology in classroom instruction. Two computer labs and one mobile computer lab are available for students and teachers. Teachers participate in Professional Development training to incorporate SmartBoards and Smart Response into their lessons. Laptops, Document cameras and LCD projectors are also available to provide an

enhanced learning experience for the student. Discovery Education, TeenBiz, Read 180, instructional software and online resources available to teachers and students.

Title III

Services are provided through the district for education materials and ELL support services to improve education of immigrant and English Language Learners. This includes Voyager for reading acceleration. These programs are coordinated by the ESOL Educational Specialist and Literacy Coach. ESOL paraprofessional provide additional support to ELL students.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to offer before school tutoring in math, reading in two computer labs. Grade recovery programs will be offered along with tutorial services in each core classes.

Violence Prevention Programs

The Administrative team, Deans and Guidance coordinate Bullying program and activities to create awarenes about violence prevention in the school.

Nutrition Programs

Mrs. Josephine Rosado and Michelle Oquendo coordinates a wellness program at Parkway that promotes a nutrition and exercise for students and teachers. They also coordinate a Health Fair inviting parents, students and the community.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Parkways offers Career Prep. classes in Business, Marketing and Culinary Arts. A high school credit course is offered in Culinary Arts and Computer for Colleges.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Team is:
Administrator: Mrs. Olmeda-Garcia and Mrs. Gould
Guidance Counselors: Mrs. Aponte and Ms. Jannine DeMarie
Deans: Mr. Greg Johnson and Mr. Vanard Dinkins, Jason Bowe
EES: Evelyn Ruiz
Literacy Coach: Rebecca Martinez
Math/Science coach: Zayra Diaz
School Psychologist: Matt Wiggins
RCS: Carla Keenum
Teachers

Each member is trained using district guidelines that provide a common vision using concrete and empirical data to identify

students in need at all level of interventions.

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

The MTSS team meets monthly to discuss, monitor and analyze data to ensure that students' achievement goals are met. If a need is found, the committee determines the necessary steps to provide interventions/remediation strategies.
The MTSS team meets with the reading teachers to ensure that interventions for improving reading skills are administered properly and results are recorded accurately. The MTSS team also meets with specific teachers to discuss the implementation of behavioral interventions for specific students.

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 MTSS Leadership Team meets with the principal and members of SAC to develop and discuss the SIP and analyze data for Tier 1,2, or 3 students to develop best practices and appropriate interventions for students identified. The team will review progress monitoring data at the school level and classroom level to identify each child's risk level. Based on data, the team will evaluate, collaborate and respond with effective shared intervention strategies aimed at making each child successful in the current environment if possible.

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.

Student baseline profile will include an exhaustive list of data available using the following platforms: TERMS, Pinnacle, Principal Viewer, PMRN, Teen-Biz, ODMS, Read 180, Success Maker, anecdotal records and staff observations.

Describe the plan to train staff on MTSS.

Staff will receive training on each data platform by a trained specialist. The steps to MTSS will be included in staff development during periodic trainings. Trainings will be school wide and additional follow-up sessions will take place during teachers' planning periods or during assigned Wednesdays.

Describe the plan to support MTSS.

Time alotted for meetings, support from administration.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is composed of Evelith Olmeda-Garcia- Principal, Rebecca Martinez- Reading Coach, Aime Rogacki-IB coordinator, Nicholas Paraziale AVID coordinator, Eloise Hughes, Tanya Badillo, Georgia Hicks, Shawn Greaves, Yolanda Lopez, Sabrina Huesing, Terry Rivera, Gloria Hernandez, LA Department Head- Andrea Williams, Justin Revell SS Department Head, Amy Rousch Math Department, Jo-Ann Feliciano Science Department, Shirley Johnson, and Anita Smith- Media Center specialist. Other members are invited to form part of the team.

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

The team will meet once a quarter to discuss and review Reading data and instructional best practices to meet the needs of all students. The team will also design activities for Literacy Night, summer reading, Battle of the Books District and in-school competitions.

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

Data chats for reading
Literacy Night

Celebrate Literacy month
Battle of the books at the district level as well as intramural using the summer reading list and the Blueford series.
Competitions to include character illustrations, book jackets, trailers.
Reading aloud by teachers and Literacy Team

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/10/2012)

*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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every teacher will participate in several Professional Development that focus on literacy.

Teachers will incorporate reading in their lessons daily.

As part of the US History class, students will be required to complete a career choice profile. Social Studies and US History will participate in TeenBiz Program weekly.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase number of Level 3's 28%(255) by 8% to 36% (356) in the 2013 FCAT Reading to meet district/state scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade 26% (83) 7th grade 26% (84) 8th grade 31% (88)	6th grade 26% (83) will increase to 34% (111) 7th grade will increase from 26% (84) to 34% (111) 8th grade will increase from 31% (88)to 39% (131)

	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	Teachers who have not taught level 3 need more time to design classes using novel units and USA Today and use of Teenbiz with fidelity .	Level 3 students have been scheduled in reading classes. Daily logs, aligned with the NGSSS, and novel units will promote higher level thinking. Use Teenbiz with fidelity.	Principal, AP, Reading Coach	Formative assessments, Daily log mini-assessments, class observations, data analysis, PLC's discussion, and monitoring district formative assessments. .	FCAT, formative assessments,and the daily log mini assessments.
2	Money for additional resources.	Gold Seal Saturdays	Deans, Reading Coach	Attendance, student survey, test results	formative assessments, Teenbiz reports, FCAT reports
3	Planning time	Common planning periods for grade level teachers. Teachers will continuously meet, share and collaborate with lesson plannning and common assessments (PLC).	Grade level chairs or department leaders.	PLC's agendas, minutes, and informal observations	FCAT results
4	Lack of basic skills in pre algebra	Students will use the computer lab once a week using PLATO TEST PACK.	Algebra teacher, Math and Science Coach, Principal, AP	Principal viewer,formative assessments, PLATO reports	EOC
5	Students reading below grade level	Use of various computer programs such as Teen Biz, SussessMaker, Plato Test Pack. Professional development on reading strategies in content areas, lessons studies	REading coach, Principal, AP, and department chair	Formative assessments, observations, walkthroughs	EOC, FCAT,
6	Lack of necessary skils in reading and math	Use of various computer programs such as Teen Biz, SussessMaker, Plato Test Pack. Professional development on reading strategies in content areas, lessons studie	Math and science coach, Principal, AP, and department chair.	Formative assessments, observations, walkthroughs	Science FCAT, End of quarter, and formatives
	Incorporation of the	Unpacking the ELA	Reading coach, AP,	Observation of student	Formative and

7	common core standards strategies in lesson planning.	common core standards in PLC's.	Department chair, and Principal	engagement and results of assessments.	summative assessments.
8	Some teachers who have not taught level 3 need more time to design novel units and USA today.	Common planning periods (PLC's)to design novel unit lesson plans and implementation strategies.	Reading coach, AP, Principal and other staff members.	Observation, walkthroughs, formative assessments.	formative, assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	All FCAT level 4 and 5's 65%(200) will meet the dstrict/state percentages and /or increase by 5% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade 24% (76) 7th grade 24% (76) 8th grade 17% (48)	6th grade 24% (76) will increase to 29% (95) 7th grade 24% (76) will increase to 29% (95) 8th grade 17% (48) will icrease to 22% (74)

<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	Class size requirements	Smaller teacher student ratio.	Principal and Assistant Principal	Master schedule, claaroom walkthroughs and observations	FCAT assessments, data charts,and formative assessments
2	Scheduling	Decrease transition time and increase on task behaviors.	Principal and Assistant Principal, faculty and staff	Master schedule, claaroom walkthroughs and observations	FCAT assessments, data charts,and formative assessments
3	Acquiring and using reading materials that promote higher order thinking.	Professional development on text complexity, close reading, and other straegies.	Reading coach, AP, and Principal	Observation, walkthroughs, lesson plans, and results from formative assessments.	Formative and summative 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:	All level 4/5's- 25% (221)will meet the district and /or state percentage and increase by 5% to 30% (270).
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade 26% (82 students) 7th grade 27% (85 students) 8th grade 20% (54 students)	6th grade 26% (82 students) will increase to 31% (98 students) 7th grade will increase from 27% (85 students)to 32% (101 students) 8th grade will increase from 20% (54 students)to 25% (68 students).

<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	Maintain reading achievement level 4 or higher	Achieve3000 enrichments activities, participation in advanced reading classes.	Reading coach, Principal, AP, reading and LA teachers and other staff members.	PLC's common assessments, monitoring of Achieve 3000 data	FCAT, Formative assessments
2	Acquiring and using reading materials that promote higher level thinking.	Most FCAT Level 4 and 5 students are required to take reading classes besides their language arts class. IB FCAT Level 4 and 5 students will incorporate reading in the LA class. Use USA Today, novel units, Literature circles, and Teenbiz.	Principal,AP, Reading Coach	Monitor reading classes and implementation of stategies through lesson plan and classroom walkthroughs. Monthly discussions of progress during PLC's.	Formative assessments, Daily log mini-assessments, teacher assessments and observations.

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase percent of students making learning gains by 5% from 62% (555)to 67%(663).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (555) of 6-8 students made learning gains.	The percent of learning gains will increase from 62%(555) to 67%(663).

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 teacher time	Track students progress weekly.	Teachers, councselors, deans, EES, RCS	FCAT results, individual student progress, student data	FCAT, mini-assessments,and formative assessments.
	Limited time	Semi-block scheduling,	Assistant Principal,	FCAT results, individual	FCAT, mini-

2		MAPS (Making Academic Progress Successful)	Principal, MYP Coordinator	student progress, student data walls.	assessments,and formative assessments
3	The student transcient population.	Provide before/after school tutoring, communication with parents, and student mentoring.	Principal, AP, Reading coach, Title I liason and guidance.	Attendance in tutoring programs and other activities. Increase in student performance in formative assessments.	FCAT, FAIR,formative assessments, Daily log assessments, Teenbiz, FCAT Explorer, SuccessMaker, Voyager Learning.

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

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

<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
<td colspan="5" align="center">No Data Submitted</td>

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 by 5% the number of students in the lowest quartile making learning gains in reading FCAT in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (286) of the 462 students performing in the lowest 25% in grades 6-8 made learning gains in reading on the 2012 FCAT.	67% of the lowest 25% will make learning gains in the reading FCAT of 2013.

<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	Parental support	Academic tutoring weekly targeting the lowest quartile students	Coaches, Principal, AP, teachers	Attendance and progress monitoring charts	FCAT scores 2013
2	Availability of classes .	Schedule all Level 1 students in 90 minutes intensive reading classes. Schedule the L2's in 45 minute classes using the same core reading program but intensifying	AP, Reading coach, guidance.	Progress monitoring of students through FAIR, Teenbiz, and program specific assessment monitoring.	FCAT, FAIR, Teenbiz, formative assessments, and mini-assessments of benchmark aligned daily logs.

		the activities. Schedule all L1 7th and 8th grade students in Read 180 program.			
3	Attendance to tutoring programs.	Promote before and after school (SES)tutoring programs for all L1 and L2 students.	Deans, Reading Coach, AP, Principal, guidance.	Increase of 10% in fluency, vocabulary, and reading comprehension. 95% attendance rate in tutoring programs.	FCAT, Fair, Voyager,daily log mini-assessments, and teacher observation.
4	Parent communication and support.	Use multiple approaches to communicate with parents (IRIS, phone calls, letters, flyers, etc.)	Reading Coach, Principal, AP, guidance, EES	Increased attendance to extended learning programs. 75% of students should attend tutoring and other available programs.	FCAT, FAIR, Mini-assessments, teacher abservations.
5					

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

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

Baseline 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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups will make 5% increase in learning gains in order to make Adequately Yearly Progress (AYP) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (555) of sub-group made adequate yearly progress.	All sub-groups making AYP will increase by at least 5% from 62% to 67%.

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 paraprofessionals for support and facilitation.	Build a comprehensive schedule around student's needs.	EES, Principal, AP	Walkthroughs, observations, teacher feedback.	FCAT, CELLA, formative assessments.
2	Communication with parents.	Use of IRIS calls, flyers, informational meetings, school website.	Principal, AP, Reading Coach, EES	Attendance to school functions/programs.	FCAT, FAIR, reading and language formatives, mini assessments.
3	High student mobility rate affects the progress monitoring of low performing students.	Increase parent teacher communication. offer parents workshops on parenting.	EES, Reading coach, Principal, AP ,and guidance.	Results from assesments, attendance in tutoring programs and other interventions.	FAIR, FCAT, success Maker, min-assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The ELL's will increase by 5% to make adequate yearly progress in the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (91) of 140 ELL 's made AYP in the 2012 FCAT.	70% (119) of ELL's will make adequate yearly progress in the 2013 FCAT .

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inclusion of ELL students with in regular classes.	Professional development for teachers in accommodations for ELL students.	EES, Principal, AP, Coaches.	Observations, walkthroughs, teacher feedback, conferencing	FCAT,CELLA, formative assessments
2	Transcient population.	Continual monitoring of students' needs to support academic achievement. Increase communication with parents to promote attendance to school.	Reading Coach, ESOL Educational Specialist, Principal.	Progress monitoring through content specific program (SOLO) grades,and student observation.	Voyager assessment tools, FCAT, FAIR, Daily log mini-assessments.
3	Increased number of on non-English speakers.	Schedule paraprofessionals to provide academic support in classrooms. Provide tutoring before/after school.	Principal, AP, EES, Reading Coach.	Progress monitoring, grades, student observation.	Class grades, Voyager, and progress reports.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	All students with disabilities will make 5% increase to meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (41) of 73 SWD students made adequate progress in reading. 55% of the lowest quartile made adequate yearly progress;	Students with disabilities will increase performance by 5% in the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inclusion of Students with disabilities in regular classes.	Professional development for teachers in accommodations for Inclusion of Students with disabilities.	RCS, Principal, AP, Coaches.	Observations, walkthroughs, teacher feedback,conferencing	FCAT, formative assessments
2	Increasing number of students without support at home	Weekly monitoring	Counselors,teachers, RCS, and support facilitation teachers.	Weekly monitoring, observations, walkthroughs,	FCAT 2013
3	All SWD students are mainstreamed, teacher knowledge of exceptional education accommodations and	Provide professional development for the teachers regarding strategies and identification of SWD	Principal,AP, RCS,and Reading coach.	Results from student's progress monitoring, teacher observations, and grades.	FAIR, FCAT, classroom walkthroughs, and teacher progress monitoring.

strategies.	students.			

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	All students ecomically disadvantgesd will make 5% increase in the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (459)of economically disadvantaged made adequate progress in reading.	Ecomically disadvantaged students will increase learning gains by 5% to 66%(496).

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 of extended day activities.	Provide before and after school tutoring and recreational activities. PBS implementation.	Principal, AP, EES, Deans, Reading Coach	Attendance to programs, teacher observation, Voyager and other acceleration programs.	FCAT, Teenbiz, FAIR

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
Unpacking the Common core standards	Grades 6-8/social studies, reading, Language Arts, math	Reading Coach, AP, district trainers	Department PLC's	Wednesday, once a month.	Observation and lesson planning	Principal, Reading coach, Math and Science Coach, AP
Close reading	Grades 6-8/ reading and social studies	Reading coach	Grade level PLC'S	Tuesday PLC'S	Observation, lesson planning, walkthroughs	Principal, Reading coach, AP
Achieve 3000 (Teenbiz)	6-8/ reading and social studies	Reading coach	Department PLC		Observation, walkthroughs, conferencing,reports	Principal, reading coach, AP

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading intervention program	SuccessMaker	Title 1	$5,000.00
Scholastic Magazines	SCope, Action, Choices		$800.00
Text books (Consumable)	READ 180	Title 1	$2,000.00
Reluctant readers	Workbooks for Birdges to Literature	Title 1	$1,800.00
			Subtotal: $9,600.00

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
Reading	Substitutes for MYP teachers and PDA.	Title 1	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $12,600.00

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:	Students will improve their English listening and speaking skills by 10%.

2012 Current Percent of Students Proficient in listening/speaking:

54% (77) total grades 6-8

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	Access to ESL classes	Provide professional development in English as a Second Language to ESL teachers and other professionals. Provide opportunities for listening and speaking in a consistant manner.	ESL teachers, EES (ESOL Educational Specialist)and other professionals as needed.	Observations, walkthroughs, pre and post tests, fluency.	CELLA, Jamestown Fluency, JOurneys, and SOLO.

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

2. Students scoring proficient in reading. CELLA Goal #2:	To increase the reading scores by 5%.

2012 Current Percent of Students Proficient in reading:

29% (42) total students in grades 6-8

	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	Language proficiency	To increase reading skills by offering professional development in language acquisition to teachers.	ESOL Compliance Specialist, Reading Coach, and Administration.	Teacher made tests, Mini Assessment, BenchMark tests.	CELLA FAIR FCAT

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	To increase writing scores by 5%.
2012 Current Percent of Students Proficient in writing:	
37% (53) students in grades 6-8	

	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	Language acquisition	PDA training for all teachers.	ESOL Compliance Specialist, Reading Coach, and Administration.	Osceola Writes and FCAT Writes.	FCAT

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

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students in grades 6-8 will increase their math scores by for the 2013 FCAT. 6th grade 16%, 7th grade 16% and 8th Grade 7% based on State Standards. All subgroups will meet AYP goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade 22% (71) students 7th grade 36% (139)students 8th grade 33% (151) students	The FCAT Level 3 or above in mathematics will increase 6th grade from 22% to 38% 7th grade from 36% to 52% 8th grade from 33% to 40%.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Teachers who have not taught level 3 need more time to design classes using novel units and USA Today and use of Teenbiz with fidelity .</td>
<td>Level 3 students have been scheduled in reading classes. Daily logs, aligned with the NGSSS, and novel units will promote higher level thinking. Use Teenbiz with fidelity.</td>
<td>Principal, AP, Reading Coach</td>
<td>Formative assessments, Daily log mini-assessments, class observations, data analysis, PLC's discussion, and monitoring district formative assessments. .</td>
<td>FCAT, formative assessments,and the daily log mini assessments.</td>
</tr>
<tr>
<td>2</td>
<td>Money for additional resources.</td>
<td>Gold Seal Saturdays</td>
<td>Deans, Reading Coach</td>
<td>Attendance, student survey, test results</td>
<td>formative assessments, Teenbiz reports, FCAT reports</td>
</tr>
<tr>
<td>3</td>
<td>Planning time</td>
<td>Common planning periods for grade level teachers. Teachers will continuously meet, share and collaborate with lesson plannning and common assessments (PLC).</td>
<td>Grade level chairs or department leaders.</td>
<td>PLC's agendas, minutes, and informal observations</td>
<td>FCAT results</td>
</tr>
<tr>
<td>4</td>
<td>Lack of basic skills in pre algebra</td>
<td>Students will use the computer lab once a week using PLATO TEST PACK.</td>
<td>Algebra teacher, Math and Science Coach, Principal, AP</td>
<td>Principal viewer,formative assessments, PLATO reports</td>
<td>EOC</td>
</tr>
<tr>
<td>5</td>
<td>Lack of necessary skils in reading and math</td>
<td>Use of various computer programs such as Teen Biz, SussessMaker, Plato Test Pack. Professional development on reading strategies in content areas, lessons studie</td>
<td>Math and science coach, Principal, AP, and department chair.</td>
<td>Formative assessments, observations, walkthroughs</td>
<td>Science FCAT, End of quarter, and formatives</td>
</tr>
<tr>
<td>6</td>
<td>Students feel Advanced or Honors classes are too hard.</td>
<td>Provide support to students by offering honer classes, tutoring and organizational skills through AVID and International Studies programs.</td>
<td>AP, guidance, AVID coordinator, IB coordinator, and Math Coach</td>
<td>Data reports and teacher feedback</td>
<td>Teacher grades, mini-assesments, state and district tests.</td>
</tr>
</table>

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

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:
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	Class size requirements	Smaller teacher student ratio.	Principal and Assistant Principal	Master schedule, claaroom walkthroughs and observations	FCAT assessments, data charts,and formative assessments
2	Scheduling	Decrease transition time and increase on task behaviors.	Principal and Assistant Principal, faculty and staff	Master schedule, claaroom walkthroughs and observations	FCAT assessments, data charts,and formative 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:	Students in grades 6-8 will increase their math scores on the 2013 FCAT. 6th grade 16%, 7th grade 16% and 8th grade 7% to meet State Standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade 17% (57) 7th grade 16% (60) 8th grade 10% (47)scored above proficiency (FCAT Levels 4 and 5).	The goal for students achieving above proficiency (FCAT Levels 4 and 5) in mathematics on the 2013 will increase 6th grade 16%, 7th grade 16% and 8th grade 7% to meet State Standardsin FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintain reading achievement level 4 or higher	Achieve3000 enrichments activities, participation in advanced reading classes.	Reading coach, Principal, AP, reading and LA teachers and other staff members.	PLC's common assessments, monitoring of Achieve 3000 data	FCAT, Formative assessments
2	Higher order thinking needs to be promoted through high order questioning and inquiry	Students will be placed in Honors classes. Teachers will continue to train and communicate through PLC's in AVID, International Studies and the Gifted programs to maintain high order questioning.	AP, guidance, Math/ Science Coach	Data reports, mini-assessments, district and state tests, class observations, and data chats.	mini assessments, student work displaying higher order thinking. State and district tests
3	Students are not recognized or proud of their academic accomplishments outside	Promote math, science and technology clubs competitions (Matheletes, Science	Principal, AP, Math and Science Coach.	Paticipation in targeted activities.	Outcome of competitions

of the classroom.	Olympiad, TSA)				

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><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 colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students in grades 6-8 will make 5% learning gains on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% students in grades 6-8 made learning gains in mathematics on the 2012 FCAT.	69% of the students in grades 6-8 will make learning gains on the 2013 FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited teacher time</td><td>Track students progress weekly.</td><td>Teachers, councselors, deans, EES, RCS</td><td>FCAT results, individual student progress, student data</td><td>FCAT, mini-assessments,and formative assessments.</td></tr>
<tr><td>2</td><td>Limited time</td><td>Semi-block scheduling, MAPS (Making Academic Progress Successful)</td><td>Assistant Principal, Principal, MYP Coordinator</td><td>FCAT results, individual student progress, student data walls.</td><td>FCAT, mini-assessments,and formative assessments</td></tr>
<tr><td>3</td><td>Students who make poor choices when it comes to behavior and disrupting class.</td><td>Positive Behavior Support program incorporated in everyday life at Parkway.</td><td>Dean/ AP</td><td>Discipline data reports, academic data reports and teacher feedback</td><td>Formative and mini assessments.</td></tr>
</table>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	

mathematics. Mathematics 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
		No Data Submitted		

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	5% of the students performing in the lowest 25% will make learning gains in mathematics on the 2013 FCAT

2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of students performing in the lowest 25% in grades 6-8 made learning gains in mathematics on the 2011 FCAT.	66% in the lowest 25% will make learning gains in mathematics on the 2013 FCAT.

<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	Parental support	Academic tutoring weekly targeting the lowest quartile students	Coaches, Principal, AP, teachers	Attendance and progress monitoring charts	FCAT scores 2013
2	Students below grade in math.	Tutorial programs before and after school.	AP, guidance, math/Science coach	Data reports and teacher feedback during PLC meetings.	Teacher grades, monthly mini-assesments, FCAT, and formative assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A :	To reduce the student achievement gap by 40%

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		40%				

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:	All subgroups will make 5% increase in learning gains in order to make Adequate Yearly Progress (AYP) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of all subgroups will make adequate progress in mathematics.	61% of students will make adequate gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited paraprofessionals for support and facilitation.	Build a comprehensive schedule around student's needs.	EES, Principal, AP	Walkthroughs, observations, teacher feedback.	FCAT, CELLA, formative assessments.
2	Problem solving.	Include hands on activities.	administrative team	Data from EOQ exams and formative assessments.	Classroom walk throughs, lesson plans, grades, FCAT, district and state assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	All subgroups will make learning gains in order to make Adequately Yearly Progress (AYP) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of the English Language Learners made adequate progress.	61% of students classified as English Language Learners will make adequate gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inclusion of ELL students with in regular classes.	Professional development for teachers in accommodations for ELL students.	EES, Principal, AP, Coaches.	Observations, walkthroughs, teacher feedback, conferencing	FCAT,CELLA, formative assessments
2	Students unfamiliar with English Language/math vocabulary.	Enhance second language through the use of appropriate vocabulary and manipulatives.	Administrative team, ESOL specialist.	Data from assessments, word walls, stations.	Classroom walkthroughs, daily log, mini assessments, and district and state assesments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All subgroups will make 5% in learning gains in order to make Adequately Yearly Progress (AYP) in mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	5% in learning gains.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inclusion of Students with disabilities in regular classes.	Professional development for teachers in accommodations for Inclusion of Students with disabilities.	RCS, Principal, AP, Coaches.	Observations, walkthroughs, teacher feedback,conferencing	FCAT, formative assessments
2	Increasing number of students without support at home	Weekly monitoring	Counselors,teachers, RCS, and support facilitation teachers.	Weekly monitoring, observations, walkthroughs,	FCAT 2013
3	Students classified as ESE have been included in general classrooms.	ESE teachers assisting in the classroom 2-3 times per week to offer extra support to the ESE students as well as the general education teacher.	RCS, Principal, AP, Math Coach	student data, feedback from ESE teachers and general education teacher.	Mini assessments, district and state assessments.
4	Student textbooks adopted for grade level too high for students.	Use of the Triumphs books through math adoption.	RCS,Principal, AP, Math Coach	IEP, feedback from ESE and general population teachers, walkthroughs, and data chats.	Mini assessments, district and state 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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	All subgroups will make 5% in learning gains in order to make Adequately Yearly Progress (AYP) in mathematics .
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of Economically Disadvantaged made adequate progress.	Increase 5 % of students classified as Economically Disadvantaged will make adequate gains.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School is not a top priority in students' life due to other personal situations.	Offer incentives through PBS program for attendance, good behavior, and achievement rewards in the classroom.	Dean, teachers, Principal, AP, Math Coach, Guidance	Attendance reports, feedback from teachers, PBS reports.	Grades, PBS reports,and district/ state assessments.

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:	Students in grade 8 will increase their Algebra score by 10% in the school year 2012-13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 88% (89/101) of the student in 8th grade pass the EOC Algebra test.	The 98% of the students taking Algebra will pass the EOC test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers who have not taught level 3 need more time to design classes using novel units and USA Today and use of Teenbiz with fidelity .	Level 3 students have been scheduled in reading classes. Daily logs, aligned with the NGSSS, and novel units will promote higher level thinking. Use Teenbiz with fidelity.	Principal, AP, Reading Coach	Formative assessments, Daily log mini-assessments, class observations, data analysis, PLC's discussion, and monitoring district formative assessments. .	FCAT, formative assessments,and the daily log mini assessments.
2	Money for additional resources.	Gold Seal Saturdays	Deans, Reading Coach	Attendance, student survey, test results	formative assessments, Teenbiz reports, FCAT reports
3	Planning time	Common planning periods for grade level teachers. Teachers will continuously meet, share and collaborate with lesson plannning and common assessments (PLC).	Grade level chairs or department leaders.	PLC's agendas, minutes, and informal observations	FCAT results
4	Lack of basic skills in pre algebra	Students will use the computer lab once a week using PLATO TEST PACK.	Algebra teacher, Math and Science Coach, Principal, AP	Principal viewer,formative assessments, PLATO reports	EOC
5	Students feels that class is too difficult. Application of technology in the Algebra classes.	Provide meaningfull activities to improve algebraic thinking and develop skill in this area. Use of technology in the classroom to enhance algebriac skills	Mr. Barra	Data reports, teacher grades and feedback	EOC Algebra test Teachers tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Studnets in grade 8th will increase their Algebra Score by 10% in the school year 2012-13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 20% (20/101) of the students in 8th grade pass the EOC Algebra test.	The 98% if the students taking Algebra will pass the EOC.

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

			Monitoring	Strategy	
1	Students feels that class is too difficult. Application of technology in the Algebra classes.	Provide meaningfull activities to improve algebraic thinking and develop skill in this area. Use of technology in the classroom to enhance algebriac skills	Mr. Barra	Data reports, teacher grades and feedback	EOC Algebra test Teachers tests

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 # Our goal for this year is to improve student performance 10% in 2012-13 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83%	93%				

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:	To improve our scores by 10% in 2012-13
2012 Current Level of Performance:	2013 Expected Level of Performance:
The average of our students scores is 83% in 2012	We are expecting to improve by 10% in 2013 (93%)

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 paraprofessionals for support and facilitation.	Build a comprehensive schedule around student's needs.	EES, Principal, AP	Walkthroughs, observations, teacher feedback.	FCAT, CELLA, formative 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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	To improve our scores by 10% in 2012-13
2012 Current Level of Performance:	2013 Expected Level of Performance:
Our level of performance is 83% in 2012.	We are expecting to improve by 10% in 2013 (93%)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Inclusion of ELL students with in regular classes.	Professional development for teachers in accommodations for ELL students.	EES, Principal, AP, Coaches.	Observations, walkthroughs, teacher feedback, conferencing	FCAT,CELLA, formative 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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	To imprve our scores by 10% in 2012-13
2012 Current Level of Performance:	2013 Expected Level of Performance:
Our level of performance in 2012 is 83%.	We are expecting to improve 10% of our level of performance in 2013 to achieve 93%.

<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	Inclusion of Students with disabilities in regular classes.	Professional development for teachers in accommodations for Inclusion of Students with disabilities.	RCS, Principal, AP, Coaches.	Observations, walkthroughs, teacher feedback,conferencing	FCAT, formative assessments
2	Increasing number of students without support at home	Weekly monitoring	Counselors,teachers, RCS, and support facilitation teachers.	Weekly monitoring, observations, walkthroughs,	FCAT 2013

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

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

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

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

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:	To improve our scores by 10% in 2012-13
2012 Current Level of Performance:	2013 Expected Level of Performance:
Our current level of performance is 83% in 2012.	We are expecting an imprvement of 10% in our scores to achieve 93%.

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graphing calculators	6-8 grade	School and district personnel	Math teachers	First Semester 2012	Monitor implementation in classroon	Administration and Math Coach.
Common Core	6-8 grade	School and district personnel	Math teachers	First Semester 2012	Monitor implementation in classroon	Administration and Math Coach.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Math workbooks	School budget	$5,000.00
Make the transition from NGSSS to CCS	Common Core for Math workbooks	Title 1	$500.00
Scholastic Magazine	Scholastic Math	School budget	$300.00
			Subtotal: $5,800.00
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
Increase knowledge of usage and application	Graphic Calculators	Title 1	$4,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $9,800.00

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:	The percentage of students meeting high standards in science will increase by 5% for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% of 277 students achieved proficiency (FCAT Level 3) in science on the 2012 FCAT.	30% of the students taking the 2013 science FCAT will achieve proficiency (FCAT Level 3).

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	Teachers who have not taught level 3 need more time to design classes using novel units and USA Today and use of Teenbiz with fidelity .	Level 3 students have been scheduled in reading classes. Daily logs, aligned with the NGSSS, and novel units will promote higher level thinking. Use Teenbiz with fidelity.	Principal, AP, Reading Coach	Formative assessments, Daily log mini-assessments, class observations, data analysis, PLC's discussion, and monitoring district formative assessments. .	FCAT, formative assessments,and the daily log mini assessments.
2	Money for additional resources.	Gold Seal Saturdays	Deans, Reading Coach	Attendance, student survey, test results	formative assessments, Teenbiz reports, FCAT reports
3	Planning time	Common planning periods for grade level teachers. Teachers will continuously meet, share and collaborate with lesson plannning and common assessments (PLC).	Grade level chairs or department leaders.	PLC's agendas, minutes, and informal observations	FCAT results
	Lack of basic skills in	Students will use the	Algebra teacher,	Principal	EOC

4	pre algebra	computer lab once a week using PLATO TEST PACK.	Math and Science Coach, Principal, AP	viewer,formative assessments, PLATO reports	
5	Lack of necessary skills in reading and math	Use of various computer programs such as Teen Biz, SussessMaker, Plato Test Pack. Professional development on reading strategies in content areas, lessons studie	Math and science coach, Principal, AP, and department chair.	Formative assessments, observations, walkthroughs	Science FCAT, End of quarter, and formatives
6	Students only take FCAT in 8th grade so data will be unknown for lower levels.	School based mini-assessments every 4 weeks. District formatives assessments.	Math/ science coach, teachers, and Principal.	Reports from data director, grades,PLC data discussions	Mini assessments, district data.
7	Students need to apply higher level thinking skills.	Increase the use of inquiry based lessons and labs or hands on activities on a weekly basis.	AP, Principal, math/ science coach	Data from formative assessments, school based mini assessments.	AP monitor lesson plans. Classroom walkthroughs performed by administrative team.

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Class size requirements	Smaller teacher student ratio.	Principal and Assistant Principal	Master schedule, claaroom walkthroughs and observations	FCAT assessments, data charts,and formative assessments
2	Scheduling	Decrease transition time and increase on task behaviors.	Principal and Assistant Principal, faculty and staff	Master schedule, claaroom walkthroughs and observations	FCAT assessments, data charts,and formative 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:	The percentage of students meeting high standards in science will increase by 5% for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% or 3 of the 277 students achieved above	6% of students will achieve above proficiency (FCAT

proficiency (FCAT Levels 4) in science in 2012.	Levels 4) in science on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintain reading achievement level 4 or higher	Achieve3000 enrichments activities, participation in advanced reading classes.	Reading coach, Principal, AP, reading and LA teachers and other staff members.	PLC's common assessments, monitoring of Achieve 3000 data	FCAT, Formative assessments
2	Higher order thinking needs to be promoted through high order questioning and inquiry.	Students will be placed in Honors classes. Teachers will continue to train and communicate through PLC's, AVID, and International Studies and the Gifted programs to maintain high order questioning throughout all grades and classes	AP, guidance, math/ science coach, teachers	Data reports, district and state assessments, teachers feedback.	Mini assessments, student work displaying higher order thinking, formative assessments.
3	Students are not recognized or proud of their academic accomplishments outside of the classroom.	Promote math, science and technology clubs competitions (Matheletes, Science Olympiad, Science Fair, TSA)	principal, teachers, Math/Science Coach	Student participation in clubs and competitions.Feedback from teachers.	Outcomes of competitions.

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Science Fair	6-8 grade	School and district personnel	Science teachers 6-8 grade	First Semester	Science Fair implementation	School administration and Science Coach
Graphing calculator application in Science	6-8 grade	School and district personnel	Science teachers 6-8 grade	First Semester	Use of graphing calculators in the Science classroom	School administration and 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
Interactive teaching and learning	Smart Boards	Title 1	$27,000.00
			Subtotal: $27,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $27,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase writing scores by 8% in meeting high standards in writing for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (219) of 8th grade students met 3.0 or higher standards in writing.	Writing scores for the 8th grade students will increase by 8% to 88% (295)
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Incoming students need to learn the PDA format for writing.	All language art teachers will be trained and use PDA for instruction in writing.	Department chair, Reading coach, AP, Principal	Monthly results from writing prompts, lesson plans, and classroom walkthroughs	Osceola writes, formatives, FCAT writing
2	Focus on grammar and orthograpy.	Langauge Arts teachers will include weekly lessons in grammar and in bell work.	Language Art dept chair, Reading Coach, Principal, AP	Walkthroughs, lesson plan, rubrics	Osceola Writes, formatives, FCAT Writing.

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:	Students will increase 5% in level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (117)achieved level 4 and 5 in the FCAT 2012.	Students will increase from 43%(117) to 48% (161).

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	Anecdote writing	Focus on developing anedotes to sustain the main idea of the essays.	LA teachers, Reading Coach	Monthly essays, observation, mini-assessments	Oscoela writes, FCAT Writes Mini-assessments

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
PDA workshops	8th grade	Chris Lewis	8th grade teachers	TBA	Osceola writes	Langauge Arts teachers

Writing Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PDA strategies	Workshops- teacher substitutes	Title 1	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $300.00

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:	50% of students will score 3 or above on the Ciics EOC for 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
No previous data available	50% of students will score 3 or above on the Ciics EOC for 2013

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level	Use of various computer programs such as Teen Biz, SussessMaker, Plato Test Pack. Professional development on reading strategies in content areas, lessons studies	REading coach, Principal, AP, and department chair	Formative assessments, observations, walkthroughs	EOC, FCAT,
2	Be able to implement successfuly the CCS integrating literacy in History	To anchor CCS standards and high school standards in literacy work.	Mrs. Martinez & School Adminstration	Classroom observation	Teacher, District and State test results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	40% of students will score 4 or above in the Civics EOC in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No previous data available	40% of students will score 4 or above in the Civics EOC in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level	Use of various computer programs such as Teen Biz, SussessMaker, Plato Test Pack. Professional development on reading strategies in content areas, lessons studies	Reading coach, Principal, AP, and department chair	Formative assessments, observations, walkthroughs	EOC, FCAT
2	Implementation of Common Core Standards in social studies and history classes.	To anchor CCS standards and high school standards in literacy work.	Mrs. Martinez & School Adminstration	Classroom observation Teacher,	District and State test results, EOC.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of Civics and Literacy Skills	6-8 grade	Literacy Coach and teachers	Social Studies Department teachers and Literacy teachers	All year process	Classroom observations	Literacy Coach and School Administration.
Lesson studies	6-8	SS chair	Social Studies Department teachers and Literacy teachers	First department meeting of each month.	Classroom observations, PLC's collaboration.	Literacy Coach and School Administration.

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Adhere to new requirements for EOC.	Text books, workbooks	School budget	$6,000.00
			Subtotal: $6,000.00
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

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 daily average attendance by 2% to 96 %.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%(843)	96% or better (861)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
A total of 218 had more than 10 absences. 66 students in 6th grade totaling 21.5%. 68 students in 7th grade totaling 23.7%. 84 students in 8th grade totaling 27.8%.	6th grade- decrease from 21.5% to 15% . 7th grade - decrease from 23.7% to 18% . 8th grade decrease from 27.8% to 22% .
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Data not available 100	A decrease of 10% for the whole school.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students Mobility	Contact parents or relatives to find status of students with excesive absences Out-dials daily notifying parents of students absences Referrals to attencance officer after 3 unexcused absences Include perfect attendance award every quarter	Data Entry clerk Dean of Students Truancy officer Social Worker	Print excesive absences report	End of the year attedance 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
PLC focus on strategies to promote attendance.	Grades 6-8 all subjects	TBA	TBA	TBA	Monthly attendance reports	Deans

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
	PBS rewards	School budget	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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:	To decrease schoolwide behaviors that influence OSS by 6%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In grades 6-8 the total number of in-school suspentions was 413.	388: we expect the number of suspensions in-school to decrease by 6%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
222	For 2012-13 the total number of students with ISS will be reduced by 6%.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

191	For 2012-13 the total number of students with OS will be reduced by 6%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
191	179

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 repeating offenses	Increase use of ISS prior to resorting to OSS Begin referrals to guidance for any student with an OSS Revitalize and utilize the PBS program Increase use of positive referrals	Dean of Students Guidance Counselor PBS Coordinator Classroom teachers	Print, evaluate, and monitor reports Use of PBS program to plan and implement rewarding events for lack of discipline action	Suspension Reports (ISS and OSS) Referral reports (discipline and positive)

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
PBS training for all teachers.	6-8	Deans	All grades and subjects	TBA	Increase in positive referrals and	deans

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 communication by 4% through the use of flyes, phone blast, IRIS, Marquee and teacher contact.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
26%	Increase by 4% to 30%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Job conflicts (economy)	Offer meetings at different times of the day and Translation services will be provided.	Zayra Diaz Mrs. Olmeda-Garcia	Attendance sign-in sheets, surveys, and parent feedback.	sign-in sheets
2	Communication with parents	Expand communication venues to include email, IRIS phone calls, school website,homework hotline, and parent internet viewer.	Principal and AP and other staff.	Increase in participation to activities. Parent feedback, parent teacher conferences.	Sign-in sheets and call 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
Title 1 parenting workshops. ESOL Parent workshops.	6-8	ESOL Specialist, Title 1 liason	6-8	TBA	Attendance to workshops,	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Parent Magazine	Title 1	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

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:		75% of the students will have access to STEM educational initiatives.			
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 provide activities in the classroom that encourage students to develop their creativity in technology,Science and Math.	Teachnology teacher	Data report and teacher feedback	Teacher's ditrict and state 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
To provide orintation about the mechanism for federal and state coordination that bring coherence to STEAM educational initiatives.	6-8 grade	STEM Teacher	Schoolwide	First semester	Class observations and PIC	School administration and STEM teacher

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	70% of 6-8 grade level students will score 3 or above in reding in the 2013 FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivaiton	Provide activities in the classroom that encorage the students to become tomorrow's	CTE teacher	Data reports and teacher's feedback	teacher grades and test as well as district and state tests.

		industrial leaders.			

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
To provide our teachers with teaching skills and experiences to use technology with the students in the classroom	6-8 grades all subjects	CTE Teacher and School tech-person	School-wide	all year	Classroom obsevations	School administration

CTE Budget:

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

AVID and IB programs 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. AVID and IB programs Goal AVID and IB programs Goal #1:	75% MYP and AVID students will meet district and state levels of performance.
2012 Current level:	2013 Expected level:
FCAT Data for AVID and MYP Students 6th 12/18 students level 1-2 will increase their score to level 3 or more. 7th 18/46 students level 1-2 will increase their score to level 3 or more. 8th 15/42 students level 1-2 will increase their score to level 3 or more From 2011-12 to 2012-13 School Year.	2012-13 Avid and MYP Goals 1. Raise the Level 1 scores to Level 2 2. Raise Level 2 scores to Level 3 3. Maintain Level 3 or increase to Level 4 or 5 for the 4. At least 60% of the incoming 6th grade class to achieve Level 3 or higher Fifty of one hundred twenty students in the AVID Program will achieve level 3 or more in the FCAT 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students think that the class has high goals	FCAT learning in each class.	AVID Teacher and Administration	FCAT Practice test, daily SAT practice to improve test taking strategies.	Teacher and district tests. FCAT
2	Some teachers think that this is another thing they have to do.	Show the teachers that these are good teaching strategy.	AVID & IB Teachers and Administration	Monthly IB PLC Meetings. Provide PD to remaining 6-8 grade teachers who have not had AVID & IB training	Teacher observation, school, district and state tests and data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Teaching strategies	6-8 grade	AVID teacher	Schoolwide	all year	Classroom visits and observations.	School administration
IB Teaching and implementation strategies	6-8 grade	IB Coordinator	Schoolwide	All year	Classroom visits and observations	School administration & IB coordinator

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
	MYP training	Title 1	$5,000.00
	Teacher training	School budget	$2,000.00
			Subtotal: $7,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,000.00

End of AVID and IB programs Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading intervention program	SuccessMaker	Title 1	$5,000.00
Reading	Scholastic Magazines	SCope, Action, Choices		$800.00
Reading	Text books (Consumable)	READ 180	Title 1	$2,000.00
Reading	Reluctant readers	Workbooks for Birdges to Literature	Title 1	$1,800.00
Mathematics		Math workbooks	School budget	$5,000.00
Mathematics	Make the transition from NGSSS to CCS	Common Core for Math workbooks	Title 1	$500.00
Mathematics	Scholastic Magazine	Scholastic Math	School budget	$300.00
Civics	Adhere to new requirements for EOC.	Text books, workbooks	School budget	$6,000.00
				Subtotal: $21,400.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Interactive teaching and learning	Smart Boards	Title 1	$27,000.00
				Subtotal: $27,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Substitutes for MYP teachers and PDA.	Title 1	$3,000.00
Mathematics	Increase knowledge of usage and application	Graphic Calculators	Title 1	$4,000.00
Writing	PDA strategies	Workshops- teacher substitutes	Title 1	$300.00
AVID and IB programs		MYP training	Title 1	$5,000.00
AVID and IB programs		Teacher training	School budget	$2,000.00
				Subtotal: $14,300.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance		PBS rewards	School budget	$1,000.00
Parent Involvement		Parent Magazine	Title 1	$300.00
				Subtotal: $1,300.00
				Grand Total: $64,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

Are you a reward school: j͡n Yes j͡n No

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

No Attachment (Uploaded on 8/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
2012-2013 SAC funds were not approved. We have limited roll over funds from last year.	$780.00

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

The SAC committee will the first Thursday of every month in the school media center.
Continue to promote SAC parent involvement.
Invite business partners to participate in the monthly meetings.
The Leadership team will provide quarterly data reports and address concerns.
SAC members will work collaboratively to make improvements targeting student's learning gains, safety and well being.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Osceola School District PARKWAY MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	52%	87%	33%	233	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	67%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	71% (YES)			143	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					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District PARKWAY MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	55%	89%	31%	237	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	76%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	78% (YES)			149	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					528	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested