FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOWARD D. MCMILLAN MIDDLE SCHOOL

District Name: Dade

Principal: Hilca J. Thomas

SAC Chair: Amy Porzio

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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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	Hilca Thomas	B.S. M.S. Educational Leadership Biology 6-12 Economics 6-12 Sociology 6-12	3	11	School Year '12 '11 '10 '09 '08 School Grade B A A A B High Standards Rdg. 59 73 71 74 65 High Standards Math 59 76 77 71 61 Lrng. Gains – Rdg. 62 63 65 69 63 Lrng. Gains – Math 61 71 69 66 69 Gains – Rdg. - 25% 69 71 65 76 65 Gains – Math – 25% 62 70 69 68 71
Assis Principal	David Loughlin	B.S., M.S. Elementary Education Exceptional Student Education Educational Leadership	3	6	School Year '12 '11 '10 '09' 08 School Grade B A A A D High Standards Rdg. 59 73 71 74 41 High Standards Math 59 76 77 71 71 Lrng. Gains – Rdg. 62 63 65 69 51 Lrng. Gains – Math 61 71 69 66 74 Gains – Rdg. - 25% 69 71 65 76 45 Gains – Math – 25% 62 70 69 68 67

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Meetings with beginning teachers throughout the year with Administrative Team and Professional Growth Team (PGT)	Administrative Team and PGT	May 2013	
2	2. Promote highly-qualified teachers to leadership positions (Team Leaders and Department Chairpersons) within the school and have them conduct professional development activities so that they can share their wealth of knowledge with other teachers.	Principal and Assistant Principal	May 2013	
3	3. Review Applicant Tracking System to identify candidates who are certified in subject areas for which there are openings.	Principal and Assistant Principal	May 2013	
4	4. Encourage new mentor teachers for the MINT program.	Principal	May 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6 – Out of field 0 – Not effective	Pursue certification and update HOUSSE

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
55	5.5%(3)	23.6%(13)	41.8%(23)	29.1%(16)	40.0%(22)	63.6%(35)	5.5%(3)	10.9%(6)	27.3%(15)

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
N/A			

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

Howard D. McMillan provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Howard D. McMillan provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Howard D. McMillan services are coordinated with district Drop-out Prevention programs.

Title II

Howard D. McMillan utilizes programs created with district supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Howard D. McMillan utilizes Title III funds from the district to support the English Language Learner tutoring program. These funds also help to provide instruction through the Home Language Assistance Program, assisting students having difficulty with classroom assignments. Funds are also utilized to provide funding for parent outreach activities provide through the Parent Academy.

Title X- Homeless

• Howard D. McMillan works cooperatively with the Homeless Assistance Program seeking to ensure a successful educational experience for homeless children by collaborating with parents and the community.
• Project Upstart, Homeless Children & Youth Program assists Howard D. McMillan with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for our school registrar, counselor and administrators on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart implemented a 2012 summer academic enrichment camp for students in four homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Howard D. McMillan will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Howard D. McMillan incorporates the district bullying and Safe, Drug-Free Schools Violence Prevention curriculum throughout the school year. Each 6th grade student is taught about bullying by the counselors teaching a series of lessons throughout the year. The counselors also meet in small group settings to discuss issues and counsel students regarding issues that occur during the school year. The school participates in the Do The Right Thing (DTRT) program sponsored by the Miami Police Department.

Nutrition Programs

1) This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
2) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
3) Nutrition education, as per state statute, is taught through physical education.
4) The School Food Service Program, school breakfast, and school lunch follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, Howard D. McMillan students will learn about high school academy programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn high school credits and provide more opportunities for students to complete high school earlier. Howard D. McMillan Middle students have the opportunity to earn high school credits in Algebra Honors, Geometry Honors, AICE Physical Science and Biology.

Transition Tools expose our 8th graders to high school choices and career awareness. Career awareness is also incorporated into selected vocational courses.

Howard D. McMillan students will gain an understanding of career and business requirements by completing the EPEP during their eighth grade year.

Transition Tools expose our 8th graders to high school choices and career awareness. Career awareness is also incorporated into selected vocational courses.

Job Training

N/A

Other

Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 2417 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Howard D. McMillan Middle School MTSS/RtI leadership team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
Administrator(s) who will ensure commitment and allocate resources;
Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
School reading, math, science, and behavior specialists
Special education personnel
School guidance counselor
School psychologist
School social worker
Member of advisory group
Community stakeholders

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

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

The Howard D. McMillan Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
What will all students learn? (curriculum based on standards)
How will we determine if the students have learned? (common assessments)
How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings, department meetings and leadership team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups as they pertain to adequate yearly progress.

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

1. The Howard D. McMillan Middle Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Howard D. McMillan Middle Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Howard D. McMillan Middle Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
• Academic
• FAIR assessment
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
3. Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

The Howard D. McMillan school professional development and support will include:
1. training for all faculty and staff in MTSS/RtI problem solving and data analysis process;
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through departments.

Describe the plan to support MTSS.

The Howard D. McMillan school professional development and support will include, but not be limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Howard D. McMillan school based Leadership Team will consist of the: Principal, Assistant Principal, Media Specialist and 4-5 key teachers or department heads. The team will assist the principal in developing and implementing the literacy component of the school improvement plan.
The Literacy Leadership team members are as follows:
Hilca Thomas, Principal
David Loughlin, Assistant Principal
Angela Severino, Magnet Lead Teacher
Karen Adamson, Gifted Department Head
Omar Rodriguez-Hazan, Media Specialist
Natasha Clarke-Toussaint, Social Studies Department Head
Wayne Rimmer, Mathematics Department Head
Patricia DeAngeli, Language Arts Department Head
Adrian Jelenszky, Science Department Head
Zaida Nicholson, Electives Department Head
Estelle Friedberg, Student Services Department Head
Hortensia Rodriguez, Special Education Department Head

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

The Literacy Leadership Team role is to increase capacity of reading knowledge within the school building and focus on areas of concern regarding literacy across the school. The School Literacy Leadership Team will meet at least 5 times during the school year. (Oct., Dec., Feb., Apr., May) The meetings will include dialogue, training, study groups and sharing of literacy plans and action. The team will also meet with the Response to Intervention team to provide reading support and ensure that the multi-tiered system of reading support is present and effective.

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

• The Howard D. McMillan Literacy Leadership Team will support the school and its teachers in the implementation of the state and school wide implementation of literacy/ instructional strategies.
• It will introduce and support the use of a variety of assessment strategies, as well analyze data for instructional decision making.
• Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
• Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.
• Structured activities will be provided to address specific benchmarks while infusing the Common Core State Standards (CCSS).
• Daily sustained reading activities through departments.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The literacy leadership team will present the school's comprehensive reading plan described in the Howard D. McMillan School Improvement Plan. Teachers will be afforded the opportunity to participate in applicable professional development. Teachers will also be required to submit sample reading lessons that they have incorporated into their classes, as well as a description of whether the lesson was successful or not. Successful lessons will be shared with the faculty.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 30 % of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (224)	36% (273)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for Grade 6 was Reporting Category 1: Vocabulary. Students need strong vocabulary skills to be successful readers.	The following instructional strategies will be utilized to support Reporting Category 1: the use of vocabulary word maps, word walls, instruction in different levels of content-specific words, across the curriculum, and instruction in shades of meaning in context.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for Grade 7 was Reporting Category 4: Informational Text and Research Process. Students need critical thinking strategies in order to efficiently locate, interpret and organize information for determining validity and reliability of information across texts.	The following instructional strategies will be utilized to support Reporting Category 4: reciprocal teaching, question-and-answer relationships, note-taking and summarization skills (cross-curricular), and reading from a wide variety of texts, including the use of how-to articles, brochures, fliers and websites to locate, interpret and organize information.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment.
3	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 8 was Reporting Category 3: Literary Analysis: Fiction and Non-Fiction. Students need to	The following instructional strategies will be utilized to support Reporting Category 3: using graphic organizers, concept maps, identifying signal or key words (e.g. since, because, after, while, both, however), compare/contrast,	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning.

	develop the ability to differentiate between fiction and non-fiction and authors' purposes respectively.	differentiating between primary and secondary sources, and comparing authors' purposes across genres.			Summative: Results from 2013 FCAT 2.0 Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment in Reading indicate that 41% of students scored at Levels 4, 5, and 6. Our goal for the 2012-2013 school year is to increase Levels 4, 5, and 6 student proficiency by 5 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (17)	46% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Test in Reading is Reading Comprehension. Students need to develop the ability synthesis meaning from a variety of print aids, including text, symbols, and pictures.	The following instructional strategies will be utilized: use read alouds, auditory tapes, and text readers that provide print with visuals and/or symbols; provide students with continuous review/practice when learning reading concepts.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments, and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: ongoing mini-assessments throughout the year Summative: Results from the 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 26% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (194)	28% (212)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 6 was Reporting	The following instructional strategies will be utilized to support Reporting Category 1: a variety of activities	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments, student products, and results of assessment data reports to share with teachers	Formative: Interim Assessments, FAIR, Computer Assisted Program-

1	Category 1: Vocabulary. Students need to develop the ability to identify root words, to distinguish between similar word meanings, including literal and figurative meanings, and to derive meaning from context clues in order to comprehend complex text.	working with wets of words that are semantically related, practice with prefixes, suffixes, root words, synonyms and antonyms, graphic organizers used to distinguish literal from figurative, the use of vocabulary word maps, word walls, instruction in different levels of content-specific words, and independent word studies.		during quarterly data chats for the proper adjustment of instruction.	CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 7 was Reporting Category 4: Informational Text and Research Process. Students need the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	The following instructional strategies will be utilized to support Reporting Category 4: reciprocal teaching, question-and-answer relationships, note-taking and summarization skills (cross-curricular), reading from a wide variety of texts, student teaching strategies (jig-saw puzzle), topic debate exercises for developing understanding of validity and reliability, and independent project based research tasks with real-world connections.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments, student products, and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment
3	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for Grade 8 was Reporting Category 3: Literary Analysis: Fiction and Non-Fiction. Students need to develop the ability to interpret meaning, identify theme, identify purpose, distinguish between literal and figurative meanings, and identify propaganda techniques across a variety of texts including fiction and non-fiction.	The following instructional strategies will be utilized to support Reporting Category 3: using graphic organizers, concept maps, identifying signal or key words (e.g. since, because, after, while, both, however), compare/contrast, student teaching strategies (jig-saw puzzle), Pair/Share, class topic discussions, literary reports, and analysis of propaganda techniques.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments, student products, and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment in Reading indicate that 24% of students scored at or above Level 7. Our goal for the 2012-2013 school year is to increase Level 7 or above student proficiency by 3 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (10)	27% (11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Test in Reading is Reading Comprehension. Students need to develop the ability to synthesis meaning from a variety of print aids, including text, symbols, and pictures.	The following instructional strategies will be utilized: Students should be guided to read fiction, nonfiction and informational text to identify the differences; vocabulary should be introduced to students with pictures and print; reading selections should be high interest/low readability.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments and results of assessment data reports.	Formative: ongoing mini-assessments throughout the year Summative: Results from the 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 64 % of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 3 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (433)	69% (467)

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	As noted on the 2012 FCAT administration of the FCAT 2.0 Reading Test, the percent of students making learning gains decreased by percentage points as compared to the 2011 FCAT Reading 2.0 Test. An area in need of improvement on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Students need to be exposed to a greater variety of text and vocabulary in order to develop skills necessary for determining meaning of unfamiliar words.	The following instructional strategies will be utilized to support Reporting Category 1: the use of vocabulary word maps, word walls, and instruction in different levels of content-specific words using scaffolding and differentiated instruction to include small group work, pair/share, and independent work.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	The results of the 2012 FAA Reading Test indicate that 30% of students made learning gains.

reading. Reading Goal #3b:	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (11)	40% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Test in Reading is Reading Comprehension. Students need to develop the ability synthesis meaning from a variety of print aids, including text, symbols, and pictures.	The following instructional strategies will be utilized: Students should be guided to read fiction, nonfiction and informational text to identify the differences; vocabulary should be introduced to students with pictures and print; reading selections should be high interest/low readability.	Administration MTSS/RTI Leadership Team LLT	Ongoing classroom assessments and results of assessment data reports.	Formative: ongoing mini-assessments throughout the year Summative: Results from the 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 69% in the lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (125)	74% (134)

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	On the 2012 FCAT 2.0 Reading Test, the number of students within the lowest 25% making learning gains increased by 7 percentage points. An area in need of improvement on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.. Students need to develop basic skills for reading comprehension, including fiction and non-	The following instructional strategies will be utilized to support Category 2: Increase the use of scaffolding and the utilization of supplemental materials and technology in order to increase vocabulary comprehension and make real-world connections in conjunction with the Voyager Reading Program.	Administration MTSS/RTI Leadership Team LLT	Review Voyager Reading Program reports to ensure progress is being made and adjust intervention as needed, and review the results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: Expedition Assessments, FAIR, Computer Assisted Program-CAP reports generated and District Interim Assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessment.

	fiction literature. Students need of ongoing remediation and intervention.				

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 : Our goal from 2011-2017is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 55% of students in the Whites, 59% of Hispanics and 67% of Asian Subgroups performed at proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the White, Hispanic and Asian Subgroups performing at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 55% (25) Black: N/A Hispanic:59% (404) Asian: 67% (8) American Indian: N/A	White: 62% (29) Black: N/A Hispanic:67% (462) Asian: 87% (10) American Indian: 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	White: 55% (25) Black: N/A Hispanic:59% (404) Asian: 67% (8) American Indian: N/A An area in need of improvement on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Students need adequate vocabulary development for comprehension of author's purpose, tone, and voice.	The following instructional strategies will be utilized to support Category 1: Increase the use of scaffolding and differentiated instruction to include a variety of activities with heterogeneous and homogeneous small groups using graphic organizers, concept maps, pair/share, and word maps across curriculums; and utilize the Voyager Reading Program.	Administration MTSS/RTI Leadership Team LLT	MTSS/RTI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 33% of students in the English Language Learners (ELL) Subgroup performed at proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL Subgroup performing at

	proficiency to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (36)	48% (53)

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	An area in need of improvement on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text and Research Process. Students need the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	The following instructional strategies will be utilized to support Reporting Category 4: use of illustrations and diagrams such as charts,pictures and graphs, note-taking and summarization skills (cross-curricular), reading from a wide variety of texts, use of task cards and graphic organizers, and implementation of cooperative learning for group reports and/or projects.	Administration MTSS/RTI Leadership Team LLT	MTSS/RTI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 35% of students in the Students With Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 14 percentage points to 49 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (34)	49% (48)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test Students with Disabilities subgroup did not make satisfactory progress. An area in need of improvement on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Students need vocabulary development to increase comprehension of	The following instructional strategies will be utilized to support Category 1: Use of concept maps to build eneral knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding	Administration MTSS/RTI Leadership Team LLT	MTSS/RTI Leadership Team will discuss data monthly to monitor student progress and the effectiveness of program delivery.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment.

	author's purpose, tone, and voice.	connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 57 % of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (367)	65% (418)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test Students with Disabilities subgroup did not make satisfactory progress. An area in need of improvement on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis: Fiction and Nonfiction. Students need to develop the ability to interpret meaning, identify theme, identify purpose, distinguish between literal and figurative meanings, and identify propaganda techniques across a variety of texts including fiction and non-fiction.	The following instructional strategies will be utilized to support Reporting Category 3: using graphic organizers, concept maps, identifying signal or key words (e.g. since, because, after, while, both, however), compare/contrast, student teaching strategies (jig-saw puzzle), Pair/Share, class topic discussions, literary reports, and analysis of propaganda techniques.	Administration MTSS/RTI Leadership Team LLT	MTSS/RTI Leadership Team will discuss data monthly to monitor student progress and the effectiveness of program delivery.	Formative: Interim Assessments, FAIR, Computer Assisted Program-CAP reports generated from FCAT Explorer and Destination Learning. Summative: Results from 2013 FCAT 2.0 Reading Assessment.

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Vocabulary Across the Curriculum	6-8	Literacy Team LLT	All Teachers	November 6, 2012	Review Teachers Lesson Plans	Administration/Leadership Team

Response to Intervention	6-8	MTSS/RTI Leadership Team LLT	School wide	Oct. 2, 2012; Nov. 20, 2012; Dec. 4, 2012; Jan. 8, 2013; Feb. 5, 2013; Mar. 5, 2013; Apr. 2, 2013; May 7, 2013	Review of Meeting Notes, surveys of teachers	Administration/Leadership Team
Reading Across Content Areas	6-8	Literacy Team LLT	All Teachers	Oct. 25, 2012; Dec. 13, 2012	Review Teachers' Lesson Plans	Administration/Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
New Titles for Media Center	Purchase additional titles	EESAC funds	$300.00
FCAT Explorer Reading	Incentives	EESAC funds	$100.00
			Subtotal: $400.00
			Grand Total: $400.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the Spring 2012 CELLA indicate that 33% of students demonstrated proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating proficiency in Listening/Speaking by 2 percentage points to 35%.
2012 Current Percent of Students Proficient in listening/speaking:	
33% (35)	

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 CELLA, English Language Learners in need increased proficiency in Listening and Speaking. Students need increased opportunities to develop fluency and comprehension through interactions that may facilitate the learning process.	The following instructional strategies will be utilized to support Listening and Speaking: Teacher led groups will be utilized to create communication paths between students and teachers in whole class, small group and individual instruction, teachers will use modeling, diagrams and simple, direct language, as well as think alouds, repetitions and readers' theatre exercises (role playing).	Administration, Department Chair, LEP Committee LLT	Ongoing classroom assessments and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: ongoing mini-assessments throughout the year Results from the 2013 CELLA. Summative: FCAT 2.0 and 2013 CELLA results.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the Spring 2012 CELLA indicate that 26% of students demonstrated proficiency in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating proficiency in Reading by 2 percentage points to 28%.
2012 Current Percent of Students Proficient in reading:	
26% (28)	

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	As noted on the administration of the 2012 CELLA, English Language Learners in need increased proficiency in Reading. Students need to develop basic reading skills through the acquisition of basic language knowledge and fluency.	The following instructional strategies will be utilized to support Reading: Teachers will utilize visual displays and graphic organizers to provide additional contextual information to support comprehension, small-group instruction, and pair/share activities; as well as the use of interactive work walls, cognates, task cards and reciprocal teaching.	Administration, Department Chair, LEP Committee LLT	Ongoing classroom assessments and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: ongoing mini-assessments throughout the year Results from the 2013 CELLA. Summative: FCAT 2.0 and 2013 CELLA results.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the Spring 2012 CELLA indicate that 27% of students demonstrated proficiency in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating proficiency in Writing by 2 percentage points to 29%.

2012 Current Percent of Students Proficient in writing:
27% (28)

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	As noted on the administration of the 2012 CELLA, English Language Learners in need increased proficiency in Writing. Students need to develop basic language and grammar knowledge. Students need increased opportunities for daily writing and practicing of language and grammar knowledge.	The following instructional strategies will be utilized to support Writing: Process writing (planning, drafting, editing, revising and publishing) according to their individual writing levels. Students will share and respond to writing during class discussions, and participate in journal writing and reading response logs.	Administration, Department Chair, LEP Committee LLT	Ongoing classroom assessments and results of assessment data reports to share with teachers during quarterly data chats for the proper adjustment of instruction.	Formative: ongoing mini-assessments throughout the year Results from the 2013 CELLA. Summative: FCAT Writing and 2013 CELLA results.

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 33% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 7 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (246)	40% (302)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6 was Reporting Category 3 – Geometry and Measurement. Students need increased opportunities to investigate geometric properties and develop spatial sense.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology. Use manipulatives to explore area and perimeter of two-dimensional figures. .	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 7 was Reporting Category 3 – Geometry and Measurement Students need increased opportunities to investigate geometric properties and develop spatial sense.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

		manipulative and interactive classroom technology. Identify and plot ordered pairs in all four quadrants of the coordinate plane.			
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 8 was Reporting Category 3 – Geometry and Measurement Students need increased opportunities to investigate geometric properties and develop spatial sense.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology. Provide the opportunities for students to use similar triangles to solve problems that include height and distances.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2012 Mathematics Alternate Assessment indicates that 37% of students achieved Levels 4, 5, and 6. Our goal for the 2012-2013 school year is to increase Level 4, 5, and 6 proficiency by 5 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (15)	42% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Florida Mathematics Alternate Assessment, the area of greatest difficulty for students in Grade 6 was Geometry and Measurement. Students need increased opportunities to learn basic concepts using manipulatives.	Repetition for long term learning math concepts such as rote counting, fact fluency, and tools for measurement. Students must have continuous review/practice when learning math concepts. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and	Administration MTSS/RTI Leadership Team	Review of focus lessons. School-based leadership team will meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	Formative: Mini-assessments. Summative: Results from 2013 Florida Mathematics Alternate Assessment.

		assistive technology.			
2	According to the results of the 2012 Florida Mathematics Alternate Assessment, the area of greatest difficulty for students in Grade 7 was Geometry and Measurement. Students need increased opportunities to learn basic concepts using manipulatives.	Repetition for long term learning math concepts such as rote counting, fact fluency, and tools for measurement. Students must have continuous review/practice when learning math concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.	Administration MTSS/RTI Leadership Team	Review of focus lessons. School-based leadership team will meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	Formative: Mini-assessments. Summative: Results from 2013 Florida Mathematics Alternate Assessment.
3	According to the results of the 2012 Florida Mathematics Alternate Assessment, the area of greatest difficulty for students in Grade 8 was Geometry and Measurement Students need increased opportunities to learn basic concepts using manipulatives.	Repetition for long term learning math concepts such as rote counting, fact fluency, and tools for measurement. Students must have continuous review/practice when learning math concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.	Administration MTSS/RTI Leadership Team	Review of focus lessons. School-based leadership team will meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	Formative: Mini-assessments. Summative: Results from 2013 Florida Mathematics Alternate Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 24% of students achieved Level 4 and 5 proficiency. Our goal is to increase student proficiency by 3 percentage point to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (178)	27% (204)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 6 was Reporting Category 3 – Geometry and Measurement Students need increased opportunities to explore and investigate geometric concepts and real-world application.	Use technology and manipulatives, providing students with hands-on experiences to enrich mathematics lessons following the Mathematics Pacing guides. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	Review of CAP reports generated to ensure students are making adequate progress. Review District Interim Data.	Formative: Mini-assessments. Summative: Results of the 2013 FCAT 2.0 Mathematics Assessment.
	According to the results	Use technology and	Administration	Review of CAP reports	Formative:

2	of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 7 was Reporting Category 3 – Geometry and Measurement Students need increased opportunities to explore and investigate geometric concepts and real-world application.	manipulatives, providing students with hands-on experiences to enrich mathematics lessons following the Mathematics Pacing guides. Compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems	MTSS/RTI Leadership Team Mathematics Department Chairperson	generated to ensure students are making adequate progress. Review District Interim Data.	Mini-assessments. Summative: Results of the 2013 FCAT 2.0 Mathematics Assessment.
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 8 was Reporting Category 3 – Geometry and Measurement. Students need increased opportunities to explore and investigate geometric concepts and real-world application.	Use technology and manipulatives, providing students with hands-on experiences to enrich mathematics lessons following the Mathematics Pacing guides. Use computer software to draw various polygons and investigate their interior angles.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	Review of CAP reports generated to ensure students are making adequate progress. Review District Interim Data.	Formative: Mini-assessments. Summative: Results of the 2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Mathematics Alternate Assessment indicates that 22% of students achieved Level 7 or above. Our goal for the 2012-2013 school year is to increase Level 7 or above by 3 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (9)	25% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Florida Mathematics Alternate Assessment, the area of greatest difficulty for students in Grade 6 was Geometry and Measurement. Students need increased opportunities to develop basic math concepts in relation to real-world connections.	Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts. Use guided discussion to engage students in real life math problems	Administration MTSS/RTI Leadership Team	Review of focus lessons School-based leadership team will meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	Formative: Mini-assessments. Summative: Results from 2013 Florida Mathematics Alternate Assessment.
	According to the results of the 2012 Florida Mathematics Alternate Assessment, the area of greatest difficulty for students in Grade 7 was	Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	Administration MTSS/RTI Leadership Team	Review of focus lessons School-based leadership team will meet to analyze data, problem solve, and redirect the instructional	Formative: Mini-assessments. Summative: Results from 2013 Florida

2	Geometry and Measurement Students need increased opportunities to develop basic math concepts in relation to real-world connections.	Students must have continuous review/practice when learning math concepts. Use guided discussion to engage students in real life math problems		focus based on the academic needs of students.	Mathematics Alternate Assessment.
3	According to the results of the 2012 Florida Mathematics Alternate Assessment, the area of greatest difficulty for students in Grade 8 was Geometry and Measurement. Students need increased opportunities to develop basic math concepts in relation to real-world connections.	Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts. Use guided discussion to engage students in real life math problems.	Administration MTSS/RTI Leadership Team	Review of focus lessons School-based leadership team will meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	Formative: Mini-assessments. Summative: Results from 2013 Florida Mathematics Alternate Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Assessment 62% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (423)	67% (457)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 6 was Reporting Category 3 – Geometry and Measurement Students need increased opportunities to utilize manipulatives and technology in Geometry.	Develop lessons aligned with clusters and benchmarks based on NGSSS and curriculum pacing guides. Use technology and manipulatives, providing students with hands-on experiences to enrich mathematics lessons following the Mathematics Pacing guides. Provide differentiated instruction to address students' specific needs.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	Review mini assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Review of CAP reports generated to ensure students are making adequate progress. Review District Interim Data.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus, Mini-assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 7 was Reporting Category 3 – Geometry and Measurement. Students need increased	Develop lessons aligned with clusters and benchmarks based on NGSSS and curriculum pacing guides. Use technology and manipulatives, providing students with hands-on experiences to enrich	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	Review mini assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Review of CAP reports generated to ensure students are making	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus, Mini-assessments. Summative:

	opportunities to utilize manipulatives and technology in Geometry.	mathematics lessons following the Mathematics Pacing guides. Provide differentiated instruction to address students' specific needs.		adequate progress. Review District Interim Data.	Results from 2013 FCAT 2.0 Mathematics Assessment.
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 8 was Reporting Category 3 – Geometry and Measurement. Students need increased opportunities to utilize manipulatives and technology in Geometry.	Develop lessons aligned with clusters and benchmarks based on NGSSS and curriculum pacing guides. Use technology and manipulatives, providing students with hands-on experiences to enrich mathematics lessons following the Mathematics Pacing guides. Provide differentiated instruction to address students' specific needs.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	Review mini assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Review of CAP reports generated to ensure students are making adequate progress. Review District Interim Data.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus, Mini-assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	On the 2012 Florida Mathematics Alternative Assessment 36% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making gains by 10 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (13)	46% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Florida Mathematics Alternate Assessment the area of greatest difficulty for students in Grade 6 was Geometry and Measurement. Students need increased opportunities to utilize manipulatives and technology in Geometry.	Repetition for long term learning math concepts such as rote counting, fact fluency, and tools for measurement Students must have continuous review/practice when learning math concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.	Administration MTSS/RTI Leadership Team	Review of focus lessons. School-based leadership team will meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	Formative: Mini-assessments. Summative: Results from 2013 Florida Mathematics Alternate Assessment.
	According to the results of the 2012 Florida Mathematics Alternate Assessment the area of greatest difficulty for	Repetition for long term learning math concepts such as rote counting, fact fluency, and tools for measurement.	Administration MTSS/RTI Leadership Team	Review of focus lessons. School-based leadership team will meet to analyze data, problem solve, and	Formative: Mini-assessments. Summative: Results from 2013

2	students in Grade 7 was Geometry and Measurement. Students need increased opportunities to utilize manipulatives and technology in Geometry.	Students must have continuous review/practice when learning math concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.		redirect the instructional focus based on the academic needs of students.	Florida Mathematics Alternate Assessment.
3	According to the results of the 2012 Florida Mathematics Alternate Assessment the area of greatest difficulty for students in Grade 8 was Geometry and Measurement. Students need increased opportunities to utilize manipulatives and technology in Geometry.	Repetition for long term learning math concepts such as rote counting, fact fluency, and tools for measurement. Students must have continuous review/practice when learning math concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology.	Administration MTSS/RTI Leadership Team	Review of focus lessons. School-based leadership team will meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	Formative: Mini-assessments. Summative: Results from 2013 Florida Mathematics Alternate Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Assessment 62% of students in the lowest 25% made learning gains. Our goal for 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (113)	67% (122)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment,the area of greater difficulty for students scoring in the lowest 25% was Reporting Category 3 - Geometry and Measurement. Students need increased support in basic concepts and opportunities to utilize manipulatives and technology in Geometry.	Provide students with opportunities to learn concepts using manipulatives, visuals, number lines and assistive technology. Provide additional academic support and strategies for academic growth through differentiated instruction; and provide students with opportunities to investigate geometric properties and virtual manipulatives to explore area and perimeter of two-dimensional figures.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings, teachers will discuss data to monitor student progress and the effectiveness of program delivery. Review District Interim Data. Review CAP reports for Florida Achieves Focus and Destination Math.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus and Destination Math.. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 60% of students in the Whites, 58% of Hispanics and 92% of Asian Subgroups performed at proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the White, Hispanic and Asian Subgroups performing at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60% (28) Black: N/A Hispanic:58% (399) Asian: 92% (11) American Indian: N/A	White: 67% (31) Black: N/A Hispanic:69% (475) Asian: 93% (11) American Indian: 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	White: 60% (28) Black: N/A Hispanic:58% (399) Asian: 92% (11) American Indian: N/A The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Reporting Category 3, Geometry and Measurement. Students need increased opportunities to utilize manipulatives and technology in Geometry as well as additional support in literacy in mathematics.	Utilize technology and manipulatives to enrich the mathematics lessons following the Mathematics Pacing Guides. School technology has been expanded to include three additional computer labs to enhance mathematics instruction. Infusing literacy in the mathematics classroom by using mathematics terminology embedded throughout each lesson by the teacher.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings, teachers will discuss data to monitor student progress and the effectiveness of program delivery. Review District Interim Data. Review CAP reports for Florida Achieves Focus and Destination Math.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 45% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 11 percent points to 56%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (50)	56% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Category 3, Geometry and Measurement. Students need increased opportunities to utilize manipulatives and technology in Geometry as well as additional support in literacy in mathematics.	Utilize technology and manipulatives to enrich the mathematics lessons following the Mathematics Pacing Guides. School technology has been expanded to include three additional computer labs to enhance mathematics instruction. Infusing literacy in the mathematics classroom by using mathematics terminology embedded throughout each lesson by the teacher.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings, teachers will discuss data to monitor student progress and the effectiveness of program delivery. Review District Interim Data. Review CAP reports for Florida Achieves Focus and Destination Math.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 35% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 22 percent points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (34)	57% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Category 3, Geometry and Measurement. Students need additional support in developing basic geometry concepts and skills; and increased opportunities to make real-world connections with technology.	The mathematics department will utilize student achievement data to discuss, design and implement research based instructional strategies to include manipulatives and interactive classroom technology. Differentiated instruction will be implemented to address specific student needs. Mathematics strategies will be reinforced through business computer	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson.	During department meetings, teachers will discuss data to monitor student progress and the effectiveness of program delivery. Review District Interim Data. Review CAP reports for Florida Achieves Focus and Destination Math.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

		electives.			

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:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 57% of students in the ED subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (366)	67% (430)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Category 3, Geometry and Measurement. Students need additional support in developing basic geometry concepts and skills through activities that include manipulatives and interactive technology.	Utilize student achievement data to discuss design, and implement research based instructional strategies to include manipulatives and interactive classroom technology. Mathematics strategies will be reinforced through business computer electives, technology electives and after school tutoring.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings, teachers will discuss data to monitor student progress and the effectiveness of program delivery. Review District Interim Data. Review CAP reports for Florida Achieves Focus and Destination Math.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC Assessment indicates that 47 % of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase students scoring a Level 3 by 1 percentage point to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (42)	48% (43)

Problem-Solving Process to Increase Student Achievement

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

1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was in Reporting Standard 7, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students need increased opportunities to utilize manipulatives and technology in relation to developing mathematical skills and concepts in Algebra Standard 7.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology. Provide students with more practice in using quadratic equations to solve real-world problems.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 Algebra I EOC Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC Assessment indicates that 48% of students achieved Level 4 or 5. Our goal for the 2012-2013 school year is to maintain the number of students scoring a Level 4 or 5 at 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (43)	48% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was in Reporting Standard 7, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students need increased practice in utilizing manipulatives and technology in solving real-world problems.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology. Provide students with	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 Algebra I EOC Assessment.

		more practice in using quadratic equations to solve real-world problems, and honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.			

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 # 3A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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:	The results of the 2012 Algebra End-of-Course (EOC) Assessment indicate that 58% of students in the Hispanics Subgroup performed at proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroup performing at proficiency by 11 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: 58% (47) Asian: N/A American Indian: N//A	White: N/A Black: N/A Hispanic: 69% (56) Asian: N/A American Indian: 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	White: N/A Black: N/A Hispanic: 58% (47) Asian: N/A American Indian: N//A According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was in Reporting Standard 7, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students need additional support in developing mathematical skills in Algebra and acquiring literacy in mathematics.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology. Infusing literacy in the mathematics classroom	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013Algebra I EOC Assessment.

		by using mathematics terminology. Provide students with more practice in using quadratic equations to solve real-world problems.			

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:	
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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra 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 Algebra. Algebra Goal #3E:	The results of the 2012 Algebra EOC Assessment indicate that 57% of students in the Economically Disadvantaged Subgroup achieved proficiency. Our goal is to increase students not making satisfactory progress by 10 percentage points to 67%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (39)	67% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was in Reporting Standard 7, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students lack sufficient practice in utilizing manipulatives and technology to explore and solve real-world problems.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology. Provide students with more practice in using quadratic equations to solve real-world problems.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 Algebra I EOC Assessment.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC Assessment indicate that 29% of students scored in the middle third. Our goal for the 2012-2013 school year is to maintain students scoring in the middle third at 29% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (10)	29% (10)

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
	According to the results	Use the Pacing Guide	Administration	During department	Formative:

1	of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was in Reporting Standard 2, Trigonometry and Discrete Mathematics. Students need increased opportunities to develop meaning through mathematical problem solving in a real-world context.	aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology. Provide students with more practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent).	MTSS/RTI Leadership Team Mathematics Department Chairperson	meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 Geometry EOC Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Assessment indicate that 63% of students scored in the upper third. Our goal for the 2012-2013 school year is to maintain the number of students scoring in the upper third to 63%.or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (22)	63% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was in Reporting Standard 2, Trigonometry and Discrete Mathematics. Students need increased opportunities to develop meaning through mathematical problem solving in a real-world context.	Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. Develop departmental grade level teams to facilitate the implementation of best practice instructional strategies, and implement research based strategies to include manipulative and interactive classroom technology.	Administration MTSS/RTI Leadership Team Mathematics Department Chairperson	During department meetings results of District Interim assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed Review of Computer Assisted Reports (CAP) generated to ensure students are making adequate progress.	Formative: District Interim Assessments, CAP Reports generated from Florida Achieves Focus. Summative: Results from 2013 Geometry EOC Assessment.

		Provide students with more practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent), and provide students with practice in deriving the formulas for perimeter and/or area of polygons.			

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 : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	78	

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:	
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:	
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
Integrating Mathematics and Robotics	6-8	Mathematics/ Business Computer and Technology Teachers	Mathematics teachers and vocational teachers	December 13, 2012	PD Attendance/Departmental meeting minutes	Administration/Mathematics & Elective Department Chairpersons
Differentiated Instruction	6-8	Mathematics Teacher	Mathematics Teachers	November 6, 2012	PD Attendance/Departmental meeting minutes	Administration/Mathematics Chairperson

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Activities	Calculators – TI-108 Class Sets	EESAC	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Bowl Competition	Incentive Awards	EESAC funds	$200.00
FCAT Explorer Math	Incentives	EESAC funds	$100.00
			Subtotal: $300.00
			Grand Total: $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 results of the 2012 FCAT 2.0 Science Assessment indicate that 39% of students achieved proficiency FCAT level 3. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39 % (102)	43% (111)

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	Eighth grade students in the high school credit course Physical Science are not receiving instruction in the general science benchmarks that are tested on the FCAT 2.0. Students need support for Reporting Category: Nature of Science. Students need additional practice in developing and understanding scientific concepts through a variety of methods.	Teachers will incorporate inquiry based hands-on activities and labs addressing the deficient area of the Nature of Science benchmarks. Science teachers will provide Intensive Saturday school tutorial for FCAT preparation in addition to videos such as those from Discovery Learning.	Administration MTSS/RTI Leadership Team Science Teachers	Science teachers will use Edusoft reports to monitor student progress after each Interim Assessment.	Formative: Interim Assessments, Science Fair Projects and Lab Reports. Summative: 2013 FCAT 2.0 Science Assessment.

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 10% of students scored above proficiency (FCAT Levels 4 and 5). Our goal for the 2012-2013 school year is to increase the percentage of students scoring above proficiency (FCAT Levels 4 and 5) by 2 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (26)	12% (31)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Science Assessment was Nature of Science. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Teachers will incorporate inquiry based hands-on activities and labs addressing the deficient area of the Nature of Science benchmarks. Science teachers will provide enrichment for 8th grade students enrolled Physical Science.	Administration MTSS/RTI Leadership Team Science Teachers.	Students Lab Reports and Science Fair Projects will be reviewed and scored by teachers	Formative: Interim Assessments, Science Fair Projects and Lab Reports. Summative: 2013 FCAT 2.0 Science Assessment.

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	6-8	Language Arts Department Chairperson	Language Arts, Social Studies, Science	December 13, 2012	Review Department Notes	Administration, Language Arts Department Chairperson
Biology	6-8	Biology Dept.	Biology Teacher	Nov. 6, 2012; Feb. 1, 2013	Review/Share Notes	Administration, Science Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry Based Labs	Various Lab materials	Lab Fees	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer Science	Incentives	EESAC funds	$100.00
			Subtotal: $100.00
			Grand Total: $1,100.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Assessment indicate that 74 % of students scored 3 or higher. . Our Goal for the 2012-2013 school year is to increase the percentage of students scoring level 3 or higher by 3 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (188)	77% (195)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Writing FCAT was writing application. Students need additional practice and consistency in the writing process to include all stages.	During writing instruction, students will use Write Traits to compose responses to analytical and reference and research questions. The students will implement the writing process strategies of prewriting, drafting, and revising in all compositions.	Administration MTSS/RTI Leadership Team Language Arts Chairperson LLT	Provide departmental training (August-January) in faculty meetings, department meetings and Early release days.	Formative: Pre-test and Mid Year Prompt (August and January) Summative: 2013 FCAT Writes.

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	6-8	Language Arts Department Chairperson	Language Arts, Social Studies, Science	December 13, 2012	Review Department Notes	Administration, Language Arts Department Chairperson
Write Traits	6-8	Language Arts Department Chairperson	All teachers	October 25, 2012	Review Department Notes	Administration, Language Arts Department Chairperson

Writing Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
District-Wide Essay Contests	Incentives	PTSA	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

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:	Our goal for the 2012-2013 Civics EOC Assessment is to achieve 10% of students scoring at Achievement Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional exposure to the fundamentals of organization and function of government.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	Administration MTSS/RTI Leadership Team Social Sciences Chairperson	Review mini assessment data to ensure progress is being made and students are making learning gains.	Formative: Teacher made classroom assessments. Baseline and Interim Assessments. Summative: 2013 Civics EOC Assessment.
2	Students need exposure to a variety of concepts, ideas and activities related to the Civics EOC Assessment Benchmarks.	Utilize District-published lesson plans with assessments aligned to tested End of Course Assessment Benchmarks to maximize opportunities for students to master tested content.	Administration MTSS/RTI Leadership Team Social Sciences Chairperson	Review mini assessment data to ensure progress is being made and students are making learning gains.	Formative: Teacher made classroom assessments. Baseline and Interim Assessments. Summative: 2013 Civics EOC Assessment.

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	6-8	Language Arts Department Chairperson	Language Arts, Social Studies, Science	December 13, 2012	Review Department Notes	Administration, Language Arts Department Chairperson

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The goal for this year is to increase the 2012-2013 attendance rate from 95.84% to 96.34%; and to decrease excessive tardies by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.84% (788)	96.34% (792)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
218	207
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
68	65

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	Parents need additional information and awareness of the District attendance policies.	Create quarterly parent newsletter and hold parent meetings to educate parents regarding the District attendance policies, emphasizing the importance of student attendance to success in the classroom, and hold Perfect Attendance Assemblies.	Administration MTSS/RTI Leadership Team Attendance Team	Monthly updates by the attendance team.	Newsletter, Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance and Truancy Training	6-8	District Facilitator	Social Worker	October 26, 2012	District attendance reports COGNOS	Administrator/Attendance Team

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
Perfect Attendance Assemblies	Certificates and incentives	EESAC	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
157	141
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
87	78
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
76	68
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
61	55
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	Parents and students need additional information and awareness of the District Student Code of Conduct.	Grade level student orientations and parent workshops will be conducted. Administration will utilize Functional Assessment of Behavior Plans, Behavior Intervention Plans, Manifestation Determinations, and alternate methodologies for corrective actions. Staff will use positive behavior reinforcement to model successful behaviors.	Administration MTSS/RTI Leadership Team	The Response to Intervention Tam will monitor ESE suspension reports and review Functional Assessment of Behavior Plans	Suspension Reports and Positive Behavior 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
Student Code of Conduct Assemblies	6-8	Administrators	School wide	September 4, 5, 6, 2012	Classroom visitations to monitor enforcement of Student Code of Conduct. Monitor Spot Success monthly report.	Leadership Team

Suspension Budget:

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

Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A - Title I School, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I School, see PIP	N/A - Title I School, see PIP

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The number of students enrolled in STEM elective courses (Exploring Technology, Robotics and Engineering, Computer Logic) for the 2012-2013 school year will increase as compared to the 2011-2012 enrollment.

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	Parent and student awareness of availability of STEM courses.	Conduct articulation meetings and magnet meetings with parents and students as well as promotion of such courses through recruitment. Provide Professional Development for teachers of Robotics Technology courses.	Administration Magnet Lead Teacher	Attendance sheets for parent meetings. Subject selection forms from student articulation. Student applications for magnet program.	Analysis of enrollment in STEM related courses.

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
Robotics Technology Training	6-8 Robotics	TBD	Robotics Teachers	December 13, 2012	Classroom visitations	Administration

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
Hands-on Learning	Robotics kits	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

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:	The number of students enrolled in Career and Technical Education (CTE) elective courses (Exploring Technology, Health Explorations Technology, and Computer Logic) for the 2012-2013 school year will increase as compared to the 2011-2012 enrollment.

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	Parents and students need awareness and education of the availability of CTE courses and their benefits.	Conduct articulation meetings and magnet meetings with parents and students as well as promotion of such courses through recruitment.	Administration Magnet Lead Teacher	Attendance sheets for parent meetings. Subject selection forms from student articulation. Student applications for magnet program.	Analysis of enrollment in STEM related courses

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Inquiry Based Labs	Various Lab materials	Lab Fees	$1,000.00
				Subtotal: $1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Mathematics Activities	Calculators – TI-108 Class Sets	EESAC	$500.00
				Subtotal: $500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	New Titles for Media Center	Purchase additional titles	EESAC funds	$300.00
Reading	FCAT Explorer Reading	Incentives	EESAC funds	$100.00
Mathematics	Math Bowl Competition	Incentive Awards	EESAC funds	$200.00
Mathematics	FCAT Explorer Math	Incentives	EESAC funds	$100.00
Science	FCAT Explorer Science	Incentives	EESAC funds	$100.00
Writing	District-Wide Essay Contests	Incentives	PTSA	$100.00
Attendance	Perfect Attendance Assemblies	Certificates and incentives	EESAC	$200.00
STEM	Hands-on Learning	Robotics kits	EESAC	$500.00
				Subtotal: $1,600.00
				Grand Total: $3,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

Are you a reward school: ○ Yes ● No

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

No Attachment (Uploaded on 10/12/2012)

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
SAC funds will be used to provide incentives for students achieving perfect attendance, honor roll recognition and student academic achievement. SAC funds will also be used to purchase books for the media center and class sets of calculators for the math classes.	$2,000.00

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

The SAC will meet monthly on the second Tuesday of each month from 8:10 am until 9:10 am to write, monitor progress, and assist with objectives as delineated in the School Improvement Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District
HOWARD D. MCMILLAN MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	76%	86%	52%	287	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	63%	71%			134	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)	70% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					562	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
HOWARD D. MCMILLAN MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	77%	91%	46%	285	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	65%	69%			134	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?	65% (YES)	69% (YES)			134	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					553	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested