

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH DADE MIDDLE SCHOOL

District Name: Dade

Principal: Dr. Tonya Dillard

SAC Chair: Monica Thurston

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending Approval

Last Modified on: 10/10/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Tonya Dillard	AA & BA- Business Administration, University of Florida and Florida A & M University; Master of Science - Mathematics, Nova Southeastern University (NSU); Doctorate - Educational Leadership, NSU / Certification - MG Math, Math 6 - 12, & School Principal	2	16	12 11 10 09 08 School Grades C D D D C High Standards Rdg. 38% 49% 32% 33% 34% High Standards Math 38% 42% 42% 41% 42% Lrng Gains-Rdg. 58% 56% 55% 53% 58% Lrng Gains-Math 63% 54% 66% 60% 71% Gains-Rdg-25% 52% 62% 68% 68% 68% Gains-Math- 25% 67% 66% 70% 69% 73%
		BS- Business			

Assis Principal	Jodye Scavella	Economics, Florida A & M University; Master of Science - Mathematics Education, Florida State University / Certification - MG Math & ED Leadership	2	7	12 '11 '10 '09 '08 School Grades C D D D C High Standards Rdg. 38% 49% 32% 33% 34% High Standards Math 38% 42% 42% 41% 42% Lrng Gains-Rdg. 58% 56% 55% 53% 58% Lrng Gains-Math 63% 54% 66% 60% 71% Gains-Rdg-25% 52% 62% 68% 68% 68% Gains-Math- 25% 67% 66% 70% 69% 73%
-----------------	----------------	--	---	---	---

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Marica Mitchell	BS-Computer Information Systems; MS – Educational Leadership; Certification – Middle Grades Math (5-9)	1	1	12 '11 '10 '09 '08 School Grade C D D D C High Standards Rdg. 38% 49% 32% 33% 34% High Standards Math 38% 42% 42% 41% 42% Lrng Gains-Rdg. 58% 56% 55% 53% 58% Lrng Gains-Math 63% 54% 66% 60% 71% Gains-Rdg-25% 52% 62% 68% 68% 68% Gains-Math- 25% 67% 66% 70% 69% 73%
Science	Marie Etienne	BS- Biological Sciences; MS-Varying Exceptionalities; Certification-Biology (6-12), Varying Exceptionalities, ESOL Endorsement, MG Integrated Curriculum, ED Leadership	1	1	12 '11 '10 '09 '08 School Grade C D D D C High Standards Rdg. 38% 49% 32% 33% 34% High Standards Math 38% 42% 42% 41% 42% Lrng Gains-Rdg. 58% 56% 55% 53% 58% Lrng Gains-Math 63% 54% 66% 60% 71% Gains-Rdg-25% 52% 62% 68% 68% 68% Gains-Math- 25% 67% 66% 70% 69% 73%
Reading	Yolanda Smith	BA- Creative Writing, Florida State University; Master of Science - Reading, Nova Southeastern University /Certification - MG English		8	12 '11 '10 '09 '08 School Grade C D D D C High Standards Rdg. 38% 49% 32% 33% 34% High Standards Math 38% 42% 42% 41% 42% Lrng Gains-Rdg. 58% 56% 55% 53% 58% Lrng Gains-Math 63% 54% 66% 60% 71% Gains-Rdg-25% 52% 62% 68% 68% 68% Gains-Math- 25% 67% 66% 70% 69% 73%

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. Provide internship opportunities with local universities and partner with College campus Job Fairs.	Principal	8/2012- 6/2013	
2	2. Schedule meetings on a continual basis with new teachers and partner new teachers with mentor veteran teachers.	Principal - Assistant Principal - Department Chairperson	8/2012- 6/2013	
3	3. Provide opportunities for teachers to visit peer teachers and share best practices.	Principal - Assistant Principal - Department Chairperson	8/2012- 6/2013	
4	4. Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.).	Principal - Assistant Principal - Department Chairperson	8/2012- 6/2013	

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
10% [05]	Non-Highly effective instructors and/or paraprofessionals will attend professional development activities/workshop that support their subject area of instruction. A conference will be held with the principal to discuss certification options.

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
48	4.2%(2)	27.1%(13)	116.7%(56)	60.4%(29)	104.2%(50)	181.3%(87)	20.8%(10)	4.2%(2)	31.3%(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

At North Dade Middle School, services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary 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; assists with whole school screening programs that provide early intervening 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 CHES (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

N/A

Title I, Part D

North Dade Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

We are a Title II District using supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the Mentoring and Induction for New Teachers (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

NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars 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, 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.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Dade Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Crime Prevention Alternative to Suspension Program. This program supports anti-drug, non-violence and counseling intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST Specialist.

Nutrition Programs

Nutrition Programs

- 1) North Dade Middle school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) North Dade Middle School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers 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 college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

NA

Other

Parental

North Dade Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

School Improve Grant Fund/School Improvement Grant Initiative

North Dade Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Response to Instruction/Intervention (RtI) Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

North Dade Middle MTSS/RtI team consists of the principal, assistant principals, reading coach, department chairpersons, student service personnel, media specialist and testing chairperson. The individuals selected for the team have specific knowledge and strengths within their specific content area or expertise. The team problem solve 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 will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

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 MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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?

North Dade Middle MTSS/RtI Leadership Team meets monthly to review the overall educational delivery of instruction by developing and maintaining a problem solving system to ensure optimal performance of our leaders, teachers and students. This includes data analysis and progress monitoring of reading, mathematics, science and writing assessments, sustaining, evaluating and coordinating Best Practices across the curriculum. Data is reviewed constantly by student groups, grade level, classroom level and discipline to identify students who are meeting/exceeding benchmarks, either at moderate risk or high risk. Based on the above information, the team will identify instructional focus, professional development needs, mentoring and supplemental resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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?

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

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

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students

- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

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 district professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not 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. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. 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).

Principal –Dr. Tonya Dillard
Assistant Principals –Jodye Scavella
Reading Coaches-Yolanda Smith
Social Studies Teacher-Maria de Armendi
World Languages Department Chairperson- Josefina Bernal
Media Specialist- Treeseey Weaver
Language Arts/ Reading Teachers- Alecia Johnson , Flavia Ramirez, Claudia Ocampo, Robert Stincone
SPED Teacher-Floyd Knight

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

The Literacy Leadership Team meets monthly to promote literacy, reading and writing across the curriculum and to review the school-wide Instructional Focus in Reading.

The team is responsible to:

- Ensure that instructional focus calendar for reading is implemented with fidelity across the curriculum.
- Implement and monitor the School Wide Monthly Writing Calendar.
- Promote the Accelerated Reader (AR) program and monitor the accumulation of AR points.
- Progress monitor FCAT Level 1 and Level 2 students.
- Monitor Reading Plus data and sessions completed per week (at least 2 sessions per week for each student).
- Monitor Compass Learning usage and progress.
- Prescribe interventions for the lowest 25th percentile in reading.
- Provide incentives for students performing at mastery on the FAIR, Voyager Assessments, Baseline and Interim Assessments.

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

North Dade Middle Literacy Teams major initiatives consist of:

- Increase Literacy awareness school-wide
- Develop and implement a school-wide Literacy Plan
- Provide Professional Development to teachers
- Develop school-wide literacy activities
- Disaggregate data
- Assist in monitoring the utilization of the Florida Continuous Improvement Model

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/4/2012)

*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 implementation of a school-wide Reading Instructional Focus Calendar along with reading strategies will be provided for all teachers. The Reading Coach will model a variety of strategies to ensure that the implementations of all clusters are being addressed in all content areas. Professional Development emphasizing Reading Across the Curriculum, Reciprocal Teaching, and CRISS Refresher. The Leadership Team will conduct classroom walkthroughs to monitor implementation with fidelity.

*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 22% of students achieved Level 3 proficiency. North Dade Middle goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (141).	32 % (201).

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 Reading Test was Reporting Category 1, Vocabulary	Implement a school wide program that incorporates the explicit teaching of word parts (affixes and root words). Students will use online vocabulary games (Word Fetch, Hang On, Word Scrabble) that are companion pieces to the literature anthology to master vocabulary.	Administration Reading Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 13% of students achieved Level 4 and 5 proficiency. North Dade Middle goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 4 percentage points to 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (80)	17% (107)

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 Reading Test was Reporting Category 1, Vocabulary	Engage students with prefix and root word activities, and provide reading from a wide variety of text. Implement school wide "Word of the Day" initiative via morning announcements and Homer to expand vocabulary knowledge and writing journals. Frayer Models books will be constructed for taught vocabulary to exhibit students' in-depth comprehension of words.	Administration Reading Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	The results of the 2012 FCAT Reading Test indicate that 58% of students made learning gains.
--	--

Reading Goal #3a:	North Dade Middle goal for the 2012-2013 school year is to increase students making learning gains by 10 percentage points 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (316)	68% (370)

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 Reading Test was Reporting Category 1- Vocabulary	Provide students with multiple opportunities to answer questions with a moderate to high complexity of difficulty using the Middle School Task Cards and the Item Specs as templates. Also utilize Compass Learning as a means of differentiated instruction during push-in tutoring sessions. In addition, the lowest quartile will be grouped in their homeroom classes to allow implementation of reading plus for additional support.	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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 reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The results of the 2012 FCAT Reading Test indicate that 52% of students in the lowest 25% made learning gains.
---	--

Reading Goal #4:	North Dade Middle goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 10 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (73)	62% (370)

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 Reading Test was Reporting Category 4 Informational Text/ Research process.	Students will practice identifying text features of informational text via the reading of science and social studies texts, academic articles, and newspaper articles. Students will use the FINDS research process and the Proquest SIRS Issue Researcher program to complete research	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary	Students will identify and use the seven types of context clues to comprehend the meaning of difficult vocabulary.	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	North Dade Middle School goal for 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
	43	48	54	59	64	

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 Reading Test indicate that 37% of students in the Black subgroup achieved proficiency and 46% of students in the Hispanic subgroup achieved proficiency. North Dade Middle School goal for the 2012 - 2013 school year is to increase the percentage of Black students proficiency by 11 percentage points to 48% and Hispanic students proficiency by 11 percentage point to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 37% (201) Hispanic: 46% (39)	Black: 48% (260) Hispanic 46% (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	The area of deficiency as noted on the 2012 Administration of the FCAT Reading Test was Reporting Category 1, Vocabulary White: Black: Hispanic: Asian: American Indian:	Teachers will create vocabulary-rich classrooms via the modeling of sophisticated word use to promote word consciousness and vocabulary growth. Students will use semantic gradients to broaden their vocabulary and understand word relationships.	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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 Reading Test indicate that 15% of students in the ELL subgroup achieved proficiency. North Dade Middle School goal for the 2012 – 2013 school year is to increase the percentage of ELL students proficiency by 2 percentage points to 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (5)	17% (6)

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 lack first language literacy skills that impact second language literacy and comprehension,	Provide all ELLs with a Heritage Language to English Word to Word dictionary during class time and promote the use of dictionaries. Create word walls with high frequency words translated into student's home language and refer to during daily lessons Utilize the Home Language Assistance Program (HLAP)	Administration, Reading Coaches, ESOL Teacher	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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 2012 FCAT Reading Test indicate that 9% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. North Dade Middle School goal for the 2012 – 2013 school year is to increase the percentage of SWD students proficiency by 18 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (5).	27 % (16).

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 Reading Test was Reporting Category 1, Vocabulary	Utilize the explicit teaching model and appropriately scaffold student learning.	Administration Reading Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed	Formative: District Interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 36.5% of students in the Economically Disadvantaged subgroup achieved proficiency. North Dade Middle goal for the 2012-2013 school year is to increase student proficiency by 11 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (203)	47% (265)

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 Reading Test was Reporting Category 1- Vocabulary	Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, and interactive word walls.	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed.	Formative: District Interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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
Increasing Rigor In The Classroom	6-8	Academic Coaches and Social Studies Department Chair	School-Wide	August, 2012 – June 2013 (Ongoing)	Lesson Plans / PLC/Observations/ Leadership Literacy Team	Administration, Reading Coach and Department Chairpersons.
						Leadership Literacy

Access Point	6-8	SPED Department	SPED Teachers	August, 2012 – June 2013 (On-going)	Lesson Plans / PLC/Observations/	Team Administration, Reading Coach and Department Chairpersons.
Instructional Coaches Academy (ICAD)	6-8	Reading Coach	Subject	September, 2012 – May, 2013	Lesson Plans / PLC/Observations/ Leadership Literacy Team	Administration, Department Chairpersons.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1	Ink and toner for printing out assessment data report	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Assessment indicate that 59% of students achieved proficiency in Listening/Speaking. North Dade Middle School goal for the 2012-2013 school year is to increase student proficiency in listening/speaking by ____ percentage points
2012 Current Percent of Students Proficient in listening/speaking:	
59% (22)	
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	The area of deficiency as noted on the 2012 administration of the CELLA, students have limited language acquisition.	Utilize a variety of sources such as newspapers, maps, restaurant menus, academic texts, and scientific reports. Also, expose students to a variety of different types of language styles.- connect to data	LLT	Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs	Formative: Mini-Assessment Student work samples. Summative: Results from 2013 CELLA Assessment

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

2. Students scoring proficient in reading.

The results of the 2012 CELLA Assessment indicate that 43% of students achieved proficiency in Reading.

CELLA Goal #2:

North Dade Middle School goal for the 2012-2013 school year is to increase student proficiency in reading by ____ percentage points

2012 Current Percent of Students Proficient in reading:

43% (16)

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 CELLA, students have limited language acquisition.	Utilize visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Students will be provided with visual maps/tools to help them remember connections between words and the characteristics that will help them form categories	LLT	Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs.	Formative: Mini-Assessment Student work samples. Summative: Results from 2013 CELLA Assessment

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

3. Students scoring proficient in writing.

The results of the 2012 CELLA Assessment indicate that 24% of students achieved proficiency in Writing.

CELLA Goal #3:

North Dade Middle School goal for the 2012-2013 school year is to increase student proficiency in writing by ____ percentage points

2012 Current Percent of Students Proficient in writing:

24% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA, students have limited language acquisition.	Model effective writing for students using planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.	LLT	Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs.	Formative: Mini-Assessment Student work samples. Summative: Results from 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2010 – 2011 FCAT Mathematics Test indicate that 30% of students achieved level 3 proficiency. North Dade Middle School goal for the 2011 – 2012 school year is to increase level 3 student proficiency by 4 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (156)	31%(182)

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 Mathematics Test was Reporting Category 3 Geometry and Measurement for grades 6 and 8	Grade 6 Provide students with explicit instruction using geometric models to understand mathematical concepts, skills and processes. Use a physical or pictorial model such as diagrams, hands on materials, to aid in the process of solving geometry word problems associated with perimeter and area of composite figures. Grade 8 Provide students with math strategies in understanding and applying the Pythagorean Theorem to solve real-world problems, even when the existence of right triangles is not apparent.	Administration Math Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1 Number: Base Ten	Grade 7 Use math vocabulary language experience to enhance meaning development and understanding of mathematical concepts and processes. Use real world mathematical examples and problems that includes irrational and rational numbers, positive and negative exponents, and expressions that contains exponential expressions.	Administration Math Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		The results of the 2012 FCAT Reading Test indicate that 11% of students achieved Level 4 and 5 proficiency. North Dade Middle goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 14%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
11% (71)		14% (88)			

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	Use the problem solving approach, graphic organizers, geometric manipulative and anchor charts to help student grasp concepts and develop their problem solving strategies.	Administration Math Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT Assessment

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Math Test indicate that 63% of students made learning gains. North Dade Middle goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (346)	68% (373)

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 Mathematics Test was Grade 6 Reporting Category of Expressions & Equations Grade 7 Ratios/Proportional Relationships Grade 8 Expression, Equations, & Functions	Grade 6 and 7 Use the Step It Up problem solving approach, graphic organizers, manipulative and anchor charts to help student grasp concepts and develop their problem solving strategies. Grade 8 Implement the use of inquiry-based lessons and activities to promote authentic and rigorous student engagement utilizing Webb's Depth of Knowledge to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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:	
--	--

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Math Test indicate that 67% of students in the lowest 25% made learning gains. North Dade Middle goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (96)	72% (103)

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 Mathematics Test was Reporting Category of Geometry and Measurement for grades 6-8.	Utilize assessment data reports to provide opportunities for math teachers and math coach to work in small groups of students emphasizing instructions in different levels of measurement concepts and applying learning to solve real-world problems.	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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 :	North Dade Middle School goal for 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
	38	43	49	55	60	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Mathematics Goal #5B: The results of the 2012 FCAT Math Test indicate that 37% of students in the Black subgroup and 47% students in Hispanic subgroup achieved proficiency. North Dade Middle School goal for the 2012 – 2013 school year is to increase the percentage of Black students proficiency by 7 percentage points to 43% and Hispanic students proficiency by 10 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 37% (43) Hispanic: 47% (40)	Black: 43% (234) Hispanic: 58% (49)

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 Mathematics Test was Reporting Category of Grade 6 Fractions/ Proportional Relationships, and Statistics White: Black: Hispanic: Asian: American Indian:	Provide students with concrete real-world examples through core instructional block.	MTSS/RTI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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 Mathematics Test indicate that 30% of students in the ELL subgroup achieved proficiency. North Dade Middle School goal for the 2012 – 2013 school year is to increase the percentage of ELL students proficiency by 6 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (11)	36% (13)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		The results of the 2012 FCAT Mathematics Test indicate that 11% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. North Dade Middle School goal for the 2012 – 2013 school year is to increase the percentage of SWD students proficiency by 15 percentage points to 26%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
11% (7)		26% (16)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		The results of the 2012 FCAT Math Test indicate that 36% of students in the Economically Disadvantaged subgroup achieved proficiency. North Dade Middle goal for the 2012-2013 school year is to increase student proficiency by 7 percentage points to 43%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
36% (204)		43% (244)			
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 Mathematics Test was Reporting Category of Expressions and Equation	Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes.	MTSS/RtI	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims, Mini-Assessment Student work samples. Summative: Results from 2013 FCAT 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:	
	The results of the 2012 Algebra 1 EOC indicate that 60% of

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	students achieved Level 3 proficiency. North Dade Middle goal for the 2012-2013 school year is to increase level 3 proficiency by 1 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (18)	61% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra 1 EOC was Polynomials in the Body of Knowledge of Algebra, Standard 4.	Implement District Pacing Guides according to subject area through development of an Instructional Focus Calendar and utilize Bell Ringers and Florida Focus Achieves, virtual manipulatives. Provide students with exploration activities to help grasp algebraic concepts and solve real world application problems using the smartboard and graphing technology.	Administration Math Coach	Ongoing administrative classroom observations focusing on area of need. Conduct on-going data chats with students. Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder.	Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Summative: 2013 Algebra 1 EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 EOC indicate that 17% of students achieved Level 4 and 5 proficiency. North Dade Middle goal for the 2012-2013 school year is to increase or maintain the level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (5)	17% (5)

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 Algebra 1 EOC was Polynomials in the Body of Knowledge of Algebra, Standard 4.	Implement District Pacing Guides according to subject area through development of an Instructional Focus Calendar and utilize Bell Ringers and Florida Focus Achieves, virtual manipulatives. Provide all students with hands on Tproject based learning activities as it relates to Linear	MTSS/RTI	Ongoing administrative classroom observations focusing on area of need. Conduct on-going data chats with students. Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder.	Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Summative: 2013 Algebra 1 EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # N/A 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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

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 1 EOC indicate that
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (9)	43% (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 Algebra 1 EOC was Body of Knowledge of Equations and Inequalities, Standard 3	Provide lessons that would allow students to understand and see more applications of Equations and Inequalities in Real-Life Examples.	MTSS/RtI	Ongoing administrative classroom observations focusing on area of need. Conduct on-going data chats with students. Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder.	Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Summative: 2013 Algebra 1 EOC

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra 1 EOC indicate that
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (9)	43% (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 Algebra 1 EOC was Polynomials in the Body of Knowledge of Algebra, Standard 4.	Construct lesson plans and instructional activities that continually refresh fundamental concepts of algebra such as laws and rules of exponents and adding, subtracting, multiplying and dividing polynomials.	MTSS/RtI	Ongoing administrative classroom observations focusing on area of need Data Chats with students. Monitor the implementation of the Instructional Focus Calendars Student Notebooks/ Student Work Folder	Formative: Interims Benchmark Classroom Assessments Teacher Made Assessments Edusoft Reports Summative: 2013 Algebra 1 EOC

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing Rigor In The Classroom	6-8	Academic Coaches	School-Wide	August, 2012 – June 2013 (Ongoing)	Weekly Common Planning Meetings and Classroom Walkthroughs	Administration, Mathematics Coach and Department Chairpersons.
Technology Usage/Integratio	6-8	Mathematics Coach	Mathematics Teachers	September, 2012 – May, 2013 (Ongoing)	Weekly Common Planning Meetings and Classroom Walkthroughs	Administration, Mathematics Coach and Department Chairpersons
Topic/Interim Assessment Data Review	6-8	Mathematics Coach	Mathematics Teachers	September, 2012 – May, 2013 (Ongoing)	Weekly Common Planning Meetings and Classroom Walkthroughs	Administration, Mathematics Coach and Department Chairpersons
Instructional Coaches Academy (iCAD)	6-8	Mathematics Coach	Mathematics Teachers	September, 2012 – May, 2013 (Ongoing)	Weekly Common Planning Meetings and Classroom Walkthroughs	Administration, Mathematics Coach and Department Chairpersons

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT Science Test indicate that 28% of students achieved Level 3 proficiency.			
Science Goal #1a:		North Dade Middle School goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
28% (52)		33% (61)			
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 FCAT 2.0 Science Assessment was the Reporting Category, Nature of Science. Increasing the frequency of inquiry based and higher order activities will improve levels of proficiency.	Students will be provided with multiple opportunities to participate in both open as well as guided inquiry. Essential labs, will be used to assist students in expanding their vocabulary, in doing so will allow them to apply various science strategies, and approaches and in-depth problem solving via technology-based remedial activities from FCAT Explorer's Science Station. Ensure instruction in Comprehensive	Administration Science Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District Interims Mini-Assessment Summative: Results from 2013 FCAT Assessment

1		<p>Science 1, 2, 3 courses (Regular and Advanced) and fidelity to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guide.</p> <p>Implement the use of mini-lessons in all Comprehensive Science 3 and Physical Science Honors classes for teaching and re-teaching of Annually Assessed Fair Game benchmarks from 6th and 7th grade.</p> <p>Implement the Gradual Release model "I Do", "We Do" and "You Do" instruction in 6th, 7th and 8th grades.</p>			
2	Student demonstrating reading and writing deficiencies.	<p>Reading Coach will model reciprocal teaching and other research based reading strategies.</p> <p>Utilize interactive science notebook to promote power writing and literacy.</p>	Administration Science Coach Reading Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	<p>Formative: District interims Mini-Assessment Summative:</p> <p>Results from 2013 FCAT Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	<p>The results of the 2012 FCAT Science Test indicate that 28% of students achieved Levels 4 and 5 proficiency.</p> <p>North Dade Middle goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 5 percentage points</p>
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (52)	33% (61)

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 2011-2012 FCAT 2.0 Science Assessment was Big Idea: The Practice of Science.	The area of deficiency as noted on the 2011-2012 FCAT 2.0 Science Assessment was Big Idea: The Practice of Science.	Administration Science Coach	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims Mini-Assessment Summative: Results from 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Increasing Rigor In The Classroom	6-8	Academic Coaches and Science Department Chair	School-Wide	August, 2012 – June 2013 (On-going)	Lesson Plans / PLC/Observations/ Leadership Literacy Team	Administration, Reading Coach and Department Chairpersons.
Technology Usage/Integration	6-8	Science Coach	Science Teachers	September, 2012 – May, 2013 (On-going)	Common Planning Meetings and Classroom Walkthroughs	Administration, Science Coach and Department Chairpersons
Instructional Coaches Academy (ICAD)	6-8	Science Coach	Subject	September, 2012 – May, 2013	Lesson Plans / PLC/Observations/ Leadership Literacy Team	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1	Ink and toner for printing out assessment data report	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	Writing Goal #1a: The results of the 2012 FCAT Writing Test indicate that 73% of students achieved level 3 and higher.
Writing Goal #1a:	North Dade Middle School goal for the 2012 – 2013 school year is increase the percentage of students achieving level 3 or higher by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (130)	75% (135)
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	The area of deficiency as noted on the 2012 Writing FCAT were four writing elements of Focus, Organization, Support and Conventions.	Utilize writing portfolio centered on prewriting, drafting, revising, editing, and publishing. Model effective writing; use mentor text, rubrics and anchor papers; incorporate sentence variety, writing conferences and writing for a variety of audiences and purpose	Administration Reading Coaches Language Arts Teachers	Administer and score students monthly writing prompts to monitor students' progress and to adjust focus as needed utilizing the FCAT Writing Rubric. Review students writing notebooks/folders	Formative: Students work samples District interims Mini-Assessment Monthly Writing Prompts Summative: Results from 2013 FCAT Assessment
2	Students are exposed to limited genres of writing and possess a lack of writing foundational skills.	Expose students to authentic writing samples (e.g. anchor papers, student samples, etc.) and model use of scoring rubric with students.	Administration Reading Coaches Language Arts Teachers	Administer and score students monthly writing prompts to monitor students' progress and to adjust focus as needed utilizing the FCAT Writing Rubric. Review students writing notebooks/folders	Formative: Students work samples District interims Mini-Assessment Monthly Writing Prompts Summative: Results from 2013 FCAT Assessment
3	Students scoring between 0- 3 on the district writing assessment at the beginning of the 2012-2013 school year will receive intervention for writing based on student writing deficiencies.	Provide writing intervention and enrichment groups based on writing data, trend analysis, and the specific needs of each student. Ensure that students receive explicit instruction based on their writing deficiencies.	Administration Reading Coaches Language Arts Teachers	Administer and score students monthly writing prompts to monitor students' progress and to adjust focus as needed utilizing the FCAT Writing Rubric. Review students writing notebooks/folders	Formative: Students work samples District interims Mini-Assessment Monthly Writing Prompts Summative: Results from 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

(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	Writing and Reading Coach	All Subject Area Teachers	August , 2012 until January, 2013 (On-going)	Lesson Plans / Leadership Literacy Team	Administration, Reading Coach and Department Chairpersons.
Understanding Assessment Rubrics	6-8	Language Arts Chairperson and Reading Coaches	Language Arts Chairperson and Reading Coach	August, 2012 – June 2013 (On-going)	Weekly Common Planning Meeting and Classroom Walkthroughs	Administration, Reading Coach and Department Chairpersons.
Effective Component of Writing	6-8	Language Arts Chairperson and Reading Coaches	Language Arts Chairperson and Reading Coach	August, 2012 – June 2013 (On-going)	Weekly Common Planning Meeting and Classroom Walkthroughs	Administration, Reading Coach and Department Chairpersons.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	North Dade Middle School goal from 2012-2013 is to increase the percent of proficient students by 24 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)		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	The areas of deficiency as noted on the 2012 Pre District Assessment was the principles, functions, and organization of government. Students will benefit from Content-specific vocabulary taught in government/	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content	Administration Civics Teachers	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus	Monthly Assessments Chapter/Unit Assessments Pre/Post District 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:	North Dade Middle School goal from 2012-2013 is to increase the percent of proficient students by 24 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	24% (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	The areas of deficiency as noted on the 2012 Pre District Assessment was the principles, functions, and organization of government. Students will benefit from Content-specific vocabulary taught in 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. Provide opportunities for students to examine opposing points of view on a variety of issues.	Administration Civics Teachers	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Monthly Assessments Chapter/Unit Assessments Pre/Post District Assessment

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
Increasing Rigor In The Classroom	6-8	Academic Coaches and Social Studies Department Chair	School-Wide	August, 2012 – June 2013 (On-going)	Lesson Plans / PLC/Observations/ Leadership Literacy Team	Administration, Reading Coach and Department Chairpersons.

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Ink and toner for printing out assessment data report	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	North Dade Middle School goal for 2012 -2013 is to increase attendance to 93.74% by minimizing absences due to illnesses and truancy, and to create a climate in North Dade Middle School where parents, students and faculty feel welcomed and appreciated. In addition, our goal for 2012 – 2013 is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5 percentage points.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.74% (644)	93.74% (651)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
247	235				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
171	162				
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	North Dade Middle School Truancy has increased from 237 to 247 when compared to the previous school year.	Identify and refer students with 5 or more absences/ tardies in a nine – week grading period to the Truancy Intervention Team for intervention services. In addition, provide quarterly incentives and awards for perfect attendance.	Administration, EESAC, Attendance Clerk, School Center for Special Instruction (SCSI) Instructor, Community Involvement Specialist, Alternate to Suspension Counselor and School Counselors.	Attendance Review Committee and TCST (Truancy Child Study Team for intervention Services) updates	Bulletins, Quarterly COGNOS Reports and Truancy Child Study Team 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
Electronic Gradebook	6 – 8 All Subject teachers	Gradebook Facilitators	All Subject Area Teachers	August 20, 2012 until June, 01 2013	MTSS/RtI Leadership Team Meetings, alignment and implementation of strategies.	Administration, Attendance Clerk, SCSI Instructor and Gradebook Facilitators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Student Incentives	EESAC	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	North Dade Middle School goal for the 2012 – 2013 is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
504	454
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
229	206
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
427	384
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
180	162

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 inadequate knowledge of the Student Code of Conduct leads to indoor and outdoor suspensions.	Utilize Alternate to Suspension Program, Character Development Lessons, and the Do the Right Thing initiative to increase positive behavior and decrease negative behaviors.	Leadership Team, Trust Counselor and Student Services.	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Participation Log for students who are recognized for complying with Student Code of Conduct along with monthly COGNOS suspension

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
The Student Code of Conduct	6-8	Administration and Student Services Department	School-Wide	September, 2013	Utilize classroom walkthrough to monitor school-wide enforcement of the 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

See 2012 - 2013 Parental Involvement Plan

<i>participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A

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

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

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase student enrollment in advance and honor course by 1% for 2012-2013		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not exposed to university and industry experts in science, technology, engineering, and mathematics (STEM).	Engages students in hands-on, real-world STEM applications through projects and activities.	Administration	Administrators monitor the effective implementation of lessons and timely instruction	2012-2013 STEM Participation Report

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

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:			Increase student enrollment in middle school CTE courses by 1%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student enrollment and course offering is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Also, encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.	Administration	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	2013 CTE students participation

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a			\$0.00
CELLA				\$0.00
Science				\$0.00
Writing				\$0.00
Civics				\$0.00
Attendance				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Science				\$0.00
Writing				\$0.00
Civics				\$0.00
Attendance				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Science				\$0.00
Writing				\$0.00
Civics				\$0.00
Attendance				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1a.1	Ink and toner for printing out assessment data report	Title I	\$500.00
CELLA				\$0.00
Science	1a.1	Ink and toner for printing out assessment data report	Title I	\$500.00
Writing				\$0.00
Civics	1.1	Ink and toner for printing out assessment data report	Title I	\$500.00
Attendance	1.1	Student Incentives	EESAC	\$1,000.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$2,500.00
				Grand Total: \$2,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 10/10/2012)

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 for tutorial programs and snacks, end of the year student awards, and student incentive rewards.	\$2,995.00

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

Monitor implementation of the School Improvement Plan (SIP) through ongoing data analysis, sponsor drives to increase parent involvement, and Reach out to community to obtain more partners.

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 NORTH DADE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	42%	59%	21%	171	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	54%			110	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	62% (YES)	66% (YES)			128	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					409	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District NORTH DADE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	43%	86%	21%	198	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	55%	62%			117	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	56% (YES)	66% (YES)			122	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					437	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested