

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
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Florida Department of Education
325 West Gaines Street
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School Name: MARINER MIDDLE SCHOOL

District Name: Lee

Principal: Rachel Gould

SAC Chair: Sami Gravedoni

Superintendent: Dr. Joseph P. Burke

Date of School Board Approval: Pending

Last Modified on: 2/14/2013

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	Rachel Gould	Masters Educational Leadership, BS Special Education; CERTIFICATIONS: Educational Leadership (all levels), School Principal (all levels), Specific Learning Disabilities (grades K - 12)	2	10	2011-2012 MMS only Lee County school to make gains in both reading and math. 2010-11 First year as an Administrator at MMS; school grade B; 70% of Lowest 25% making gains in math, 56% in reading; while AYP not met, 82% of criteria met and proficiency met in math and writing.
		Masters Educational Leadership, BS Education K-9, BS Business Administration; Certifications:			2011-2012 MMS only Lee County school to make gains in both reading and math.

Assis Principal	Brian Munoz	Educational Leadership (all levels), Elementary Education (grades K - 6), English (grades 5 - 9), Social Science (grades 5 - 9)	2	4	2010-11 First year as an Administrator at MMS; school grade B; 70% of Lowest 25% making gains in math, 56% in reading; while AYP not met, 82% of criteria met and proficiency met in math and writing.
Assis Principal	Marla Wunderlich	Masters Educational Leadership, BA Vocational Home Economics 6-12, BS Elementary Education; CERTIFICATIONS: Educational Leadership (all levels), Elementary Education (grades 1 - 6), Family And Consumer Science (grades 6 - 12)	2	3	2011-2012 MMS only Lee County school to make gains in both reading and math. 2010-11 First year as an Administrator at MMS; school grade B; 70% of Lowest 25% making gains in math, 56% in reading; while AYP not met, 82% of criteria met and proficiency met in math and writing.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Linda Harr	Masters of Science EH K-12 ESOL Endorsed Reading Endorsed SLD K-12 Elem. Ed.	1	6	2011-2012 (MMS): 47% level 3 or above in reading; 62% made learning gains in reading; 66% of the lowest 25% made learning gains in reading. North Fort Myers Academy Of the Arts 2010-11: school grade - A; 80% meet high standard in reading; 72% make learning gains in reading; 74% of lowest 25% making learning gains in reading; reading proficiency met in all subgroups; school AYP not met; 2012 0.5 FTE at MMS, 62% overall made learning gains in reading and 66% of the lowest 25% made learning gains in reading

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	Regular meetings with the new teachers and the Principal/Assistant Principals as well as inclusion of new teachers is teacher mentoring program and inclusion in PLC's. In-school professional development and trainings will be held weekly from 8-9 a.m. on Thursdays throughout the year to develop proficiency in core curriculum, AVID strategies, International Baccalaureate Program requirements, reading strategies and best practices. Additional professional development and trainings will be held before, during and after school. Staff participation in trainings, coursework, and certification exams to meet district, state and federal requirements, and for professional development will be monitored by the administration to ensure all staff are in compliance with state and district requirements for Title I schools.	Administration	On-Going	
2	Teacher Mentor Program for New Teachers	Principal	On-Going	

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
3 Instructional Staff are out-of-field in ESOL (A. Ford, M. Walters, Mac. Cassidy) 1 teacher less than effective in 2011-12	Teachers are actively taking district ESOL classes as required by their certification to be completed. Teacher switched to different subject area; Teacher took CHAMPS; teacher training on "Teach Like A Champion"; teacher working with administration and peers.

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
62	3.2%(2)	27.4%(17)	38.7%(24)	30.6%(19)	33.9%(21)	87.1%(54)	21.0%(13)	1.6%(1)	30.6%(19)

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
Lisa Michael	Randi McAlpine (Speech/Lang)	Ms. Michael is an experienced teacher and is active in coordinating trainings. She is also very knowledgeable of district requirements and standards. The two were paired as both have ESE backgrounds.	Meet on a regular basis to assist in the completion of her DCPas well as: APPLES program, classroom observations, reflection discussions, journals, professional development, collaboration with L.P
Laura Schuls	Candace Haslam	Mrs. Schuls is an experienced teacher who serves in a leadership capacity at the school and is active in coordinating trainings. She is also very knowledgeable of district	Meet on a regular basis to assist in the completion of her DCPas well as: APPLES program, classroom observations, reflection discussions, journals, professional development, collaboration with L.P

		requirements and standards.	
Matthew Carey	Christopher Waples	Mr. Carey is an experienced teacher who serves in a leadership capacity at the school. He is very knowledgeable of district requirements and standards. With his many years as a Social Studies teacher, he is a natural pairing for a new Social Studies teacher.	Meet on a regular basis to assist in the completion of her DCPas well as: APPLES program, classroom observations, reflection discussions, journals, professional development, collaboration with L.P

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from Student Services have the processes and procedures in place to assist students and their families with food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper Center and Lutheran Services; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and

encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Head Start
Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team for Mariner Middle School consists of the following members:

Tricia Garretto - Part time teacher/RtI and IB Coordinator
Jessica Soto - Guidance Counselor
Catherine Baker – Guidance Counselor
Brian Munoz - Assistant Principal
Marla Wunderlich - Assistant Principal
School Social Worker
School Psychologist

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

The RtI/MTSS Leadership team at Mariner Middle School meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselors

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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.

Mariner Middle School utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve

the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Describe the plan to support MTSS.

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Our Literacy Leadership Team consists of the following:

Teachers: Amy Johnson, Maria Franklin, Annette Luna, Dana Herman, Patricia Garretto, Mary Corrigan and Karrie Wikman
Reading Coach: Linda Harr
Principa:l Rachel Gould

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

The school-based LLT meets monthly to review student achievement in reading. The team reviews school data and pertinent research and makes suggestions to administration regarding school initiatives and professional development opportunities.

The role of the school's administration is to schedule and conduct meetings, review data with membership and assist in the implementation of initiatives and professional development.

The role of the Reading Coach is to analyze and provide data on an ongoing basis to the LLT members.

The role of the general membership is to participate in the planning meetings, serve on committees and provide leadership and guidance to staff members.

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

The Literacy Leadership Team will be implementing a school wide focus this year on reading strategies across the curriculum. Strategies such as QAR, CUCC and other core strategies will be taught and used throughout the school as preparation for the FCAT and as part of teacher's best practices. All students, whether in an AVID class or not, are being exposed to AVID's WICR strategies to reinforce reading and writing goals.

Additionally, the LLT will continue the "One Book, One School" program initiated in 2010-2011. This year, all three grade levels will read one of the novels from the "Hunger Games" trilogy by Suzanne Collins.

The Administration has purchased copies of "Teach Like a Champion" by Doug Lemov for all teachers with the expectation that they will read and use the included teaching, vocabulary and reading strategies. The LLT is charged with reviewing the reading strategies and ensuring that they are effectively incorporated in all curriculum. Additionally, trainings have been included throughout the year on strategies from "Teach Like A Champion."

To assist the students, the Administration has purchased subscriptions to TeenBiz. "TeenBiz® is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level. TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career." Additionally, students will continue to use "SuccessMaker" - a computer based reading and math program that provides learners with "adaptive, personalized paths for mastery of essential reading and math concepts and (which) delivers outcome based data"; and "Brain Pop" - a computer program utilizing short movies that may be used to introduce a new lesson or topic, to illustrate complex subject matter or for review. Content is aligned to USA state education standards and is searchable. In addition to movies, the BrainPop site displays quizzes, games, experiments and other related content which reinforces student reading, vocabulary and learning, and may be especially beneficial to struggling learners such as ELL's and ESOL students. The Literacy Leadership Team will monitor the efficiency of their use.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

This year, special emphasis is being put on literacy strategies. Using TeenBiz, each department will put aside time each week to focus on reading in the classroom (outside the text). Furthermore, specific reading strategies are being taught grade-wide, such as Cornell Notes, QAR, and summarizing while other strategies are being taught through the reading and language arts (LA) classes. Furthermore, all students who scored a 3 - 5 on the FCAT reading test has been put in a double block of LA class to increase writing skills as well as reading fluency. All students, whether in an AVID class or not are being exposed to AVID's WICR strategies to reinforce reading and writing goals.

As mentioned before, the Administration has purchased copies of "Teach Like a Champion" by Doug Lemov for all teachers with the expectation they will read and use the included teaching, vocabulary, and reading strategies. Also, as previously mentioned, teacher trainings will be held throughout the year that are directed specifically at the strategies incorporated in "Teach Like A Champion."

Again, the Administration has purchased subscriptions to "TeenBiz", "SuccessMaker" and "Brain Pop" to reinforce and strengthen student reading, vocabulary and learning.

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2011-12 47% scored at level 3 or higher in FCAT reading. In 2012-13 we will improve the percentage of total students making proficiency in reading to 55%, as measured by the School Accountability Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (374 of 797 students)	55% (438 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of phonemic awareness, word recognition, spelling, vocabulary and grammar usage and morphology; lack of time spent practicing reading skills.	All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a daily 83 minute (block) Intensive Reading class which will utilize SOPRIS materials.	Reading Coach and RLL.	Progress monitoring; FAIR testing; SOPRIS based quizzes and tests	Quarterly CCE tests, FAIR testing, FCAT reading test
2	Students who score level 3 on FCAT do not spend enough time practicing reading skills.	Students who scored a 3- 5 on reading FCAT will be assigned to double block Language Arts class that meets on a daily basis and incorporates vocabulary and reading skills, and reading strategies .	Reading Coach and RLL	Progress monitoring; FAIR testing;	Quarterly CCE tests, FAIR testing, FCAT reading test

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In 2011-2012, 100% of our students made learning gains in reading. In 2012-13 that level will continue at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of phonemic awareness, word recognition and spelling, vocabulary and morphology, and grammar and usage; lack of time spent practicing reading skills.	All students who qualify based on FAA/FAIR Test scores on the 2012 tests will be placed in a double block Intensive Reading class which will utilize SOPRIS materials and the assistance of a paraprofessional for additional assistance as needed.	Reading Coach, life-skills teacher and RLL.	Progress monitoring; FAIR testing; SOPRIS based quizzes and tests	In class tests, FAIR testing, FAA reading test
2	Academic learning in the classroom needs to be based on the access points and general and life skills because that is what the FAA assesses, which is not always what is assessed or taught in the "general education" classroom.	All academic learning in the classroom based on the access points. Instruction using the Unique curriculum. Focus includes reading strategies, context clues, reading for a purpose, vocabulary development.	APC, life skills teacher, ESE department chair	Unique monthly assessments follow the same format as FAA, providing additional preparation. Using other Unique assessments and IEP goal probes take the place of gen ed progress monitoring, and results can help to determine areas of need for individual students.	Unique monthly assessments; FAA test

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 2011-12 47% of 797 students received a level 3 or higher on the FCAT Reading test. In 2012-13, that percentage will increase to 55% (2011 satisfactory percentage = 46; target AMO for 2012 was 51; target AMO for 2017 is 73 (first and					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	62	67	

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:	In 2011-12 54% of WHITE, 22% of BLACK, and 41% of HISPANIC students scored at level 3 or higher in FCAT reading. In 12-13 we will improve to 58% of WHITE, 29% of BLACK, and 47% of HISPANIC students as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% of WHITE (240 students), 22% of BLACK (14 students), 41% of Hispanic (98 students)	58% of WHITE (258), 43% of BLACK (28), 53% of HISPANIC (127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of phonemic awareness, word recognition and spelling, vocabulary and morphology, and grammar and usage; lack of time spent practicing reading skills.	All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a daily double period (block) Intensive Reading class which will utilize SOPRIS materials.	Reading Coach and RLL.	Progress monitoring; FAIR testing; SOPRIS based quizzes and tests	Quarterly CCE tests, FAIR testing, FCAT reading test

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:	In 2011-12, 14% of ELL scored proficient in reading. In 2012 13, we expect that rate to raise to 33%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (8)	33% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier creates a lack of understanding of the English language including the basic lack of phonemic awareness, word recognition, spelling, vocabulary and grammar usage and morphology; lack of time spent practicing reading skills.	All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a double blocked Intensive Reading class which will utilize SOPRIS materials. Furthermore, the class will be taught by a bilingual Spanish/English teacher and students will have access to language specific picture dictionaries and bilingual dictionaries.	Reading Coach and RLL.	Progress monitoring;	FAIR testing; SOPRIS based quizzes and tests, CELLA tests, FAIR testing, FCAT reading test

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:	In 2011-12 24% scored at level 3 or higher in FCAT reading. In 2012-13 we will improve to 35% as measured by the FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (30 students)	35% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of phonemic awareness, word recognition and spelling, vocabulary and morphology, and grammar and usage; lack of time spent practicing reading skills.	All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a double block Intensive Reading class which will utilize SOPRIS materials.	Reading Coach and RLL	Progress monitoring; FAIR testing; SOPRIS based quizzes and tests	Quarterly CCE tests, FAIR testing, FCAT reading test

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:	In 2011-12 45% scored at level 3 or higher in FCAT reading. In 2012-13 we will improve to 51% as measured by the FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:

45% (297 students)			51% (336)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of phonemic awareness, word recognition and spelling, vocabulary and morphology, and grammar and usage; lack of time spent practicing reading skills.	All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a double block Intensive Reading class which will utilize SOPRIS materials.	Reading Coach and RLL	Progress monitoring; FAIR testing; SOPRIS based quizzes and tests	Quarterly CCE tests, FAIR testing, FCAT reading test

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
"Teach Like a Champion"	6-8 All subject areas	TLC Team Facilitators; book and DVD given to all teachers	School-wide	quarterly	Lesson plan implementation	Administration
PLC's	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
Reading Strategies	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
Common Core Standards	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
International Baccalaureate lesson plan & Assessment Training	6-8 All subject areas	Tricia Garretto, IB Coordinator	School-wide	monthly	Lesson plan implementation	Tricia Garretto, IB Coordinator; APC
AVID Strategies	6-8 All subject areas	Laura Schuls, AVID Coordinator	School-wide	monthly	Classroom walk throughs and lesson plan documentation	Laura Schuls, AVID Coordinator; APC
Teen Biz Computer Program Training	6-8 All subject areas	Linda Harr, Reading Coach	school-wide	end of Q 1	Data demonstrated through assessments; lesson plan documentation	Linda Harr, Reading Coach; APC

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Before School Tutoring	Tutoring at school for students with level 1 and 2 in Reading	Title I	\$15,000.00
One Book, One School Program;			

Schoolwide initiative that teaches reading strategies across the curriculum and motivates students to gain interest in reading.	Hunger Games, Catching Fire, Mockingjay	Title I	\$0.00
Organizational Binders	AVID Binders-Schoolwide	Title I- See Math Budget	\$0.00
Making sure all students have school materials to do in class assignments and projects	Student Materials, paper, pencils, glue, scissors, folders, bookbags	Title I- See Math Budget	\$0.00
			Subtotal: \$15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Subscription	Ed Helper	Title I-See Math Budget	\$0.00
Online Subscription	BrainPop	Title I-See Math Budget	\$0.00
Online instructional level reading program	Success Maker	Title I	\$41,975.00
			Subtotal: \$41,975.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Student Centered Strategies	Common Core Training/ Comprehensive Instructional Sequence Training School wide	Title I-See Math Budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Introduce and motivate students to read \$	Novels for students	SIP Funds	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$58,475.00

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.		In 2011-12 45% scored proficient in listening/speaking. In 2012-13 we will improve to 49% (24 students) as measured by the CELLA tests.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
45% (22 students)					
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
	Language barrier creates a lack of understanding of the English language including the basic lack of phonemic awareness, word recognition, spelling, vocabulary and grammar usage and morphology; lack of	All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a double blocked Intensive Reading class which will utilize SOPRIS materials. Furthermore, the class will be taught by a bilingual	ESOL Coordinator, Reading Department Head, Spanish Department Head	FAIR testing; SOPRIS based quizzes and tests, progress monitoring, class based assessments	CELLA tests, FAIR testing, FCAT reading test

1	time spent practicing reading skills.	<p>Spanish/English teacher and students will have access to language specific picture dictionaries and bilingual dictionaries.</p> <p>In order for students to be most successful in a new language, it is important for students to be fluent and have an understanding of the working of their native language. As such, all LY Spanish students will be placed in an advanced Spanish Language skills to work on improving their Spanish reading and writing fluency.</p> <p>Additionally, three bilingual para-professionals have been hired to assist the LY students in their classes.</p>		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	In 2011-12 16% of students scored proficient in reading. In 2012-13 we will improve to 23% (11 students) as measured by the CELLA test.
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2012 Current Percent of Students Proficient in reading:

16% (8 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier creates a lack of understanding of the English language including the basic lack of phonemic awareness, word recognition, spelling, vocabulary and grammar usage and morphology; lack of time spent practicing reading skills.	<p>All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a double blocked Intensive Reading class which will utilize SOPRIS materials. Furthermore, the class will be taught by a bilingual Spanish/English teacher and students will have access to language specific picture dictionaries and bilingual dictionaries.</p> <p>In order for students to be most successful in a new language, it is important for students to be fluent and have an understanding of the working of their native</p>	ESOL Coordinator, Reading Department Head, Spanish Department Head	FAIR testing; SOPRIS based quizzes and tests, progress monitoring, class based assessments	CELLA tests, FAIR testing, FCAT reading test

	<p>language. As such, all LY Spanish students will be placed in an advanced Spanish Language skills to work on improving their Spanish reading and writing fluency.</p> <p>Additionally, three bilingual para-professionals have been hired too assist the LY students in their classes.</p>		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In 2011-12 15% of students scored as proficient in writing on the CELLA test. In 2012-13 we will improve to 21% (10 students) as measured by the CELLA test.
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2012 Current Percent of Students Proficient in writing:

15% (7 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier creates a lack of understanding of the English language including the basic lack of phonemic awareness, word recognition, spelling, vocabulary and grammar usage and morphology; lack of time spent practicing reading skills.	<p>All students who scored a level 1 or 2 on the 2012 Reading FCAT will be placed in a double blocked Intensive Reading class which will utilize SOPRIS materials. Furthermore, the class will be taught by a bilingual Spanish/English teacher and students will have access to language specific picture dictionaries and bilingual dictionaries.</p> <p>In order for students to be most successful in a new language, it is important for students to be fluent and have an understanding of the working of their native language. As such, all LY Spanish students will be placed in an advanced Spanish Language skills to work on improving their Spanish reading and writing fluency.</p> <p>Additionally, three bilingual para-professionals have been hired too assist the LY students in their</p>	ESOL Coordinator, Reading Department Head, Spanish Department Head	FAIR testing; SOPRIS based quizzes and tests, progress monitoring, class based assessments	CELLA tests, FAIR testing, FCAT reading test

classes.

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In 2011-2012, 50% of students scored at level 3 or above on the FCAT math. In 2012-2013, the rate will increase to 56% as measured by school accountability reports.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (401 students)	56% (449 students)

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 varied styles of learning do not fit to one style only of teaching. Students may need to see problems worked or explained in a different way.	Implement cooperative learning activities in all math classes.	APC and math teachers	Progress monitoring	CWT, FCAT math test, and District base line testing
2	Students are assessed on same material in different ways by different instructors. Create common assessments for math APC, math department head, and math teachers Progress monitoring District base line testing	Create common assessments for math	APC, math department head, and math teachers	Progress monitoring, District base line testing, classroom tests	District base line testing, classroom tests
3	Students who scored low need to have enough time to review materials presented and to work on problems before moving on to next concept.	All math students who scored a level 1 or 2 on the 2012 Math FCAT will be given a double block Intensive Math class.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district baseline tests	CWT, FCAT math test, and District base line testing
4	Students in 8th grade often find the transition to high school math difficult	All 8th grade students, except those in Honors Algebra, will be put in double blocks of math.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing
5	Students who score at FCAT mathematics test level 3 often need concepts reinforced.	6th and 7th graders who scored at FCAT level 3 will have one block grade level math and one block SuccessMaker to reinforce and build upon mathematical concepts.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2011-2012 67% of students scored at or above Achievement level 7 on the FAA mathematics test. In 2012-13, that level will increase to 71%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2 students)	71% (2 students)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Academic learning in the classroom needs to be based on the access points and general and life skills because that is what the FAA assesses, which is not always what is assessed or taught in the "general education" classroom. All academic learning in the classroom based on the access points. Instruction using the Unique curriculum. Focus includes reading strategies, context clues, reading for a purpose, vocabulary development. APC, life skills teacher, ESE department chair Unique monthly assessments follow the same format as FAA, providing additional preparation. Using other Unique assessments and IEP goal probes take the place of gen ed progress monitoring, and results can help to determine areas of need for individual students. Unique monthly assessments; FAA test	All academic learning in the classroom based on the access points. Instruction using the Unique curriculum.	APC, life skills teacher, ESE department chair	Unique monthly assessments follow the same format as FAA, providing additional preparation. Using other Unique assessments and IEP goal probes take the place of gen ed progress monitoring, and results can help to determine areas of need for individual students.	Unique monthly assessments; FAA test

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2011-12 an 67% of students made learning gains on the FAA Mathematics Test. In 2012-13 we will to 71% as measured by the FCAT test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	71%

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 entering middle school mathematics with low scores often fall farther and farther behind.	Double block students who score at level 1 & 2 on the FCAT in 5th grade into math class and SuccessMaker lab to reinforce math concepts.	APC and 6th grade math teachers	Progress monitoring	CWT, FCAT math test, and District base line testing
2	Students are assessed on same material in different ways by different instructors.	Create common assessments for math	APC, math department head, and math teachers	Progress monitoring	District base line testing
3	Student's varied styles of learning do not fit into only one style of teaching. Students may need to see problems worked or explained in a different way.	Implement cooperative learning activities in all math classes.	APC and math teachers	Progress monitoring	CWT, FCAT math test, and District base line testing

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	In 2011-12 50% of 802 students received a level 3 or higher as measured by school accountability reports. In 2012-13, that percentage will increase to 56% (Baseline data 2010-11=47%; 2016-2017=74% cells in chart were locked and data					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	55	60	65	69	

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:	In 2011-12 53% of whites, 34% of blacks, and 45% of Hispanics, (Less than 10 students each of Asians and American Indians) scored at level 3 or higher in FCAT Math. In 2012-13 we will improve to 58%, 50% and 53%, respectively as measured by school accountability reports.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% of whites (236 students), 34% of blacks(22 students), and 45% of Hispanics (109 students)	58% of whites (259 students), 50% of blacks (32 students) and 53% of Hispanics (128 students)

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's varied styles of learning do not fit to only one style of teaching. Students may need to see problems worked or explained in a different way.	Implement cooperative learning activities in all math classes.	APC and math teachers	Progress monitoring	CWT, FCAT math test, and District base line testing
2	Students are assessed on same material in different ways by different instructors.	Create common assessments for math	APC, math department head, and math teachers	Progress monitoring	District base line testing
3	Students who scored low need to have enough time to review materials presented and to work on problems before moving on to next concept.	All math students who scored a level 1 or 2 on the 2012 Math FCAT will be given a double block Intensive Math class.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district baseline tests	CWT, FCAT math test, and District base line testing
4	Students who score at FCAT mathematics test level 3 often need concepts reinforced.	6th and 7th graders who scored at FCAT level 3 will have one block grade level math and one block SuccessMaker to reinforce and build upon mathematical concepts.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing
5	Students in 8th grade often find the transition to high school math difficult	All 8th grade students, except those in Honors Algebra, will be put in double blocks of math.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2011-12 24% of ELL's scored at level 3 or higher in FCAT Math. In 2012-13 we will improve to 39% as measured by school accountability reports.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (14 students)	39% (24 students)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student's varied styles of learning do not fit into only one style of teaching. Students may need to see problems worked or explained in a different way.	Implement cooperative learning activities in all math classes.	APC and math teachers	Progress monitoring	CWT, FCAT math test, and District base line testing
2	Students are assessed on same material in different ways by different instructors.	Create common assessments for math	APC, math department head, and math teachers	Progress monitoring	District base line testing
3	Students who scored low need to have enough time to review materials presented and to work on problems before moving on to next concept.	All math students who scored a level 1 or 2 on the 2012 Math FCAT will be given a double block Intensive Math class.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district baseline tests	CWT, FCAT math test, and District base line testing
4	Students who score at FCAT mathematics test level 3 often need concepts reinforced.	6th and 7th graders who scored at FCAT level 3 will have one block grade level math and one block SuccessMaker to reinforce and build upon mathematical concepts.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing
5	Students in 8th grade often find the transition to high school math difficult	All 8th grade students, except those in Honors Algebra, will be put in double blocks of math.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing
6	Language barrier creates a lack of understanding which can be a barrier to learning mathematical concepts	All students will have access to language specific picture dictionaries and bilingual dictionaries. Additionally, three bilingual para-professionals have been hired to assist the LY students in their classes.	ESOL Coordinator, APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2011-12, 18% scored at level 3 or higher in FCAT math. In 2012-13 we will improve to 33% as measured by school accountability reports.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (23 students)	33% (42 students)

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's varied styles of learning do not fit into only one style of teaching. Students may need to see problems worked or explained in a different way.	Implement cooperative learning activities in all math classes.	APC and math teachers	Progress monitoring	CWT, FCAT math test, and District base line testing

2	Students are assessed on same material in different ways by different instructors.	Create common assessments for math	APC, math department head, and math teachers	Progress monitoring	District base line testing
3	Students who scored low need to have enough time to review materials presented and to work on problems before moving on to next concept.	All math students who scored a level 1 or 2 on the 2012 Math FCAT will be given a double block Intensive Math class.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district baseline tests	CWT, FCAT math test, and District base line testing
4	Students who score at FCAT mathematics test level 3 often need concepts reinforced.	6th and 7th graders who scored at FCAT level 3 will have one block grade level math and one block SuccessMaker to reinforce and build upon mathematical concepts.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing
5	Students in 8th grade often find the transition to high school math difficult	All 8th grade students, except those in Honors Algebra, will be put in double blocks of math.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing
6	For some parts of the SWD population, their disabilities create barriers to learning and/or retaining information.	Two full-time ESE teachers and an ESE para-professional work in the classrooms with the classroom teachers to assist the ESE students in their classes.	APC, ESE department head, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In 2011-12 49% scored at level 3 or higher in FCAT math. In 12-13 we will improve to 54% as measured by school accountability reports.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (327 students)	54% (360 students)

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's varied styles of learning do not fit to only one style of teaching. Students may need to see problems worked or explained in a different way.	Implement cooperative learning activities in all math classes.	APC and math teachers	Progress monitoring	CWT, FCAT math test, and District base line testing
2	Students are assessed on same material in different ways by different instructors.	Create common assessments for math	APC, math department head, and math teachers	Progress monitoring	District base line testing, classroom tests
3	Students who scored low need to have enough time to review materials presented and to work on problems before moving on to next concept.	All math students who scored a level 1 or 2 on the 2012 Math FCAT will be given a double block Intensive Math class.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district baseline tests	CWT, FCAT math test, and District base line testing
4	Students who score at FCAT mathematics test level 3 often need concepts reinforced.	6th and 7th graders who scored at FCAT level 3 will have one block grade level math and one block	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing

		SuccessMaker to reinforce and build upon mathematical concepts.			
5	Students in 8th grade often find the transition to high school math difficult	All 8th grade students, except those in Honors Algebra, will be put in double blocks of math.	APC, math department head, and math teachers	Progress monitoring, classroom tests, district base line tests	CWT, FCAT math test, and District base line testing

End of Middle School Mathematics Go:

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:		In 2011-12 100% of 22 students scored at levels 3-5 on the Algebra I EOC. In 2012-13, 59% of 145 students taking Algebra I will score at levels 3 or above on the Algebra I EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
55% (level 3 or above - District average from Pinnacle Analytics, based on 160 test scores for Spring 2010-Spring 2011)		59% (85 of our current 145 students) will score between level 3 and 5 in 2012-13			
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	Students often need concepts reinforced.	Students will also be using Agile Mind computer program (Agile Mind programs encompass curricula, assignments, formative assessment, test preparation, and real-time reporting) along with Success Maker for practice of their 8th grade skills.	APC, math department head, and math teachers	Results of Quizzes and Tests; Results of EOC; Results of Success Maker; Results of FCAT.	End Of Course Exam; Agile Mind computer Assessments; Success Maker; Results of FCAT.
2	Students in 8th grade often find the transition to high school math difficult.	All 8th grade Algebra students, except those in Honors Algebra, will be put in double blocks of Algebra.	APC, math department head, and math teachers	Results of Quizzes and Tests; Results of EOC; Results of Success Maker; Results of FCAT; classroom assessment	End Of Course Exam; Agile Mind computer Assessments; Success Maker; Results of FCAT

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
"Teach Like a Champion"	6-8 All subject areas	TLC Team Facilitators; book and DVD given to all teachers	School-wide	quarterly	Lesson plan implementation	Administration
PLC's	6-8 All subject areas	Various	School-wide	monthly	Post-lesson implementation	APC, department heads
Common Core Standards	6-8 All subject areas	Various	School-wide	monthly	Pre-lesson implementation	APC, Department head
International Baccalaureate lesson plan & Assessment Training	6-8 All subject areas	Paricia Garretto	School-wide	monthly	I.B. Lesson plan implementation	APC, Patricia Garretto
AVID Strategies	6-8 All subject areas	Laura Schuls, AVID Coordinator	School-wide	monthly	Classroom walk throughs and lesson plan documentation	Laura Schuls, AVID Coordinator: APC

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Big Ideas Math Materials	Curriculum and textbooks	Title I	\$2,752.00
Buckledown Math Materials	Curriculum and textbooks	Title I	\$3,300.00
Organizational Binders	AVID Binders Schoolwide	Title I	\$10,951.00
Organized Notes (schoolwide)	Cornell Notes (printed)	Title I	\$1,987.00
Supplemental Math Materials (Level 1 and 2 Math FCAT)	Transmath	Title I	\$2,270.00
Ensuring students that can't afford school materials have them provided to them by MMS	Student Materials, paper, pencils, glue, scissors, folders, bookbags	Title I	\$19,151.00
Explicit, systematic, instructional materials	Triumph Coach Math	Title I	\$9,165.00
			Subtotal: \$49,576.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Subscription	BrainPop	Title I	\$100.00
Online Subscription	Ed Helper	Title I	\$20.00
Online instructional math program	Success Maker	Title I-see Reading Budget	\$0.00
			Subtotal: \$120.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Student Centered Strategies	Common Core Standards/ Comprehensive Instructional Sequence Training School Wide	Title I	\$5,500.00
			Subtotal: \$5,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
All level 1 and 2 Math FCAT students and all 8th grade students not in honors algebra receive a double block of math.	Intensive instruction; 3 additional math instructors	Title I	\$200,000.00
			Subtotal: \$200,000.00
			Grand Total: \$255,196.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		In 2011-12, 32% of students scored at level 3 in FCAT Science. In 2012-13 we will improve to 39% as measured by the school accountability report.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
32% (98 students)			39% (118 students)		
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	Science concepts are hard to understand without visual aides.	Teachers will incorporate technology into the classroom with the use of science animations, simulations and Powerpoint presentations.	APC and science teachers	Lesson Plans, CWT	Administrative feedback
2	Students are disengaged and cannot relate science to real life.	Teachers will utilize hands-on lab experiments, real world science experiences and engaging activities	APC and science teachers	Lesson Plans, CWT	Administrative feedback
3	Students are assessed on same material in different ways by different instructors.	Teachers will use common assessments to track student progress	APC and science teachers	Progress monitoring	Class test results, CCE's and FCAT Science for 8th grade
4	Students are assessed on cumulative materials from grades 6 - 8	Science teachers will use common planning to emphasize the major common core standards students will be assessed on.	APC, science department head, science teachers	lesson plans, class tests and quizzes, progress monitoring	FCAT Science for 8th grade

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:	In 2011-2012 1 of 1 student scored at FAA level 4-6 in science. In 2012-2013, our percentage will drop from 100% and our percentage in FAA level 7 or above will increase

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 student)	0% (0 of 1: student to move to level 7 or higher)

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	Academic learning in the classroom needs to be based on the access points and general and life skills because that is what the FAA assesses, which is not always what is assessed or taught in the "general education" classroom.	All academic learning in the classroom based on the access points. Instruction using the Unique curriculum. Focus includes reading strategies, context clues, reading for a purpose, vocabulary development.	APC, life skills teacher, ESE department chair	Unique monthly assessments follow the same format as FAA, providing additional preparation. Using other Unique assessments and IEP goal probes take the place of gen ed progress monitoring, and results can help to determine areas of need for individual students.	Unique monthly assessments; FAA test

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:	
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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:

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Strategies	6-8 All subject areas	Laura Schuls, AVID Coordinator	School-wide	monthly	Classroom walk throughs and lesson plan documentation	Laura Schuls, AVID Coordinator; APC
"Teach Like a Champion"	6-8 All subject areas	TLC Team Facilitators; book and DVD given to all teachers	School-wide	quarterly	Lesson plan implementation	Administration
PLC's	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
Reading Strategies	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
Common Core Standards	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
International Baccalaureate lesson plan & Assessment Training	6-8 All subject areas	Tricia Garretto, IB Coordinator	School-wide	monthly	Lesson plan implementation	Tricia Garretto, IB Coordinator; APC

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Organizational Binders \$0.00	AVID Binders-Schoolwide	Title I-see math budget	\$0.00
Making sure all students have materials	Student materials, paper, pencils, glue, scissors, folders, bookbags	Title I-see math budget	\$0.00
Organized Notes (schoolwide)	Cornell Notes (printed)	Title I-see math budget	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Subscription	Ed Helper	Title I-see math budget	\$0.00
Online Subscription	BrainPop	Title I-see math budget	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Student Centered Strategies	Common Core Standards and Comprehensive Instructional Sequence Training - School wide	Title I-see Math budget	\$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 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:		In 2011-12, 18% of students scored at Level 4 or higher in FCAT Writing (for the school year, the standard was a score of 3.5 or higher). In 2012-13 at least 26% of our students will score at a level 4 or above as measured by the School Accountability Report.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
18% (58 students)		26% (81 students)			
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	Without continued exposure to writing student scores will fall.	Weekly writing prompts will be given in all core subject areas.	APC	Student progress will be monitored in each class and reviewed.	baseline and mid-year assessment progress
2	Without immediate feedback, students do not know where to focus improvements on in writing.	Students will be given writing prompts and will use Criterion (computer program) to answer and score responses.	Teachers, APC	Random sampling of scoring versus computer scoring	FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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	Academic learning in the classroom needs to be based on the access points and general and life skills because that is what the FAA assesses, which is not always what is assessed or taught in the "general education" classroom.	All academic learning in the classroom based on the access points. Instruction using the Unique curriculum. Focus includes reading strategies, context clues, reading for a purpose, vocabulary development.	APC, life skills teacher, ESE department chair	Unique monthly assessments follow the same format as FAA, providing additional preparation. Using other Unique assessments and IEP goal probes take the place of gen ed progress monitoring, and results can help to determine areas of need for individual students.	Unique monthly assessments; FAA test

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
International Baccalaureate lesson plan & Assessment Training	6-8 All subject areas	Tricia Garretto, IB Coordinator	School-wide	monthly	Lesson plan implementation	Tricia Garretto, IB Coordinator; APC
AVID Strategies	6-8 All subject areas	Laura Schuls, AVID Coordinator	School-wide	monthly	Classroom walk throughs and lesson plan documentation	Laura Schuls, AVID Coordinator: APC
Common Core Standards	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
Reading Strategies	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
PLC's	6-8 All subject areas	Various	School-wide	monthly	Lesson plan implementation	APC
"Teach Like a Champion"	6-8 All subject areas	TLC Team Facilitators; book and DVD given to all teachers	School-wide	quarterly	Lesson plan implementation	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Organizational Binders	AVID Binders-Schoolwide	Title I-see Math Budget	\$0.00
Organized Notes	Cornell Notes (printed)	Title I-see Math budget	\$0.00
Making sure all students have materials	student materials, paper, glue, scissors, pencils, pens	Title I-see Math budget	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Online Subscription	Ed Helper	Title I-see Math Budget	\$0.00
Online Subscription	BrainPop	Title I-see Math Budget	\$0.00
Online Evaluation of Essays-Immediate Feedback	Criterion	Title I	\$3,600.00
			Subtotal: \$3,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Student Centered Strategies	Common Core Standards and Comprehensive Instructional Sequence Training - School wide	Title I-see Math budget	\$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: \$3,600.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:				
2012 Current Attendance Rate:		2013 Expected Attendance Rate:		
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)		
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension				
Suspension Goal #1:				
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions		
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School		
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The number of teachers utilizing OnCourse to communicate with parents in 2012-13 will increase from 75% to 75%. Additionally, teachers may also choose to utilize Parentlink as an additional mean of sending telephone and e-mail messages to parents. Additionally, increase the utilization of volunteers in the classroom and campus as they are available, including the use of community, parent, and high school volunteers.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

75% (46)		78% (48 teachers)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents will not come to the school unless there is something that captures their interest.	Mariner Middle will provide opportunities for parents to be on campus for events, up to and including workshops, science fair, trainings, art/music walks, and other activities. Increase awareness at school sporting events of SAC and other parent involvement opportunities.	Parent Involvement Specialist	Comparison of number of parents on campus for previous years to current	Activities and events sign in sheet
2	Lack of parent feedback and ownership in students educational career.	1 Parent Surveys 2 New Student Orientation 3 Back to School Night 4 8th Grade completion ceremony 5 Athletic Awards ceremony 6 Teacher OnCourse Page 7 Parentlink 8 6th & 7th Grade Award Night	Parent Involvement Specialist, Administration, teachers	Number of students and parents in attendance, Participation of 8th graders and family members, Participation of athletes and family members, Student usage of website, Number of messages generated, survey results	Number of site hits, Parentlink reports, surveys

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
ParentLink Program Training	6-8 All subject areas; Family training program	Lorraine Balacky and Tina Sbarra	School-wide	Quarter 1 and as needed throughout the school year	Successful program use; parent participation as documented on sign in sheet	Tina Sbarra, Parent Involvement Specialist
Oncourse Website Development training	6-8 All subject areas	Lorraine Balacky	School-wide	August 2012 and as needed throughout the school year Successful launch of teacher websites and tracking of website views Lorraine Balacky, Technical Support	Launch/Update of teacher websites; Weekly online lesson planning; and tracking of website views	Lorraine Balacky, Technical Support
Mariner Middle Best Practices Family Workshop	6-8 All subject areas; Family training program	Rachel Gould, Principal	School-wide	Quarterly throughout the school year	Increase in parent participation as documented on sign in sheet	Tina Sbarra, Parent Involvement Specialist

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
Increase parental involvement	Parental Involvement Specialist	Title I	\$30,000.00
			Subtotal: \$30,000.00
			Grand Total: \$30,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

No Data Submitted

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

In 2012-13 MMS will reduce the number of bullying instances as based on reported peer conflicts. This will be achieved through an active "zero tolerance" anti-bullying campaign in school headed by the SRO, Deputy Oruhela and the guidance department. They will address bullying with all 6th graders through the Social Studies class rooms. Additionally, anti-bullying posters will be displayed around the campus throughout the year and "spots" on the school news will appear in regards to anti-bullying. 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
District Anti-bully training	6-8 All subject areas	LCSD computer program	school wide	August 2012	certificate of completion	APC
Anti-bully workshops for parents and teachers	6-8 All subject areas	Deputy Oruhela, Brian Munoz, AP	school wide	quarterly	parent sign-in sheets, attendance logs	Brian Munoz, AP; Tina Sbarra, Parent Involvement Specialist

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 In 2012-13 MMS will reduce the number of bullying instances as based on reported peer conflicts. This will be achieved through an active "zero tolerance" anti-bullying campaign in school headed by the SRO, Deputy Oruhela and the guidance department. They will address bullying with all 6th graders through the Social Studies class rooms. Additionally, anti-bullying posters will be displayed around

the campus throughout the year and "spots" on the school news will appear in regards to anti-bullying. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Before School Tutoring	Tutoring at school for students with level 1 and 2 in Reading	Title I	\$15,000.00
Reading	One Book, One School Program; Schoolwide initiative that teaches reading strategies across the curriculum and motivates students to gain interest in reading.	Hunger Games, Catching Fire, Mockingjay	Title I	\$0.00
Reading	Organizational Binders	AVID Binders-Schoolwide	Title I- See Math Budget	\$0.00
Reading	Making sure all students have school materials to do in class assignments and projects	Student Materials, paper, pencils, glue, scissors, folders, bookbags	Title I- See Math Budget	\$0.00
Mathematics	Big Ideas Math Materials	Curriculum and textbooks	Title I	\$2,752.00
Mathematics	Buckledown Math Materials	Curriculum and textbooks	Title I	\$3,300.00
Mathematics	Organizational Binders	AVID Binders Schoolwide	Title I	\$10,951.00
Mathematics	Organized Notes (schoolwide)	Cornell Notes (printed)	Title I	\$1,987.00
Mathematics	Supplemental Math Materials (Level 1 and 2 Math FCAT)	Transmath	Title I	\$2,270.00
Mathematics	Ensuring students that can't afford school materials have them provided to them by MMS	Student Materials, paper, pencils, glue, scissors, folders, bookbags	Title I	\$19,151.00
Mathematics	Explicit, systematic, instructional materials	Triumph Coach Math	Title I	\$9,165.00
Science	Organizational Binders \$0.00	AVID Binders-Schoolwide	Title I-see math budget	\$0.00
Science	Making sure all students have materials	Student materials, paper, pencils, glue, scissors, folders, bookbags	Title I-see math budget	\$0.00
Science	Organized Notes (schoolwide)	Cornell Notes (printed)	Title I-see math budget	\$0.00
Writing	Organizational Binders	AVID Binders-Schoolwide	Title I-see Math Budget	\$0.00
Writing	Organized Notes	Cornell Notes (printed)	Title I-see Math budget	\$0.00
Writing	Making sure all students have materials	student materials, paper, glue, scissors, pencils, pens	Title I-see Math budget	\$0.00
				Subtotal: \$64,576.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Online Subscription	Ed Helper	Title I-See Math Budget	\$0.00
Reading	Online Subscription	BrainPop	Title I-See Math Budget	\$0.00
Reading	Online instructional level reading program	Success Maker	Title I	\$41,975.00
Mathematics	Online Subscription	BrainPop	Title I	\$100.00
Mathematics	Online Subscription	Ed Helper	Title I	\$20.00
Mathematics	Online instructional math program	Success Maker	Title I-see Reading Budget	\$0.00
Science	Online Subscription	Ed Helper	Title I-see math budget	\$0.00
Science	Online Subscription	BrainPop	Title I-see math budget	\$0.00
Writing	Online Subscription	Ed Helper	Title I-see Math Budget	\$0.00
Writing	Online Subscription	BrainPop	Title I-see Math Budget	\$0.00

Writing	Online Evaluation of Essays-Immediate Feedback	Criterion	Title I	\$3,600.00
				Subtotal: \$45,695.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Centered Strategies	Common Core Training/ Comprehensive Instructional Sequence Training School wide	Title I-See Math Budget	\$0.00
Mathematics	Student Centered Strategies	Common Core Standards/ Comprehensive Instructional Sequence Training School Wide	Title I	\$5,500.00
Science	Student Centered Strategies	Common Core Standards and Comprehensive Instructional Sequence Training - School wide	Title I-see Math budget	\$0.00
Writing	Student Centered Strategies	Common Core Standards and Comprehensive Instructional Sequence Training - School wide	Title I-see Math budget	\$0.00
				Subtotal: \$5,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Introduce and motivate students to read \$	Novels for students	SIP Funds	\$1,500.00
Mathematics	All level 1 and 2 Math FCAT students and all 8th grade students not in honors algebra receive a double block of math.	Intensive instruction; 3 additional math instructors	Title I	\$200,000.00
Parent Involvement	Increase parental involvement	Parental Involvement Specialist	Title I	\$30,000.00
				Subtotal: \$231,500.00
				Grand Total: \$347,271.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Mariner Middle School is, essentially, a "rural" school in Northwest Cape Coral. Lacking any feeder elementary schools or housing communities in the neighborhood, it has been difficult for the school to build a sense of 'community' when the students themselves come from all different parts of Cape Coral and North Fort Myers. The lack of 'community' also extends to parent involvement. Unlike neighborhood schools or feeder schools where parents see the middle school as an extension of the elementary school, thereby keeping parent interest and involvement high, Mariner Middle is unable to draw similar parental response. Because of that, the ten member SAC consists of 50% school employees (although one employee is also a parent).

In order to get more parental involvement in SAC, Mariner Middle's SAC will piggyback on campus events, up to and including workshops, art/music events, and other activities. During intermission and at other opportunities at school sporting events, SAC will promote itself to recruit membership and to promote other parent involvement opportunities.

Describe projected use of SAC funds	Amount
No data submitted	

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

The purpose of Mariner Middle's School Advisory Council (SAC) is to assist in the preparation and evaluation of the School Improvement Plan. The Council also plays an advisory role concerning the annual school budget and approves the use of the school improvement funds. The Council also is charged with review and approval of the Title I documents.

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

Lee School District MARINER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	65%	75%	47%	247	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%	72%			127	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)	70% (YES)			126	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					500	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Lee School District MARINER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	52%	90%	43%	249	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	64%	62%			126	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?	71% (YES)	72% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					518	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested