

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: HIDDEN OAKS MIDDLE SCHOOL

District Name: Martin

Principal: Jenny N. Lambdin

SAC Chair: Dorothy Schlamp

Superintendent: Nancy Kline

Date of School Board Approval: November 20, 2012

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jenny Lambdin	B.S. In Biological and Environmental Science; MED in Administrative Leadership Certified in Ed. Leadership and School Principal	15	25	Hidden Oaks Middle School has been an A rated school for 14 consecutive years. AYP was not met in 2003-04; 2007-08; 2008-09, 2010-11 and 2012- (reading and math-SWD and ED)
Assis Principal	Michael Dailey	B.S. Biology, M.Ed. Educational Leadership. Certified: Science 6-9, Biology 6-12, Ed Leadership k-12, School Principal k-12	6	14	Hidden Oaks Middle School has been an A rated school for 14 consecutive years. AYP was not met in 2003-04; 2007-08; 2008-09 and 2010-11, and 2011-12 (reading and math)
		Ed.S. Educational Leadership, M.S. Counseling Psychology, B.S.			

Assis Principal	David Axton	Organizational Management Certifications: Ed. Leadership K-12, Guidance and Counseling K-12, Spanish K-12.		N/A, as I was not an administrator at previous schools.
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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	Patience Ciufu	BA English, MA English, Certifications: English 6-12, ESOL Endorsement, Reading Endorsement	5	1	Hidden Oaks, A, AYP not met in 2009-10 and 2010-11 and 2012.
Rtl	Diane Seeland	Master to be completed 12/2011; BA; English 5-9; Media Specialist, Reading Endorsed; ESOL Endorsed	2	2	Hidden Oaks, A, AYP not met 2010-11, and 2012.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Advertise via the District web site applicants.	Administrators	In place	
2	2. Interview and target highly qualified applicants.	Administrator	In place	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
67	9.0%(6)	6.0%(4)	35.8%(24)	49.3%(33)	47.8%(32)	79.1%(53)	9.0%(6)	10.4%(7)	58.2%(39)

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
Tracey Hurt	Kelsey Stastny	Tracey teaches Algebra 1 and Geometry and she is the Math Team Teacher Leader. Kelsey is a first year math teacher, she teaches Algebra 1 and Math 3.	Hosting observations, modeling best practices, coaching and sharing best practices/policies, reviewing Performance Matters Data for Math in data team meetings, coordinating and creating curriculum together during planning time, sharing concerns and celebrating successes.
Patience Ciufu Wendy Resch	Liza Palazzi Charles Schilb	Patience is HOMS Reading Coach and works closely with our new teachers. Wendy is a veteran reading teacher and the Teacher Leader of our Reading Team. Liza, although new to our school, has 3 years of teaching experience.	Hosting observations, modeling best practices, coaching and sharing best practices/policies, reviewing Performance Matters Data for reading in data team meetings, coordinating and creating curriculum together during planning time, sharing concerns and celebrating successes.
Hellen Harvey	Vanessa Little	Hellen is a Veteran Language Arts Teacher and the Teacher Leader of our Language Arts Team. Vanessa, although new to our school, has 6 years of teaching experience.	Hosting Observations, working together on lesson design and curriculum planning. Sharing concerns and celebrating successes. Training Vanessa on the My Access, on-line language arts tool.
Ashley Ulmer and Patricia Chen	David Ricci	Ashley is the math teacher leader and veteran teacher. She teaches some of the same 7th grade courses as David. Pat is an 8th grade veteran math teacher and she teaches some of the same 8th grade courses as David. David, although new to HOMS, has 6 years of teaching experience.	Hosting observations, modeling best practices, coaching and sharing best practices/policies, reviewing Performance Matters Data for Math in data team meetings, coordinating and creating curriculum together during planning time, sharing concerns and celebrating successes.

Jean Bogucki	Debby Brackett	Jean is a veteran math teacher in the 6th grade. Debby, although new to HOMS as a regular education teacher, has 14 years of teaching at the elementary level and has been an ESE Paraprofessional at HOMS for 3 years.	Hosting observations, modeling best practices, coaching and sharing best practices/policies, reviewing Performance Matters Data for Math in data team meetings, coordinating and creating curriculum together during planning time, sharing concerns and celebrating successes.
Teresita Smith and Beverly Burns, and Wendy Schepman	Karlei Grier	Wendy Schepman, although no longer at HOMS, ran the Agriscience Program in the past. She is now at a local high school and has worked closely with Karlei to transition her into the program. They talk and meet on a regular basis. Teresita is the Related Arts Team Leader and Bev is a 7th grade teacher. Both of these ladies are working with Karlei on procedures, grading etc.	Hosting Observations, working together on lesson design and curriculum planning. Sharing concerns and celebrating successes.

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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration: Mike Dailey, David Axton, Jenny Lambdin; Reading Coach: Patience Ciufu; MTSS/RtI Coac: Diane Seeland; Grade level counselors: Landa Starling, Judy Scott, and Dana Stipo; Specific Teacher Leaders, Mainstream Consultant: KiKi Aufort; PBIS teacher leader: Gail Harvey; School Psychologist: Alice LeMonde; Speech/Language Therapist: Kathleen Hawes

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 Team will meet as necessary based on student referrals to the team. Referrals will be made by utilizing the data collected and student need. Problem-solving process will be implemented.

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 team plays a role in developing the School Improvement Plan through collaboration and brainstorming ideas. Possible objectives/topics or areas of concern, along with ideas on how to provide support and develop strategies for accomplishment will be considered for inclusion in the SIP process.

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.

The MTSS/RtI team will collect and manage behavioral data through the RtIB data base. Academic data will be managed through Performance Matters, Pinnacle and teacher records. Data will be analyzed and recommendations made by the team for appropriate student intervention status: Tier 2 or 3 placement.

Describe the plan to train staff on MTSS.

Faculty and staff implemented process in 2010-11. Follow-up trainings/reviews will be scheduled during pre-school days, faculty meetings, and planning periods.

Describe the plan to support MTSS.

Experienced teachers, guidance counselors and the MTSS Coach are available to work with any individual who have not been involved in the process. They will serve as helpers to teachers that need additional support in completing the RtI referral packets.
Staff members will be encouraged to review material developed for Florida educators and parents on the state website at www.florida-rti.org.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Patience Ciufo- Reading Coach, Jessica Clancy- ESE/Reading teacher and Teacher Leader, Staci DuBois- Language Arts teacher, Hellen Harvey- Language Arts Teacher Leader, Marie Henning- Reading teacher, Trudy Jeske- World History/Reading Teacher, Nancy Johnson- Reading teacher, Jenny Lambdin- Principal, Veronica Masson- VE/Inclusion Teacher, Kathy McGahan- Reading teacher, Pam Newton- Gifted Program Reading teacher, Michael Dailey- Assistant Principal of Curriculum, Wendy Resch- Read 180 and Reading Teacher Leader, Charles Schilb- Reading teacher, Dorothy Schlamp- Language Arts teacher, Margaret Capely-Media Specialist and Noreer Grillo-Media Assistant

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

The Literacy Leadership Team meets monthly to review all school reading assessments, monitor goals, individual student needs and instruction practices. We use the continuous improvement model to make adjustments, after benchmarks, to the Focus Calendar.
We will work on projects that focus on celebrating literacy. These include all of the characteristics of literacy: reading, writing, speaking and viewing. We include all of the content area teachers and related arts teachers in our quest to foster students' love of reading and writing. We work with outside community partners and our PTA to take reading out of the classrooms and into the public eye. Each month, students are selected to be recognized and rewarded for their communication skills. These literacy leaders are showcased during our school's lunch-base classes. Also, struggling and unmotivated readers get a chance to attend a baseball game in conjunction with a reading initiative offered by the St. Lucie Mets. In addition, our group implements Reading Spirit Nights, Book Swaps, author visits, and professional learning opportunities that celebrate literacy and incorporate the means to excite, and motivate students to read, write, share and present.

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

Train all faculty members on the use of Thinking Maps
Read Alouds during FINS (Lunch base classes)
"Reading is FUNdamental" Reading Spirit Activities
Book Drive sponsored by the PTA
Literacy Leaders Student Award and Recognitio Program
Showcasing writing through a literacy magazine
Hidden Oaks Mets Stars- Slide into Reading Activity
Author Visits
Media Center recognition of HOMS TOP READERS

***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.

Content area teachers in math, science, social studies and language arts will integrate reading benchmarks into their curriculum to support the school-wide reading initiative. Each content area teacher will receive the academic instructional focus calendar in reading for their appropriate grade level(s). Thinking Maps will be implemented throughout every content area and Related Arts class in our school in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Students will have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom. All teachers will implement "Sharks Read Aloud" several times per week during FINS class with accompanying discussion prompts and/or Thinking Map comprehension activities.

***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:	The percent of students in FCAT level 1 and 2 will decrease by 3%. The percentage of students in FCAT level 4 and 5 will increase by 3% resulting in 31% of students scoring FCAT level 3.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% or 336 (based on enrollment of 1,089)students scored at FCAT Level 3.	31% or 336 (based on enrollment of 1,084) will score at FCAT Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited ability to navigate complex text.	Thinking Maps have been and will continue to be implemented throughout every content area and Related arts class. Thinking Maps will establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Students will have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom. 2.Analyzing BM1 data,students will be grouped based on needs. Small group instruction will provide targeted directed practice for both skill enhancement and skill remediation. Teachers will use small group instruction as a strategy to challenge and motivate high-performing students and to remediate low-performing students. Groups will be created based on disaggregated BM scores.	All teachers, Reading Coach, Administration, Students can use student progress charts.	Evaluate student progress and monitor grades through classroom data, observations, and Benchmark Tests.	Thinking Maps, Performance Matters, Pinnacle, 2013 FCAT.
2	Student accountability increases, yet students have a decreased amount of time for independent reading activities.	1. Increase student independent reading through the use of incentives and classroom programs. 2. All teachers will implement "Sharks Read	All teachers, Reading Coach, Administration	Reading teachers and Reading Coach will create a read aloud program to encourage reading for pleasure.	FINS lessons, read aloud calendars/schedules, 2013 FCAT.

		Aloud" several times per week during FINS class with accompanying discussion prompts and/or Thinking Map comprehension activities.			
3	All grade levels are challenged to master Next Generation Sunshine State Standards (NGSSS). Additionally, transition to Common Core State Standards (CCSS) will begin this year.	1. Develop Instructional Focus Calendars at each grade level for Reading, modify based on data. Include bell ringers in daily lessons on track with Focus Calendar. 2. Share best practices at bi-monthly Reading Data Study Teams. 3. Begin unpacking CCSS and developing lesson plans at bi-monthly Reading CCSS Team meetings.	Reading Teachers, Principal, Assistant Principals	1. Teachers monitor/ adjust calendar based on Benchmark test results. 2. Principal/AP/ Dept. Head facilitate meetings to encourage sharing. 3. Principal/AP/ Dept. Head facilitate meetings.	1. Printout/use Performance Matters reports by benchmarks. 2. Meeting minutes 3. Meeting minutes

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
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 reading. Reading Goal #2a:	In Grade 6, 50% of students will score above proficiency on the FCAT reading assessment. In Grade 7, 52% of students will score above proficiency on the FCAT Reading assessment. In Grade 8, 50% of students will score above proficiency on the FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the 6th grade, 47% or 171 students scored above proficiency. In the 7th grade, 44% or 164 students scored above proficiency. In grade 8, 56% or 198 students scored above proficiency.	Based on the current enrollment of 1,084 students: In the 6th grade, 50% or 167 students will score above proficiency. In the 7th grade, 52% or 192 students will score above proficiency. In the 8th grade, 50% or 190 students will score above proficiency.

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
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1	Student accountability increases, yet students have a decreased amount of time for independent reading activities.	1. Increase student independent reading through the use of incentives and classroom programs. 2. All teachers will implement "Sharks Read Aloud" several times per week during FINS class with accompanying discussion prompts and/or Thinking Map comprehension activities.	All teachers, Reading Coach, Administration	Reading teachers and Reading Coach will create a read aloud program to encourage reading for pleasure.	FINS lessons, read aloud calendars/schedules.
2	Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	Incorporate higher-order thinking skills into lessons to increase the cognitive complexity of activities. 2. Using BM1 data, as a beginning, students will be grouped based on needs. Small group instruction will provide targeted directed practice for both skill enhancement and skill remediation. Teachers will use small group instruction as a strategy to challenge and motivate high-performing students by using strategies such as debates, book clubs and inquiry based learning and to remediate low-performing students using direct instruction. Groups will be created based on disaggregated BM scores.	Administration, Reading Coach	Monthly lesson plan review, CWT observations and bi-monthly data team discussions.	Teacher observation, Pinnacle, Performance Matters as a tool to access student achievement, 2013 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:				
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:	77% of students will make learning gains on FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% or 817 students made learning gains in reading.	77% or 835 students(based on an enrollment of 1,084) will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	Incorporate higher-order thinking skills into lessons to increase the cognitive complexity of activities. Staff trainings on Professional Development days and in CCSS content area meetings.	Administration, Reading Coach	Monthly lesson plan review, observations and bi-monthly data team discussions.	Teacher observation, Pinnacle, Performance Matters as a tool to access student achievement, 2013 FACT.
2	Reading material becomes more challenging.	Thinking Maps will be implemented throughout every content area and Related Arts class in our school in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Students will have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom.	All teachers, Reading Coach, Administration	Evaluate student progress and monitor grades through classroom data, observations, BM scores and Marzano scales and rubrics.	Thinking Maps, Performance Matters, Pinnacle, 2013 FCAT.
3	Student accountability increases, yet students have a decreased amount of time for independent reading activities.	1. Increase student independent reading through the use of incentives and classroom programs. 2. All teachers will implement "Sharks Read Aloud" several times per week during FINS class with accompanying discussion prompts and/or Thinking Map comprehension activities.	All teachers, Reading Coach, Administration	Reading teachers and Reading Coach will create a read aloud program to encourage reading for pleasure.	FINS lessons, read aloud calendars/schedules.
4	The middle school day is long, 9:06-3:55, students who have math and reading classes at the end of the day are challenged with staying alert and focused	Every 4.5 weeks, HOMS will flip the daily academic schedule. On the "flip", students will travel from period 8 to period 1. This flip schedule will help to balance the natural ebb and flow of our students' engagement, energy, and attention levels. Students who have difficult classes at	All teachers, Administration	Student grade information and student work	Pinnacle, student performance/participation in class, and observations

	the end of the day will have the opportunity to have those classes in the morning every 4.5 weeks.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	73% or 200 students in the lowest 25% will make a learning gain in reading on the 2012 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% or 194 students in the Lowest 25% made learning gains in reading.	73% or 200 students (based on current enrollment of 1,084) in the lowest 25% will make learning gains in reading.

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 accountability increases, yet students have a decreased amount of time for independent reading activities.	1. Increase student independent reading through the use of incentives and classroom programs. 2. All teachers will implement "Sharks Read Aloud" several times per week during FINS class with accompanying discussion prompts and/or Thinking Map comprehension activities.	All teachers, Reading Coach, Administration	Reading teachers and Reading Coach will create a read aloud program to encourage reading for pleasure.	FINS lessons, read aloud calendars/schedules.
	Reading material becomes more	Thinking Maps will have been implemented	All teachers, Reading Coach,	Evaluate student progress and monitor	Thinking Maps, Performance Matters,

2	challenging.	throughout every content area and Related Arts class and will continue in our school in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Students will have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom.	Administration	grades.	Pinnacle.
3	Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	1. Incorporate higher-order thinking skills into lessons to increase the cognitive complexity of activities.	Administration, Reading Coach	Monthly lesson plan review, observations and bi-monthly data team discussions.	Teacher observation, Pinnacle, Performance Matters as a tool to access student achievement
4	The middle school day is long, 9:06-3:55, students who have math and reading classes at the end of the day are challenged with staying alert and focused.	Every 4.5 weeks, HOMS will flip the daily academic schedule. On the "flip", students will travel from period 8 to period 1. This flip schedule will help to balance the natural ebb and flow of our students' engagement, energy, and attention levels. Students who have difficult classes at the end of the day will have the opportunity to have those classes in the morning every 4.5 weeks.	All teachers, Administration	Student grade information and student work.	Pinnacle, student performance/participation in class, and observations.

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 # 78% of students scored proficient on the 2010-2011 Reading FCAT; 79% scored proficient on the 2011-2012 2.0 Math FCAT. Reduce this gap by 50% according to the ambitious but achievable AMO's assigned below for reading.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80%	82%	84%	85%	87%	

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:	Subgroups include Caucasian 84%(915 students) and Hispanic 9.7%(105 students)of our total enrollment. We are predicting based on our current Performance Matters AYP Accelerator that to meet our target 851 Caucasian students would need to meet proficiency in reading and 98 Hispanic students would need to meet proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(745 students)of the Causasian subgroup of 931 total	Expected level based on the AYP Accelerator tool is currently

students scored proficiency in reading. Leaving 20% not meeting proficiency in reading. 65% (65 students) of the Hispanic subgroup of a total of 100 students made proficiency. Leaving 35% not meeting proficiency in reading.

79% (722 students) of Caucasian students and 70% (74 students) of Hispanic students are on target to meet proficiency. Our goal would be to exceed these levels by at least 2%.

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 may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful.	1. Incorporate reading strategies/ tools in lessons in order to increase student confidence. 2. Teachers will address different learning modalities to provide numerous opportunities for students to acquire and maintain knowledge. 3. Using BM1 data, as a beginning, students will be grouped based on needs. Small group instruction will provide targeted directed practice for both skill enhancement and skill remediation. Teachers will use small group instruction as a strategy to challenge and motivate high- performing students and to remediate low-performing students. Groups will be created based on disaggregated BM scores.	All Teachers, Reading Coach	Evaluate student progress and monitor grades.	Thinking Maps, Performance Matters, Pinnacle.
2	Students may have difficulty with key vocabulary for higher order thinking.	Teachers will address key vocabulary. Opportunities will be provided so students may learn vocabulary as well as practice use of the new vocabulary.	All Teachers, Reading Coach	Evaluate increased vocabulary and correct usage in both writing and speaking. Classroom discussions around the meaning of the new vocabulary and many uses of a single vocabulary word.	Thinking Maps, benchmark tests, teacher made tests, class assignments.
3	Students need additional assistance with reading concepts/ skills.	1. Incorporate reading strategies/ tools in lessons in order to increase student confidence. 2. Teachers will address different learning modalities to provide numerous opportunities for students to acquire and maintain knowledge. 3. Using BM1 data, as a beginning, students will be grouped based on needs. Small group instruction will provide targeted directed practice for both skill enhancement and skill remediation. Teachers will use small group instruction as a strategy to challenge and motivate high- performing students and to remediate low-	All Teachers, Reading Coach	Evaluate student progress and monitor grades.	Thinking Maps, Performance Matters, Pinnacle, teacher made tests, class assignments.

	performing students. Groups will be created based on disaggregated BM scores.		
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	55%, or 76 of 139 Students with Disabilities will achieve proficiency on the FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% or 60 of 139 students, achieved proficiency in reading.	55% or 76 of 139 students with SWD will achieve proficiency in Reading.

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	Reading material becomes more challenging.	Thinking Maps will have been and will continue to be implemented throughout every content area and Related Arts class in our school in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Students will have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom.	All teachers, Reading Coach, Administration	Evaluate student progress and monitor grades.	Thinking Maps, Performance Matters, Pinnacle, 2013 FCAT.

2	Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful.	1. Incorporate reading strategies/tools in lessons in order to increase student confidence. 2. Teachers will address different learning modalities to provide numerous opportunities for students to acquire and maintain knowledge. 3. Using BM1 data, as a beginning, students will be grouped based on needs. Small group instruction will provide targeted directed practice for both skill enhancement and skill remediation. Teachers will use small group instruction as a strategy to challenge and motivate high-performing students and to remediate low-performing students. Groups will be created based on disaggregated BM scores so teachers can utilize Ability Grouping.	All teachers, Reading Coach	Lessons designed to allow for student practice and success in the use of learned strategies.	Benchmark tests, class assignments, teacher-constructed assessments, 2013 FCAT.
3	Student accountability increases, yet students have a decreased amount of time for independent reading activities.	1. Increase student independent reading through the use of incentives and classroom programs. 2. All teachers will implement "Sharks Read Aloud" several times per week during FINS class with accompanying discussion prompts and/or Thinking Map comprehension activities.	All teachers, Reading Coach, Administration	Reading teachers and Reading Coach will create a read aloud program to encourage reading for pleasure.	FINS lessons, read aloud calendars/schedules.
4	Students need additional assistance with reading concepts/skills that may not be available at home.	Students will track progress of learning goals. This strategy will improve student accountability and promote student growth through reflection. Students will understand their areas of weakness and celebrate their areas of strength. Students will be offered additional assistance to improve areas of weakness whether it be through classroom tutoring and/or before/after school tutoring.	Reading teachers	Classroom review/discussions of benchmarks and individual progress of students.	Student progress monitoring and reflections.
5	Attendance may be an area of weakness which has historically been proven to decrease reading growth.	Provide incentives for students improving their attendance through use of "Shark Bites" or other classroom or school-wide programs.	All teachers, Guidance counselors	Pinnacle	Documentation of student attendance and grades.
	The middle school day is long, 9:06-3:55,	Every 4.5 weeks, HOMS will flip the daily	All teachers, Administration	Student grade information and student	Pinnacle, student performance/participation

6	students who have math and reading classes at the end of the day are challenged with staying alert and focused	academic schedule. On the "flip", students will travel from period 8 to period 1. This flip schedule will help to balance the natural ebb and flow of our students' engagement, energy, and attention levels. Students who have difficult classes at the end of the day will have the opportunity to have those classes in the morning every 4.5 weeks.	work.	in class, and observations
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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:	62% of students in grades 6-8 will make a learning gain in FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of the students made a gain on the FCAT Reading.	62% of students in grades 6-8 will make a gain on the FCAT reading.

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	Reading material becomes more challenging.	Thinking Maps have been and will continue to be implemented throughout every content area and Related Arts class in our school in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Students will have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom.	All teachers, Reading Coach, Administration	Evaluate student progress and monitor grades.	Thinking Maps, Performance Matters, Pinnacle, 2013 FCAT.
2	1. Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require support to be successful. 2. Lack of language experience due to poverty.	Incorporate reading strategies/tools in lessons in order to increase student confidence. 2. Teachers will address different learning modalities to provide numerous opportunities for students to acquire and maintain knowledge. 3. Using BM1 data, as a beginning, students will be grouped based on needs. Small group instruction will	All teachers, Reading Coach	Lessons designed to allow for student practice and success in the use of learned strategies.	Benchmark tests, class assignments, teacher-constructed assessments, 2013 FCAT

		provide targeted directed practice for both skill enhancement and skill remediation. Teachers will use small group instruction as a strategy to challenge and motivate high-performing students and to remediate low-performing students. Groups will be created based on disaggregated BM scores.			
3	Student accountability increases, yet students have a decreased amount of time for independent reading activities.	<p>1. Increase student independent reading through the use of incentives and classroom programs.</p> <p>2. All teachers will implement "Sharks Read Aloud" several All teachers, Reading Coach, Administration</p> <p>3. Provide books for ED students who may not have access to books at home.</p>	All teachers, Reading Coach, Administration	Reading teachers and Reading Coach will create a read aloud program to encourage reading for pleasure.	FINS lessons, read aloud calendars/schedules.
4	Students need additional assistance with reading concepts/skills that may not be available at home.	Students will track progress of learning goals. This strategy will improve student accountability and promote student growth through reflection. Students will understand their areas of weakness and celebrate their areas of strength. Students will be offered additional assistance to improve areas of weakness whether it be through classroom tutoring and/or before/after school tutoring.	Reading Teachers	Classroom review/discussions of benchmarks and individual progress of students.	Student progress monitoring and reflections, 2013 FCAT.
5	Attendance may be an area of weakness which has historically been proven to decrease reading growth.	Provide incentives for students improving their attendance through use of "Shark Bites" or other classroom or school wide programs. On-going implementation of "Bring It 180" District Wide Attendance initiative. Continue with HOMS Action Plan.	All teachers, Guidance counselors and AP of student services.	Pinnacle	Documentation of student attendance and grades.

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
Professional development will be provided during Reading Team Meetings in small group instruction.	Grades 6-8 Reading	Teacher Leader-and others.	All reading teachers	Reading Team Meetings	Sharing/designing lessons and activities. Student work and assessment results.	Teacher Leader and Administrators
1. Thinking Maps 2. Marzano's The Art and Science of Teaching: Domain 1 design questions and lesson segments	Grades 6-8 Reading	Reading Coach, Administration	1. School-wide and content area PLCs 2. School-wide all contents/grades	Early Release Wednesdays, 2:00-4:00. In service days.	Sharing of best practices via bi-monthly content area data meetings, lesson plan sharing via common G drive, CWTs and peer observations, creating video tutorials highlighting best practices.	All reading teachers Administrators.
CCSS	Grades 6-8 Reading	Reading Coach, teacher leader and others	All reading teachers, Reading Coach	Reading Team Meetings	Sharing/designing lessons and activities. Student work and assessment results. Unwrapping standards, exploring text exemplars, close reading, text complexity, 2014 PARCC	Teacher Leader, Reading Coach, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
School wide implementation of Thinking Maps	Handout for all 6th graders of 8 thinking maps. Posters as needed for new staff.	SIP	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano's Art and Science of Teaching.	Materials/resources for school wide PLC's.	SIP	\$400.00
Provide teachers with opportunities for professional growth.	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid for outside hours spent for planning and preparation.	SIP	\$2,000.00
CCSS Materials	Flip charts to aid in learning the CCSS. Includes strategies for implementing the CCSS	SIP	\$1,500.00
			Subtotal: \$3,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide implementation of Sharks Read Aloud	Novels, short story collections, nonfiction collections	SIP	\$750.00
			Subtotal: \$750.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		N/A		
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:		N/A		
2012 Current Percent of Students Proficient in reading:				
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				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		N/A		
2012 Current Percent of Students Proficient in writing:				

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				

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students in FCAT Level 1 and 2 will decrease by 3%. The percentage of students in FCAT Level 4 and 5 will increase by 2% resulting in 27% of students scoring FCAT Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (283 students) achieved proficiency: grade 6 – 28% (102 students); grade 7 – 24% (89 students); grade 8 – 26% (98 students)	27% (290 students, based on current enrollment of 1080) will achieve proficiency (level 3) in math.

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	All grade levels are challenged to master Next Generation Sunshine State Standards (NGSSS). Additionally, transition to Common Core State Standards (CCSS) will begin this year.	<ol style="list-style-type: none"> Develop Instructional Focus Calendars at each grade level for Math; modify based on data. Include bell ringers in daily lessons on track with Focus Calendar. Share best practices at bi-monthly Math Data Study Teams. Begin unpacking CCSS and developing lesson plans at bi-monthly Math CCSS Team meetings, focusing first on 8 standards for Mathematical Practice. 	Math Teachers, Principal, APs, Department Head	<ol style="list-style-type: none"> Teachers monitor/adjust calendar based on Benchmark test results Principal/AP/Dept Head facilitate meetings to encourage sharing. Principal/AP/Dept Head facilitate meetings 	<ol style="list-style-type: none"> Printout/use Performance Matters reports by benchmarks Meeting minutes Meeting minutes
2	Students have difficulty reading a math problem and determining the appropriate function(s) needed to solve the problem.	<ol style="list-style-type: none"> Include higher order questions in assessments; focus on real world, multi-step problems. Incorporate self-monitoring of students by providing data and tools necessary for documenting progress. 	Math Teachers, Principal, APs, Department Head	<ol style="list-style-type: none"> Classroom Assessments Review lesson plans monthly; observations. Students' data binders/goals folders. 	<ol style="list-style-type: none"> Print out of Assessment scores Observation logs; lesson plans 2013 FCAT
3	Rigor of FCAT problems increases each year, including use of reference sheet and calculators.	<ol style="list-style-type: none"> Include higher order questions in assessments; focus on real world, multi-step problems. Include lessons that require the use of NGSSS reference sheet. 	Math Teachers	Classroom Assessments	<ol style="list-style-type: none"> Assessment score reports 2013 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	42% of 6th grade students, 54% of 7th grade students, and 53% of 8th grade students will score above proficiency (level 4 and 5) on the 2013 FCAT math assessment. *Based on current enrollment of 1080: 333 6th Grade, 369 7th Grade, and 378 8th Grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% [518] scored above proficiency: 40% [145] in 6th Grade; 52% [193] in 7th Grade; and 51% [180] in 8th Grade.	Based on current enrollment of 1080, 50% [540] will score above the proficient level on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Honors-tracked students who scored Level 4 & 5 on the 2012 FCAT have gaps in their grade-level NGSSS benchmarks, as they are enrolled in honors courses, not current grade-level courses.	1. Include bell ringers in daily lessons on track with the Focus Calendar for the grade level curriculum. 2. Use thinking maps to fill in gaps. 3. Have students practice self-monitoring on home and class assignments.	Math Teachers	1. Classroom Assessments 2. Review lesson plans monthly; CWT observations.	Assessment score reports

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

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

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 mathematics. Mathematics Goal # 3a:	79% of students will make learning gains on the 2013 FCAT math assessment. *Based on current enrollment of 1080 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% [838] made learning gains in math.	Based on current enrollment, 79% [853] will make a learning gain in math.

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	Rigor of FCAT problems increases each year. Historically, state-wide there is a decline in 6th grade math scores (from 5th) on Math FCAT.	1. Include higher order questions in assessments; focus on real world, multi-step problems. 2. RTI Coach and/or Reading Coach will provide training to math teachers on intervention and reading strategies 3. Students will use a student progress chart or matrix (liked Marzano's The Art and Science of Teaching pgs. 26 and 82.) 4. Teachers will monitor students' use of progress chart.	Math Teachers, District Personnel, Administration, Math Teachers, Support facilitators	1. Classroom Assessments 2. Agenda, Minutes, Attendance Rosters, Lesson Plans 3. Copies of students' classroom notes and/or teachers' classroom charts.	1. Monitor more frequently with practice, quizzes, and cooperative groups. 2. Pre/post tests, Performance Matters, and FCAT results.
2	Students often have a lack of understanding of how to use formulas and are not familiar with the FCAT NGSSS reference sheet, especially in 6th grade.	1. Include lessons that require the use of the reference sheet. 2. Use thinking maps to fill in gaps.	Math teachers, Support facilitators, Reading coach	Classroom Assessments	Assessment score reports
	The middle school day is long, 9:06-3:55, students who have math and reading classes at the end of the day are challenged with staying alert and	Every 4.5 weeks, HOMS will flip the daily academic schedule. On the "flip", students will travel from period 8 to period 1. This flip schedule will help to	All teachers, Administration	Student grade information and student work.	Pinnacle, student performance/participation in class, and observations

3	focused	balance the natural ebb and flow of our students' engagement, energy, and attention levels. Students who have difficult classes at the end of the day will have the opportunity to have those classes in the morning every 4.5 weeks.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	65% of students in the lowest 25% will make learning gains on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (166) of students in lowest 25% made learning gains.	65% (176) of students will make a learning gain in math.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students have difficulty reading a math problem and interpreting the function(s) needed to solve the problem.	1. Include higher order questions in assessments; focus on real world, multi-step problems. 2. Use read-alouds in FINS class or during math class; choose fictional or non-fictional	Math Teachers, Principal, APs, Department Head	1. Classroom Assessments 2. Review lesson plans monthly; observations 3. Copies of students' classroom notes and/or teachers' classroom charts	1. Print out of assessment scores 2. Observation logs; lesson plans 3. 2013 FCAT

1		<p>real life math problems and highlight specific words that identify the function(s) needed to solve multi-step problems.</p> <p>3. Incorporate self-monitoring of students by providing data and tools necessary for documenting progress.</p>			
2	Rigor of FCAT problems increases each year.	<p>1. Include higher order questions in assessments; focus on real world, multi-step problems.</p> <p>2. Implement FCAT and Benchmark test chats with students to help them set goals and improve individual FCAT scores.</p>	Math Teachers, Principal, APs, Department Head	<p>1. Classroom Assessments</p> <p>2. Document student conferences; use benchmark test scores to re-address throughout year.</p>	<p>1. Monitor more frequently with practice, quizzes, and cooperative groups</p> <p>2. 2013 FCAT</p> <p>3. Documentation of students chats;</p> <p>4. Performance Matters reports</p>
3	Students in the lowest 25% have gaps in their learning; they may have cognitive barriers, are weak in the ability to think abstractly, and many have retention deficiencies which impact their success in math.	<p>1. Administer Brigance test to students in on-level classes with or without Support Facilitation, to determine specific weaknesses of all students.</p> <p>2. Utilize the following in all math tests and quizzes:</p> <p>a. include all three levels of complexities (low, medium, high)</p> <p>b. include at least 3 to 5 problems on previously taught skills</p> <p>c. include at least 2 FCAT style word problems</p> <p>d. review test in class as a lesson</p> <p>3. Fill in the gaps by having focused instruction on missing concepts through the use of "Math Triumphs" resources.</p>	Teacher Leader, SF and Math Teachers.	<p>1. Review lesson plans monthly and through CWTs</p> <p>2. Lesson Plans</p> <p>3. Monitor attendance and interest. Submit tests to Assessment Committee for review.</p>	<p>1. Classroom observations; electronically shared lesson plans</p> <p>2. Pre/post tests, Performance Matters, Brigance Test, and FCAT results.</p>
4	The middle school day is long, 9:06-3:55, students who have math and reading classes at the end of the day are challenged with staying alert and focused	Every 4.5 weeks, HOMS will flip the daily academic schedule. On the "flip", students will travel from period 8 to period 1. This flip schedule will help to balance the natural ebb and flow of our students' engagement, energy, and attention levels. Students who have difficult classes at the end of the day will have the opportunity to have those classes in the morning every 4.5 weeks.	All teachers, Administration	Student grade information and student work.	Pinnacle, student performance/participation in class, and observations

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 # 79% of students scored proficient on the 2010-2011 Math FCAT; 74% of students scored proficient on 2011-2012 2.0 Math FCAT. Reduce this gap by 50% according to the ambitious but achievable AMO's assigned below.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%	83%	84%	86%	88%	

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:	Subgroups include Caucasian, 84%(915 students) and Hispanic 9.7%(105 students)of our total enrollment. We are predicting, based on our current Performance Matters AYP Accelerator Reports,that to meet our target, 851 Caucasian students and 98 Hispanic students would need to meet proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(699 students)of the Caucasian subgroup of 931 total students scored proficiency in math. Leaving 25% not meeting proficiency in math. 58% (58 students) of the Hispanic subgroup of a total of 100 students made proficiency. Leaving 42% not meeting proficiency in math.	Expected level of performance based on the AYP Accelerator tool is currently 77% (652) of Caucasian students and 60% (58) of Hispanic students are on target to meet proficiency. Our goal would be to exceed these levels by at least 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 Caucasian: Students have difficulty interpreting math (word) problems and using appropriate functions to solve them. Additionally, rigor of mathematics problems increases each year. Hispanic: Students sometimes have difficulty relating to the context of math (word) problems and therefore, may not apply appropriate functions, formulas, etc., to solve them.	Include higher order thinking word problems in every assessment. Focus on real world, multi-step problems.	Math teachers, Inclusion Teachers, Teacher Leader,Administrators	Classroom Assessments; lesson plans; observations.	Copies of assessments; lesson plans; assessment score reports.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	34% (47) of SWD will score at the proficient level in math. *Based on current enrollment of 1080, 139 SWD
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (37) of SWD's scored at the proficient level in math.	Based on current enrollment, 34% [47] of SWD's will score at the proficient level in math.

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 with disabilities including cognitive barriers, inability to do abstract thinking, and retention deficiencies require accommodations to be successful.	1. Provide support facilitation and focused instruction. 2. Administer the Brigance test to students in on-level classes w/or w/out Support Facilitation, to determine specific weaknesses of all students. 3. Utilize the following in all math tests and quizzes for classes that have SWD students: a. include all three levels of complexities (low, medium, high) b. include at least 3 to 5 on previously taught skills c. include at least 2 FCAT style word problems d. review test in class as a lesson 4. Fill in the gaps by having focused instruction on missing concepts through the use of "Math Triumphs" resources.	Math teachers, Support facilitators	1. Review lesson plans monthly and through CWTs 2. Lesson Plans 3. Monitor attendance and interest. Submit tests to Assessment Committee for review.	1. Classroom observations; electronically shared lesson plans 2. Pre/post tests, Performance Matters, Brigance test and FCAT results.
	The middle school day is long, 9:06-3:55, students who have math and reading classes at the end of	Every 4.5 weeks, HOMS will flip the daily academic schedule. On the "flip", students will travel from period 8 to	All teachers, Administration	Student grade information and student work.	Pinnacle, student performance/participation in class, and observations

2	the day are challenged with staying alert and focused.	period 1. This flip schedule will help to balance the natural ebb and flow of our students' engagement, energy, and attention levels. Students who have difficult classes at the end of the day will have the opportunity to have those classes in the morning every 4.5 weeks.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	60% [112] of ED students will score at the proficient level in math. *Based on current enrollment of 1080, 187 ED.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% [112] of ED students scored at the proficient level in math.	Based on current enrollment, 60% [112] of ED students will score at the proficient level in math.

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	Economically disadvantaged students may have attendance issues, may be transient, and may have home life issues which impact their progress and cause gaps in prior learning.	1. Provide counseling, attendance support and study groups or tutoring when possible. 2. Use NGSSS bell ringers, thinking maps to fill in gaps.	Grade-level guidance counselors, administration, teachers	1. Daily Attendance 2. Lesson Plans	1. Attendance reports. 2. Pre/post tests, Performance Matters and FCAT results.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of students in FCAT Level 1 and 2 will be 0%. The percentage of students in EOC Level 4 and 5 will increase by 1% resulting in 15% of students scoring EOC Level 3. *Based on current enrollment of 170 Algebra 1 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% [20] scored proficient on the 2012 Algebra 1 EOC.	15% [26] will score proficient on the 2013 Algebra 1 EOC.

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	Honors track courses are accelerated and may leave students with some gaps in fundamental skills.	Use bell ringers, thinking maps, and rigorous practice to continuously review fundamental skills and theory.	Administration, teacher leader	Lesson plans, CWTs	Classroom assessments, Performance Matter Benchmark scores, EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	85% of students will score above proficiency (Level 4 and 5) on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% [120] scored above proficiency.	85% [144] will score above proficiency.

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	Honors track courses are accelerated and may leave students with some gaps in fundamental skills.	Use bell ringers, thinking maps, and rigorous practice to continuously review fundamental skills and theory.	Administration, teacher leader	Lesson plans, CWTs	Classroom assessments, Performance Matter Benchmark scores, EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	99% of students were proficient on 2012 Algebra EOC.					
3A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	99%	100%	100%	100%	100%	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
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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:	In 2012, 98% [101] scored in the top 1/3. This includes Levels 3, 4, & 5. In 2013, Achievement Levels will be used; this will be baseline data for the school. 20% of students will score at proficiency (Level 3) on the 2013 Geometry EOC. *Based on current enrollment of 61 Geometry students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% [101] students scored in the top 1/3.	20% [12] students will score proficient on the 2013 Geometry EOC.

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	Honors track courses are accelerated and may leave students with some gaps in fundamental skills.	Use bell ringers, thinking maps, and rigorous practice to continuously review fundamental skills and theory.	Administration, teacher leader	Lesson plans, CWTs	Classroom assessments, Performance Matter Benchmark scores, EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	80% (49) students will score at levels 4 and 5 on 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

No Data	80% (49) students will score at levels 4 and 5 on 2013 Geometry EOC.
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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
1	Honors track courses are accelerated and may leave students with some gaps in fundamental skills.	Use bell ringers, thinking maps, and rigorous practice to continuously review fundamental skills and theory.	Administration, teacher leader	Lesson plans, CWTs	Classroom assessments, Performance Matter Benchmark scores, EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Data not available by achievement level. Geometry EOC in 2013 will be baseline. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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

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

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	6, 7, 8 Math	Teacher Leaders, Administration, Reading Coach	School Wide and Math Department	preschool day August 8, 2012; Early Release Wednesdays, 2:00 to 4:00; bimonthly content area meetings	CCSS benchmark unpacking, lesson design and sharing of best practices via bimonthly content area data meetings, lesson plan sharing via common G drive, CWTs and peer observations.	Administration: Principal and APs
1. Increase % proficiency of SWD students 2. Target focus areas identified as concerns for all students, accounting for NGSSS and introducing CCSS	6, 7, 8 Math	Math Teachers	Math teachers in grades 6-8, including ESE and Math Support Facilitator	bimonthly content area meetings	1. Lesson plans, classroom observations, updated Academic Focus Calendars and benchmark test results. 2. Share best practices at math data team meetings. Lesson plan development, classroom observation and benchmark test results.	Administration: Principal and APs
Thinking Maps	6, 7, 8 Math	Teachers, Reading Coach	School Wide	In PLCs on Early Release Wednesdays, 2:00 to 4:00	1. Lesson plans and classroom observations. 2. Share thinking map lesson plans at PLC and math data team meetings, as well as school-wide via common drive (G).	Administration: Principal and APs
Marzano's The Art and Science of Teaching: Domain 1, various elements	6, 7, 8 Math	Teachers, Principal	School Wide and PLCs	In PLCs on Early Release Wednesdays, 2:00 to 4:00	Share best practices via PLC meetings, share lesson plans via common G drive, CWTs and peer observations, creating video tutorials highlighting best practices.	Administration: Principal and APs

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize FINS and math class to focus on reading comprehension skills, as well as reading & interpreting word problems by doing class read-alouds.	Classroom books and novels.	SIP funds	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Monitor students' progress with immediate feedback on specific NGSSS goals; increase student engagement.	Classroom clickers (3 classroom sets to share in math department)	SIP funds	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Travel/registration for		

Opportunities for teacher professional growth.	Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning and preparation.	SIP funds	\$1,000.00
CCSS Materials	Flip Charts for teachers to utilize in documenting CCSS, learning the core standards and tips for implementaton.	SIP Funds	\$300.00
			Subtotal: \$1,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAI funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$3,900.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The percent of students in FCAT level 1 and 2 will decrease by 3%, resulting in 49% of students scoring FCAT level 3.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
47% of students (165) achieved proficiency in science.		49% of students (161) will score proficiency in science.			
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	All grade levels are challenged to master new Common Core State Standards (CCSS)	1. Utilize Science Vertical Plan for instructional planning and pacing; utilize Science website for resources linked to pacing calendar. 2. Share best practices at monthly Science Data Study Teams. 3. Utilize benchmark tests to access student growth. 4. Organize PLCs to enhance teaching strategies: Domain 1 Design Questions and lesson segments. 5. Utilize quarterly district developed science labss by grade level, which will incorporate NGSSS and the CCSS's into the	Science Teacher Leader, Administration and Science Teachers	Evaluate student progress and monitor grades.	Data Team Meeting agenda and minutes; meeting minutes of PLCs; Performance Matters reports, lesson plans and reflection.

		curriculum.			
2	Students avoid reading and then don't adequately solve performance tasks word problems and calculations, graph interpretation and data analysis.	1. Include higher order questions in assessments; focus on real world, multi-step problems. 2. Implement Formative Assessment Probes and the 5E's in lessons.	Science Teachers Principal, APs	Monitor student work and assessments. Share best practices at content meetings.	Assessment scores; CWT reports; lesson plans
3	Rigor of FCAT problems increases each year.	1. Include higher order questions in assessments; focus on real world, multi-step problems. Implement grade level science labs. 2. RTI Coach and/or Reading Coach will provide training to math teachers on intervention and reading strategies. 3. Implement FCAT and Benchmark test chats with students to help them set goals and improve individual FCAT scores. Provide FCAT tutoring in Science prior to testing.	Science Teachers District Personnel, Administration, Science Teachers	1. Classroom assessments 2. Agenda, Minutes, Attendance Rosters, Lesson Plans. 3. Document student conferences; use benchmark test scores to re-address throughout year.	Assessment scores: Pre/post tests, Performance Matters (Benchmark tests), and FCAT results.
4	Students with disabilities, including cognitive barriers, inability to do abstract thinking, and retention deficiencies require accommodations to be successful.	1. Provide support facilitation and focused instruction to differentiate for student needs. 2. Teachers model thinking process.	Administrators; teacher leaders and Mainstream Consultant.	Monitor student growth; share best practices and successes at bi-monthly data meetings. Lesson Plans; Benchmark tests	1.CWT reports; electronically shared lesson plans. 2. Pre/post tests, Performance Matters, Online Remedial science program(s), and FCAT results.
5	Reading Material becomes more challenging in science/informational text.	1.Thinking Maps will be implemented in all science classes in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills,and writing. Students will have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom. 2.Implement district science labs at each grade level, requiring students to read introductory text and respond to factual and inference questions.	Administration, Science Teacher Leader	Student work samples, classroom assessments, benchmark tests.	Lesson plans, CWT's,Data team meeting discussions,and student growth on benchmarks and 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:

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science.	N/A			
Science Goal #1b:				
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 science.	30% or 98 students will achieve above the proficient level in science.
Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% or 92 students scored a level 4 or 5 in science.	30% or 98 students will achieve above the proficient level in science

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	Incorporate higher-order thinking skills into lessons to increase the cognitive complexity of activities. 1. Include bell ringers in daily lessons on track with Focus Calendars for each grade. 2. Use 8th grade FCAT science materials for review.	Science Teacher Leader, science teachers and Administrators.	Utilize student data including benchmark tests, student work. Lesson plans and observations by administrators.	FCAT Science assessment results.
2	Reading material becomes more challenging	1. Thinking Maps will be implemented throughout every content area and Related Arts class in our school in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills, and writing. Students will	Science Teacher Leader, science content teachers, Principal, APs	Student work, Classroom assessments; Benchmark scores. Data team discussions and sharing of implemented lessons and activities.	FCAT science assessment scores.

	have Thinking Maps reference sheets. Thinking Maps posters will be displayed in every classroom.			
	2. Implement district science labs at each grade level, requiring students to read introductory text and respond to factual and inference questions.			

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	97% of 8th grade students will score 3 or higher on 2013 FCAT writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% of 8th grade students scored 3 or higher on 2012. 81% scored 3.5 or higher. 68% of 8th grade students scored 4 or higher on 2012.	97% (367) of students will achieve AYP in Writing. 70% (265), of students will score a level 4 or above in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are limited in development of advanced levels of proficiency in the 'Support' domain of FCAT writing.	Utilize research-based writing programs such as My Access!, Write Traits, Barry Lane, and increase use of literature based and real-life based writing situations. Explore other writing options besides 5 paragraph essay style.	Teachers and Administrators	PDP: pre and post tests My Access! data, other formative assessments.	FCAT Writes My Access! on line writing program, and formative assessments.
2	Students lack of experience with 'timed-writing' prompts.	Frequent timed writing opportunities: 6th grade: at least one each semester 7th grade: at least 2 each semester 8th grade: 4 a semester.	Teachers and Administrators	Regularly scheduled timed writing situations determined by language arts teachers at data team meetings.	My Access! and teacher-scored timed writing tests.
3	Changes in scoring the FCAT 2 Test.	State or district personnel inservice/PD opportunities.	Teachers and administration	Data Team meetings and updates from district and/or reading coach.	FCAT2 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 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
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
Marzano	6-8 All	Teacher Leaders, Administration, Reading Coach	School-wide, all contents, all grades	bimonthly content area meetings	Lesson plans and CWTs	Administration
CCSS	6-8 All	Teacher Leaders, Administration, Reading Coach	School-wide, all contents, all grades	Preschool day 8/8/12, Early release Wednesdays, 2-4 P.M., bimonthly content area meetings	CCSS benchmark unpacking, lesson design and sharing of best practices via bimonthly content area data meetings, lesson plan sharing via common G drive, CWTs and peer observations	Administration
Thinking Maps	6-8 All	Teacher Leaders, Administration, Reading Coach	School-wide, all contents, all grades	Preschool day 8/8/12, Early release Wednesdays, 2-4 P.M., bimonthly content area meetings	CCSS benchmark unpacking, lesson design and sharing of best practices via bimonthly content area data meetings, lesson plan sharing via common G drive, CWTs and peer observations	Administration

Writing Budget:

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

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
My Access! on-line writing program	On-line writing program using telemetric scoring through school's computer labs, home, and student computers in classroom	Students pay lab fee of \$15.00 a year	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Author Visit	James Patterson webinar and/or Flocabulary group to present to teachers and students	SIP	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
In-state writing conferences		SIP	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$2,500.00

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:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in 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:	The current attendance rate based on data from year 2011-2012 is 95.62%. 2012-2013 school year will be 97%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.62%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
93	75
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
29 (First Period)	25 (First Period)

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	Family and personal issues.	Implement 7 stage attendance protocol. Refer to RtI committee for intervention development. Promote Bring it 180 campaign	Mr. Axton, Assistant Principal, Attendance Committee and the MTSS/RtI committee.	Comparison of data to determine results. Reviewing data monthly to identify students and trends.	Data from TERMS, Pinnacle and the RtIB data base.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Protocol and Data Review Inservice for all staff.	All grades and all contents.	Assistant Principal	All teachers and staff members.	In-service update will be completed by September 30, 2012.	Committee will review attendance data prior to all grading periods-interims and report cards.	Attendance Committee and MTSS/RtI Team.

Attendance Budget:

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

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:		To decrease the number of in-school suspensions from 33 to 25 incidences.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
33		25			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
23		20			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
98		75			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
52		40			
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
	Lack of awareness of	Continue to implement	Administration,	Reviewing data monthly	Data from RtIB

1	rules and expectations and cooperation of students and/or parents with disciplinary procedures. Financial cuts resulting in elimination of Dean and ISS position, resulting in no formal ISS program since 2010-11.	and strengthen Positive Behavior Intervention Support program. Coordinate and develop strategies with MTSS/RTI team. In-service teachers on discipline procedures and policies. Promote PBIS program with parents at open house and conferences. Encourage parents to talk with their child about the program.	PBIS Team and MTSS/RTI Team.	and developing appropriate Tiered Interventions. Drop in # of referrals, decrease in instances of ISS and OSS.	data base and TERMS.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Faculty Meetings: review PBIS program, techniques, and data collected. Discuss discipline procedures and policies.	All grades and contents.	Assitant Principal and PBIS team.	School-wide	Pre-school meeting days; monthly Faculty and Staff Meetings.	Review data at bi-weekly PBIS and MTSS/RTI Meetings.	PBIS and MTSS/RTI Teams

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior awards and incentives.	Book store items, gift items, gift cards.	Grants, community donations and Spirit Nights, T-shirt Days and SIP dollars.	\$1,500.00
Subtotal:			\$1,500.00
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

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>	Increase the number of parent attendance in school activities that directly and indirectly support academic gains.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
48%(522) of HOMS Parents participated in at least one or multiple activities	52% (536) Of HOMS parents will participate in one or more activities.

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 have other obligations that conflict with school-wide events; the time frame/scheduling of an event is also a determinate of their attendance.	Provide a variety of opportunities for parents to visit the school, to meet with teachers and or administration. 1.1. Offer separate Parent Back to School Nights; Alert-Now Calls and Web-site announcements; Students complete schedule and takes home to parents/guardians. 1.2 6th grade orientation for parents 1.3 Offer parent programs /assemblies during school hours and after school hours 1.4 Parent conference nights.	1.1 Office Secretary 1.2 6th grade Guidance Counselor 1.3 PTA, Teacher Sponsors, and Administration 1.4 Guidance Secretary	Monitor parent involvement by event. Re-visit methods of contacting and/or inviting parents to participate.	1.1. Attendance Rosters 1.2. Counts/Rosters 1.3. Attendance Rosters 1.4 Conference Schedule
2	Opportunities for parent involvement are limited for working parents.	Provide opportunities for parents to volunteer at the school site, for fieldtrips, and after school events. Spirit Nights after school, Fall Festival and other events, field day, in class guest speakers, office and teacher helpers, fundraising events, special programs, chorus and band events, after	Volunteer Coordinator, Administration and PTA.	Monitor parent involvement through RAPTOR quarterly reports.	RAPTOR end of year report

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase STEM Literacy for 100 % (929) students through content integration and project-based lessons STEM Literacy- the knowledge and understanding of scientific and mathematical concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity for all 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	Curriculum is not integrated. (currently stand alone courses)	Provide on-going and sustainable STEM Professional development pertaining to curriculum and project-based lessons	District Science Coordinator, Administrators, Teachers	Science, Math and Technology Study Groups minutes of meetings and feedback to administration.	Professional development evaluations Classroom observations Lesson Plans
2	Common time for teachers to meet and develop lessons.	Utilize bi-monthly content/data team meetings and CCSS Study group meetings to design and share best practices.	Science, math and technology teachers, District Science Coordinator.	Minutes of meetings, lesson's designed for implementation, feedback and reflection from teachers.	Classroom observations, lesson plans, evaluation forms.

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

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:		To launch a 3 year IT Academy that will be available for specific grade 6 students this year. Students will continue to sequence through the academy in grades 7 and 8. Each year more students will be added to the program.			
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	Recruiting and retaining students in the academy.	Educate students and parents as to the value of the middle school academy concept in relation to career and college readiness.	Administration, District level coordinator, instructor.	Number of students who apply and continue to complete the program.	Student records; growth and expansion of the Academy concept.

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Utilize FINS and math class to focus on reading comprehension skills, as well as reading & interpreting word problems by doing class read-alouds.	Classroom books and novels.	SIP funds	\$100.00
Suspension	Positive Behavior awards and incentives.	Book store items, gift items, gift cards.	Grants, community donations and Spirit Nights, T-shirt Days and SIP dollars.	\$1,500.00
				Subtotal: \$1,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School wide implementation of Thinking Maps	Handout for all 6th graders of 8 thinking maps. Posters as needed for new staff.	SIP	\$250.00
Mathematics	Monitor students' progress with immediate feedback on specific NGSSS goals; increase student engagement.	Classroom clickers (3 classroom sets to share in math department)	SIP funds	\$1,500.00
Writing	My Access! on-line writing program	On-line writing program using telemetric scoring through school's computer labs, home, and student computers in classroom	Students pay lab fee of \$15.00 a year	\$0.00
				Subtotal: \$1,750.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzano's Art and Science of Teaching.	Materials/resources for school wide PLC's.	SIP	\$400.00
Reading	Provide teachers with opportunities for professional growth.	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid for outside hours spent for planning and preparation.	SIP	\$2,000.00
Reading	CCSS Materials	Flip charts to aid in learning the CCSS. Includes strategies for implementing the CCSS	SIP	\$1,500.00
Mathematics	Opportunities for teacher professional growth.	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning and preparation.	SIP funds	\$1,000.00
Mathematics	CCSS Materials	Flip Charts for teachers to utilize in documenting CCSS, learning the core standards and tips for implementaton.	SIP Funds	\$300.00
Writing	Author Visit	James Patterson webinar and/or Flocabulary group to present to teachers and students	SIP	\$1,500.00
				Subtotal: \$6,700.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School-wide implementation of Sharks Read Aloud	Novels, short story collections, nonfiction collections	SIP	\$750.00
Mathematics	Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAI funds	\$1,000.00
Writing	In-state writing conferences		SIP	\$1,000.00
				Subtotal: \$2,750.00
				Grand Total: \$12,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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.

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Funds will be utilized to fund professional development activities and to purchase research-based materials.	\$12,000.00

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

SAC members will be involved in the monitoring of the SIP, supporting school wide initiatives and bringing concerns or issues to the team for reflection and feedback.

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

Martin School District HIDDEN OAKS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	87%	97%	78%	351	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	70%	78%			148	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?	72% (YES)	74% (YES)			146	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					645	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Martin School District HIDDEN OAKS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	87%	96%	71%	342	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	71%	78%			149	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?	69% (YES)	71% (YES)			140	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					631	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested