

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: LAUDERHILL MIDDLE SCHOOL

District Name: Broward

Principal: Mrs. Jeannie B. Floyd

SAC Chair: Mr. Raymond Thomas

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

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)
		Masters Degree in Elementary Education (K-6)			<p>Principal of Lauderhill Middle School in:</p> <p>2011-2012: Grade: F Reading Mastery: 21% Learning Gains in Reading: 59% Learning gains of students in lowest 25 percentile in Reading: 61% Mathematics Mastery: 20% Learning Gains in Mathematics: 52% Learning gains of students in lowest 25 percentile in Mathematics: 56% Writing Mastery: 59% Science Mastery: 13% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>2010-2011: Grade: D Reading Mastery: 40% Learning Gains in Reading: 58% Learning gains of students in lowest 25 percentile in Reading: 71% Mathematics Mastery: 40% Learning Gains in Mathematics: 59% Learning gains of students in lowest 25 percentile in</p>

Principal	Mrs. Jeannie B. Floyd	<p>Specialist Degree in Educational Leadership (K-12)</p> <p>Elementary Education (1-6)</p> <p>Educational Leadership K-12</p> <p>ESOL Endorsed</p>	4	18	<p>Mathematics: 71% Writing Mastery: 70% Science Mastery: 13% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>2009-2010: Grade: C Reading Mastery: 44% Learning Gains in Reading: 62% Learning gains of students in lowest 25 percentile in Reading: 69% Mathematics Mastery: 45% Learning Gains in Mathematics: 65% Learning gains of students in lowest 25 percentile in Mathematics: 68% Science Mastery: 18% Writing Mastery: 86% AYP: Subgroups that did not make AYP in Math: Black and Economically Disadvantaged</p> <p>Principal of Park Lakes Elementary in: 2008-2009 Grade: B Reading Mastery: 58% Learning Gains in Reading: 66% Learning gains of students in lowest 25 percentile in Reading: 61% Mathematics Mastery: 62% Learning Gains in Mathematics: 66% Learning gains of students in lowest 25 percentile in Mathematics: 74% Science Mastery: 30% Writing Mastery: 92% Subgroups that did not make AYP: Economically Disadvantaged, ELL, ESE</p>
Assis Principal	Mr. Antonio Lindsay	<p>Bachelor's Degree in Elementary Education</p> <p>Master's Degree in Educational Leadership (K-12)</p> <p>Elementary Education 1-6</p> <p>Educational Leadership K-12</p> <p>ESOL Endorsed</p>	7	7	<p>Assistant Principal of Lauderhill Middle School in:</p> <p>2011-2012: Grade: F Reading Mastery: 21% Learning Gains in Reading: 59% Learning gains of students in lowest 25 percentile in Reading: 61% Mathematics Mastery: 20% Learning Gains in Mathematics: 52% Learning gains of students in lowest 25 percentile in Mathematics: 56% Writing Mastery: 59% Science Mastery: 13% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>2010-2011: Grade: D Reading Mastery: 40% Learning Gains in Reading: 58% Learning gains of students in lowest 25 percentile in Reading: 71% Mathematics Mastery: 40% Learning Gains in Mathematics: 59% Learning gains of students in lowest 25 percentile in Mathematics: 71% Writing Mastery: 70% Science Mastery: 13% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>2009-2010: Grade: C Reading Mastery: 44% Learning Gains in Reading: 62% Learning gains of students in lowest 25 percentile in Reading: 69% Mathematics Mastery: 45% Learning Gains in Mathematics: 65% Learning gains of students in lowest 25 percentile in Mathematics: 68% Science Mastery: 18% Writing Mastery: 86% AYP: Subgroups that did not make AYP in Math: Black and Economically Disadvantaged</p>
Assis Principal	Mr. Gastrid Harrigan	<p>Bachelors of Science in Electrical Engineering</p> <p>Master in Educational Leadership,</p> <p>Mathematics 6-12</p>	3	5	<p>Assistant Principal at Lauderhill Middle School in:</p> <p>2011-2012: Grade: F Reading Mastery: 21% Learning Gains in Reading: 59% Learning gains of students in lowest 25 percentile in Reading: 61% Mathematics Mastery: 20% Learning Gains in Mathematics: 52% Learning gains of students in lowest 25 percentile in Mathematics: 56% Writing Mastery: 59% Science Mastery: 13% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>2010-2011: Grade: D Reading Mastery: 40% Learning Gains in Reading: 58% Learning gains of students in lowest 25 percentile in Reading: 71% Writing Mastery: 70% Science Mastery: 13% AYP: Subgroups that did not make AYP: Black and Economically Disadvantaged</p>

		Educational Leadership K-12			Assistant Principal of Pine Ridge Educational Center in: 2009-2010 Mathematics 6- 12 Educational Leadership K-12 Grade: N/A Reading Learning Gains: 41% Math Learning Gains: 43% Writing Mastery: 90% AYP: Subgroups that did not make AYP: Economically Disadvantaged (Math) 2008-2009 Grade: DECLINING Rating Reading Learning Gains: 32% Math Learning Gains: 59% Writing Mastery: 62% AYP: School did not make AYP in all subgroups
Assis Principal	Mrs. Daphne T. Johnson-Browne	Master's Degree in Educational Leadership Educational Leadership K-12 Elementary Education 1-6	3	3	Assistant Principal at Lauderhill Middle School 2011-2012: Grade: F Reading Mastery: 21% Learning Gains in Reading: 59% Learning gains of students in lowest 25 percentile in Reading: 61% Mathematics Mastery: 20% Learning Gains in Mathematics: 52% Learning gains of students in lowest 25 percentile in Mathematics: 56% Writing Mastery: 59% Science Mastery: 13% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged 2010-2011: Grade: D Reading Mastery: 40% Learning Gains in Reading: 58% Learning gains of students in lowest 25 percentile in Reading: 71% Writing Mastery: 70% Science Mastery: 13% AYP: Subgroups that did not make AYP: Black and Economically Disadvantaged Science Teacher of Millennium Middle School in: 2009-2010 Grade: A Reading Mastery: 71% Learning Gains in Reading: 69% Learning gains of students in lowest 25 percentile in Reading: 65% Mathematics Mastery: 74% Learning Gains in Mathematics: 75% Learning gains of students in lowest 25 percentile in Mathematics: 68% Science Mastery: 45% Writing Mastery: 94% AYP: Subgroups that did not make AYP in Reading were English Language Learners and Students with Disabilities Subgroups that did not make AYP in Math were Black, Hispanic, Economically Disadvantaged, and English Language Learners Science Teacher of Millennium Middle School in: 2008-2009 Grade: A Reading Mastery: 67% Learning Gains in Reading: 66% Learning gains of students in lowest 25 percentile in Reading: 75% Mathematics Mastery: 74% Learning Gains in Mathematics: 75% Learning gains of students in lowest 25 percentile in Mathematics: 71% Science Mastery: 39% Writing Mastery: 96% AYP: Subgroups that did not make AYP in Reading were English Language Learners and Students with Disabilities Subgroups that did not make AYP in Math were Black, Hispanic, Economically Disadvantaged, and English Language Learners

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)
					2010-2011:

Reading	Ms. Apryl Freeman	Masters Reading (Grades K-12) Elementary Ed. (Grades 1-6) ESOL Endorsement	4	2	<p>2011-2012: Grade: F Reading Mastery: 21% Learning Gains in Reading: 59% Learning gains of students in lowest 25 percentile in Reading: 61% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>Reading Teacher:</p> <p>2010-2011: Grade: D Reading Mastery: 40% Learning Gains in Reading: 58% Learning gains of students in lowest 25 percentile in Reading: 71% AYP: Subgroups that did not make AYP: Black and Economically Disadvantaged</p> <p>Reading Teacher:</p> <p>2009-2010 Grade: C Reading Mastery: 44% Learning Gains in Reading: 62% Learning gains of students in lowest 25 percentile in Reading: 69% AYP: Black and Economically Disadvantaged subgroups achieved AYP in Reading</p> <p>2008-2009 Grade: C Reading Mastery: 38% Learning Gains in Reading: 59% Learning gains in lowest 25 percentile in Reading: 78% AYP: Subgroups that did not make AYP: Black and Economically Disadvantaged</p>
Math	Carol Turner	Math Certification (5-9) ESOL Endorsement Education Specialist (Mathematics Education) Master of Education (Management and Administration of Education Programs) Bachelor of Science (Mathematics)	2	3	<p>Math Coach</p> <p>2010-2011 District Personnel</p> <p>2011-2012: Grade: F Mathematics Mastery: 20% Learning Gains in Mathematics: 52% Learning gains of students in lowest 25 percentile in Mathematics: 56% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>District Personnel</p> <p>2009 - 2010 Coconut Creek HS Math Mastery: 56% Learning Gains in Math: 71% Learning gains of students in lowest 25 percentile in Math: 71%</p> <p>2008-2009 Coconut Creek HS Math Mastery: 56% Learning Gains in Math: 68% Learning gains of students in lowest 25 percentile in Math: 64%</p>
Science	Mrs. Valerie Hinton	Biology (6-8) Chemistry (6-12) GIFTED Endorsement Masters in Science	2	2	<p>Science Coach:</p> <p>2011-2012: Grade: F Science Mastery: 13% AYP: Subgroups that did not make AYP Black and Economically Disadvantaged</p> <p>2010-2011 District Personnel</p> <p>2009-2010 Coconut Creek HS Science Mastery: 22%</p> <p>2008-2009 Coconut Creek HS Science Mastery: 23%</p>

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	Advertising via Broward School Board Website	District Personnel	Ongoing	
2	Winning Wednesday Trainings	Reading, Writing, Science and Math Coach	August 2012- May 2013	
3	Peer Teacher Mentoring	Reading, Math, Writing, Science Coaches, Administration	August 2012- May 2013	
4	Instructional Coaching and Professional Development	Math, Reading, Writing, Science Coaches / Administration	August 2012- 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	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
38	5.3%(2)	21.1%(8)	57.9%(22)	21.1%(8)	34.2%(13)	100.0%(38)	18.4%(7)	2.6%(1)	89.5%(34)

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
Carol Turner	Mr. Goldson	Common subject area-Mathematics Coach	Lesson planning, classroom management strategies, data analysis
Valerie Hinton	Ms. Knowles	Common subject area-Science	Lesson planning, classroom management strategies, data analysis
Valerie Hinton	Mr. Estrada	Common subject area-Science	Lesson planning, classroom management strategies, data analysis
Carol Turner	Mr. McNally	Common Subject Area-Math	Lesson Planning, classroom management strategies, data analysis

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

Funds will be utilized for Staff Development and Parental Involvement activities. Lauderhill Middle School has been identified as a school that will implement a STEM Science and Math Program starting in the 2012-2013 school year. In addition, trainings will remain consistent with the three school-wide initiatives: CHAMPS (Classroom Management), Technology Infusion and Differentiated Instruction. Supplemental materials are purchased to support the three initiatives such as Incorporating Differentiated Instruction and Classroom Management books, graphic organizers and manipulatives. In addition, all teachers are encouraged to seek Reading Endorsement. As a result, funds will be utilized to encourage all interested teachers to attend Reading Endorsement trainings. Parental Involvement activities will include quarterly FCAT Family nights to focus on dissemination of pertinent FCAT information and provide updates as to the progression of content areas in meeting school

improvement goals.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

An LEP committee is formed to assist in diagnostic testing of students and classifications. Additional services are provided per classification based on language acquisition need.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Funds will be utilized to provide tutorials and enrichment programs as well as pullout classes. These classes will take place before school and during the school day. Additionally, programs on Saturdays will be available targeting the lowest 25% in Math and Reading. All pullout programs will contain research based materials and strategies. The FCIM model is used to determine who needs reteaching and who needs enrichment. Extensive academic support is provided to low performing students through the SAI programs.

Violence Prevention Programs

- The School Resource Officer (SRO) program focuses on juvenile delinquency through frequent contacts with children and through programs specifically developed to respond to factors and conditions, which give rise to delinquency. The campus SRO works with school staff and students to identify and address issues of concern.
- Lauderhill Middle instituted a School Safety Week to promote daily activities that encourage a proactive attitude towards safety and bullying issues.
- Youth Crime Watch promotes school safety and offers young people an active role in reducing crime. Youth Crime Watch members are selected at the start of the school year.
- The Anti-Bullying Program requires teachers and staff to utilize a variety of prevention and intervention activities and includes tools and resources that create environments of safety and respect and expectations of appropriate behavior. This program is introduced to students at grade level assemblies and follow-up is provided in classroom presentations by Guidance Counselors.
- Lauderhill Middle participates in the Silence Hurts Program, a campaign designed to help students break the code of silence and report crime or violence anonymously. Silence Hurts posters and flyers are posted around the campus
- A Foundations cohort has been formed at Lauderhill Middle to focus on school tardies and tracking discipline data. The Foundations committee meets on a monthly basis.

Nutrition Programs

Lauderhill Middle School participates in Healthy Schools Alliance Program to educate and inform students about making good nutritional decisions and developing healthy eating habits. To increase physical activity and enhance awareness of nutrition, Lauderhill Middle School participates in the SPARKS Physical Education Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Lauderhill Middle's RtI (Response to Intervention) is aligned and used to help the struggling students in reading, math, language arts and science. The team is comprised of:

- Guidance Director-Janet Jackson
- Guidance Counselor-Arnetta Davis
- ESE Specialist-Arnise Lewis
- Social Worker-Ms. Sobers / Mrs. Jussome
- Family Counselor-
- ESE Family Counselor-Elise Gabriele
- School Psychologist-Danielle Coll
- School Nurse- Mr. Kim
- Administrator-Gastrid Harrigan

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

The RTI Leadership Group meets bi-monthly to discuss students who are in need of academic or behavioral services. The team discusses the concerns and suggests appropriate interventions and strategies to address concerns. The team reviews student data, academic progress, and behavioral progress.

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

Tier 1 data is routinely inspected by the CPS team in the areas of reading, math, writing, science and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed.

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.

Academic and behavior data is used to screen for students who may be in need of interventions. The data sources for tiers 2 and 3 include the intervention records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

The Guidance Director, Guidance Counselor, Family Counselor, and Social Worker will train the staff on the RtI process. Teachers will be trained in the completion of the RtI documents and learn various strategies to use with students academically and behaviorally during Staff PD's.

Describe the plan to support MTSS.

There will be a MTSS specialist assigned to assist with the follow up of the implementation of MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Leadership Literacy Team includes the following: Principal, Reading Coach, Mathematics Coach, Writing Coach, Science Coach, Administrators, Department Heads, and Media Specialist.

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

The Leadership Literacy Team will meet at least once a month. The team will develop a plan to promote literacy throughout the school and meet monthly to discuss progress.

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

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs
- Create and share activities designed to promote literacy
- Support and participate in classroom demonstrations and modeling
- Present staff development that focuses on literacy strategies

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

A school wide literacy plan is instituted to assist every teacher in improving student literacy. Every classroom has a reading library. In addition, Lauderhill Middle School has instituted, for the third consecutive year, a program that focuses on teaching reading and vocabulary strategies entitled STEMULATING MORNINGS .-Strategies, Methods, And Reading Techniques. The master schedule was adjusted such that the first 30 minutes of every school day is devoted to the STEMULATING MORNINGS Program. The STEMULATING MORNINGS program focuses on improving skills within reading benchmark areas such as Words in Context, Main Idea, Author's Purpose, Plot and Character (Story Elements), Validity of Information, Reference and Research, Cause and Effect, and Compare and Contrast. Weekly assessments are administered to determine grasp of concepts.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 6-8, 36% of students tested will achieve Level 3 proficiency on the 2012 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (127)	36% (145)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack endurance and instruction being provided lacks the ability to address students' deficiencies	<ul style="list-style-type: none"> 1) Introduce a 4 week Instructional Cycle with assessment. 2) Review assessment 3) Group students according to proficiency 4) Implement the full coaching cycle to build capacity with teachers to differentiate instruction. 5).To implement Drop Everything and Read schedule in the mornings every Tues and Thursday 6). Rigor and assisting in sequencing instruction 7).PLC on Closed Reading 	Reading Coach / Administration	<ul style="list-style-type: none"> 1) Progress monitoring calendar 2) Post assessment CWT with a focus on review of assessment and feedback to teachers 3) Analysis of assessment results 4) Coaches scheduling log 5). Review Reading Logs 	Cycle Assessments, Student Data Chats
2	Lack of proper implementation steps (Gradual Release)	<ul style="list-style-type: none"> 1).Teachers will implement "I Do, We Do, You Do" into all of their lessons. 2).Reading Coach and grade level reading teachers will plan together 3.) Conduct an in-house PLC on the Gradual Release Model 	Reading Coach / Administration	<ul style="list-style-type: none"> 1. Classroom Walkthroughs 2. Lesson Plans 	Lesson Plans
3	Implementation of Common Core Standards to help navigate through complex text.	Introduce and add close reading and evaluation of text complexity with teachers.	Reading Coach / Administration	<ul style="list-style-type: none"> 1. Classroom Walkthroughs 2. Lesson Plans 	Lesson Plans

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:	In grades 6-8 35% of the total students tested will achieve a level 4 or higher on the FAA
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
31% (127)		35% (145)			
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	Range of Reading and Level of Text Complexity	To increase knowledge and exposure to a variety of complex text and patterns	ESE Specialist Reading Coach Administrators	Classroom Walkthroughs, Lesson Plans, and Model effective strategies and how to ask and generate higher order questions.	Cycle Assessment data CWT Log

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 Grades 6-8, 15% of the total students tested will achieve either Level 4 or 5 proficiency on 2012 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (39)	15% (43)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to higher order questions and exposure to a variety of informational text sources.	Incorporate literature circles through quarterly novel studies To utilize daily essential questioning and ticket out the door activities Higher order questioning through using test specs and question stems. PLCs to review unwrapping FCAT 2.0 benchmarks to help teachers develop higher order questions Introduce Common Core Standards	Reading Coach, Administrators	Classroom Walkthroughs, Lesson Plans, and Model effective strategies and how to ask and generate higher order questions.	Cycle Assessment data CWT Log
2	Lack of exposure to a variety of informational text sources and opportunities to read a variety of literature	To increase knowledge and exposure to a variety of text patterns.. Trainings on DI groups, spiraling activities, CIS- NGCAR-PD AND CCSS roll out for teachers. Classroom libraries Media Center Schedule	Reading Coach, Administrator	Review of cycle assessments and district assessment data Reading Coach and Media Specialist will monitor teacher/class usage	Cycle & District Assessments Book checkout log Sign-in Sheet for students utilizing media center in the morning and afternoon

		for teachers to take students		
		Roll out the use of Book Adventure website in place of Accelerated Reader		

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:	In grades 6-8 28% of the total students tested will achieve a level 7 or higher on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (111)	28% (120)

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	Range of Reading and Level of Text Complexity	To increase knowledge and exposure to a variety of complex text patterns	ESE Specialist Reading Coach Administrators	Classroom Walkthroughs, Lesson Plans, and Model effective strategies and how to ask and generate higher order questions.	Cycle Assessment data CWT Log

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:	In grades 6-8, 66% of students tested will achieve learning gains on the 2012 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(270)	66% (288)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student monitoring and data driven instruction and evidence of implementation steps	1. Conduct monthly student data chats and review mini assessment and district assessment progress 2. Student led data chats that focus on what helped students achieve or why they struggled 3. Full Coaching cycle and support Differentiated Instruction	Classroom teacher and admin.	Review of student data folders during classroom walkthroughs / Panther	Cycle Assessments BAT I and II Profiles

		with materials and co-teaching for teachers to meet student needs based off of data.			
2	Lack of endurance for sustained reading and vocabulary development	To implement Drop Everything and Read every Thursday and Friday school-wide during the first 20 minutes of school. utilize vocabulary improvement strategies. Incorporate the use of Word Wisdom Vocabulary program	Reading Coach, Administrators	General teacher observation. Classroom Walkthroughs	Cycle assessments and Mock Reading Assessment
3	Lack of exposure to a variety of informational text sources	1. Increase exposure to informational text sources. 2. Exposure to more complex text and Common Core Standard passages 3. Continue to implement DI groups.	Reading Coach, Administrators	Review of cycle assessments and district assessment data	Mini Assessment, District Benchmark Assessment Tests
4	Lack of exposure to a variety of informational text sources	Increase exposure to informational text sources. Exposure to more complex text and Common Core Standard passages Continue to implement DI groups.	Reading Coach, Administrators	Review of cycle assessments and district assessment data	Mini Assessment, District Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 6-8 37% of the total students tested will achieve learning gains on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (129)	37% (147)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity	To increase knowledge and exposure to a variety of text patterns	ESE Specialist Reading Coach Administrators	Classroom Walkthroughs, Lesson Plans, and Model effective strategies and how to ask and generate higher order questions.	Cycle Assessment data CWT Log

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:	In grades 6-8, 66% of students tested in the lowest 25 percentile population will achieve learning gains on the 2012 FCAT Reading Assessment
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2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(71)	66% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of use of formative data to pinpoint students' specific skill deficiencies to inform instructional decisions to align resources to target deficits.	1. Conduct cycle student data chats. 2. Student led data chats to have students share what helped them achieve the assessment or why they struggled	Classroom teacher, Reading Coach, Administrator	Review of student data folders during classroom walkthroughs / Department Mtgs. with teachers	Random student chats/ Teacher data chats
2	Lack of endurance for sustained reading and of vocabulary to increase fluency and comprehension	Implement Drop Everything and Read; every Tuesday and Thursday, the first 20 minutes of school To utilize vocabulary improvement strategies Word Wisdom and Reading Plus	Reading Coach, Administrators	Classroom Walkthroughs	Cycle Assessments, Progress monitoring
3	Lack of effective use of strategies that addresses specific reading deficiencies	1) Continue the 3 week Instructional Cycle with assessment. 2) Review assessments once graded and tackle and breakdown questions. 3) Group students according to proficiency for DI groups (groups will constantly change depending on student performance on particular instructional focus skills. 4) Coaches will support Differentiated Instruction with materials, modeling, and co-teaching	Reading Coach, Administrator	1) Progress monitoring calendar 2) Post assessment CWT with a focus on review of assessment and feedback to teachers 3) Analysis of assessment results 4) Coaches scheduling log	Cycle Assessments, Student Data Chats

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
5A :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40					

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making	
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satisfactory progress in reading. Reading Goal #5B:	The Black subgroup did not meet Adequate Yearly Progress criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (320)Black subgroup	65% (200)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student monitoring and data driven instruction	1. Conduct monthly student data chats and review mini assessment and district assessment progress 2. Student led data chats that focus on what helped students achieve or why they struggled 3. Coaches will support Differentiated Instruction with materials and co-teaching for teachers to meet student needs based off of data.	Classroom teacher, Reading coach and admin.	Review of student data folders during classroom walkthroughs	Cycle Assessments BAT I and II Profiles
2	Lack of instruction and endurance that addresses specific reading deficiencies for sustained reading	1) Introduce a 3 week Instructional Cycle with assessment. 2) Review assessment 3) Group students according to proficiency 4) Coaches will support Differentiated Instruction with materials and co-teaching 5).To implement Drop Everything and Read schedule in the mornings every Tues and Thursday 6). Rigor and assisting in sequencing instruction 7).PLC on Closed Reading	Reading Coach / Administration	1) Progress monitoring calendar 2) Post assessment CWT with a focus on review of assessment and feedback to teachers 3) Analysis of assessment results 4) Coaches scheduling log 5). Review Reading Logs	Cycle Assessments, Student Data Chats
3	Lack of instruction and endurance that addresses specific reading deficiencies for sustained reading	1) Introduce a 3 week Instructional Cycle with assessment. 2) Review assessment 3) Group students according to proficiency 4) Coaches will support Differentiated Instruction with materials and co-teaching 5).To implement Drop Everything and Read schedule in the mornings every Tues and Thursday 6). Rigor and assisting in sequencing instruction 7).PLC on Closed Reading	Reading Coach / Administration	1) Progress monitoring calendar 2) Post assessment CWT with a focus on review of assessment and feedback to teachers 3) Analysis of assessment results 4) Coaches scheduling log 5). Review Reading Logs	Cycle Assessments, Student Data Chats

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grades 6-8, a decrease of 10% of the ELL Subgroup students tested will achieve Level 3 proficiency on the 2013 FCAT Reading Assessment
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2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (80)	82% (70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student monitoring and data driven instruction	1. Conduct monthly student data chats and review mini assessment and district assessment progress 2. Student led data chats that focus on what helped students achieve or why they struggled 3. Coach will support Differentiated Instruction with materials and co-teaching for teachers to meet student needs based off of data.	Classroom teacher, Reading coach and admin.	Review of student data folders during classroom walkthrough	Cycle Assessments BAT I and II Profiles

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 6-8, a decrease of 10% of the SWD Subgroup students tested will achieve Level 3 proficiency on the 2013 FCAT Reading Assessment
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2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (60)	78% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding the roll out of Common Core Standards 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity	1.) Teachers attend Common Core State Standard PLC trainings. 2) During Reading PLCs (Tuesdays and Thursdays) teachers will begin to unwrap the standards/domains of Common Core one by one. Teachers will begin to implement standards in daily instruction after going over them in PLCs. 3) Reading coach will assist teachers as they plan lessons incorporating targeted standards. 4) Reading Coach will co-teach to support implementation of lessons.	Reading Coach	PLC Agendas Lesson Planning incorporating Common Core State Standards Classroom Walkthroughs	Cycle Assessments Progress Monitoring Student/teacher data chats

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 6-8, a decrease of 10% of the Economically Disadvantaged Subgroup students tested will achieve Level 3 proficiency on the 2013 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (42)	60% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student monitoring and data driven instruction	1. Conduct monthly student data chats and review mini assessment and district assessment progress 2. Student led data chats that focus on what helped students achieve or why they struggled 3. Coaches will support Differentiated Instruction with materials and co-teaching for teachers to meet student needs based off of data.	Classroom teacher, Reading coach and admin.	Review of student data folders during classroom walkthroughs	Cycle Assessments BAT I and II Profiles

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
FAIR Administration and Data Analysis of FAIR	6-8	Reading Coach	PLC Reading Department	Preplanning Week - May	FAIR Reports and Department Data Chats	Reading Coach, Administration
Common Core State Standards Curriculum Alignment and Integration	6-8	Reading Coach Language Arts and Math Department Chairs	PLC Reading, Social Studies, Science, and Language Arts Department	Once per month	Cycle Assessments	Reading Coach, Administration
Higher Order Questioning and Thinking Skills	6-8	Reading Coach	PD School- Wide	PD School- Wide	Lesson Plans/Coaching	Reading Coach, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Flocabulary	Build vocabulary skills for students through raps and daily news	Title I	\$1,200.00
ELO Camps	Before and After school enrichment camps	Title I	\$2,000.00
			Subtotal: \$3,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Computer Licenses	Title I	\$1,232.00
Reading Plus	25 computer licenses	Title I	\$9,875.00
			Subtotal: \$11,107.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
IRA Annual Conference	International Reading Conference	Title I	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$16,807.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		In 2013, 26% of the students taking the listening/speaking portion of CELLA will be proficient.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
23%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to the English language.	Utilize computer software on a daily basis to expose students to the language.	ESOL Administrator	Classroom Walkthroughs Teacher Observations	Mini-assessments Homework Class Tests

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

CELLA Goal #2:	In 2013, 18% of the students taking the listening/speaking portion of CELLA will be proficient.
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2012 Current Percent of Students Proficient in reading:

14.5%..

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	Lack of comprehension of the English language.	Daily usage of ESOL book / CD modifications. Visuals	ESOL Administrator	Classroom walkthroughs Teacher Observations	Mini-assessments Homework Class Tests
2	Lack of differentiation between academic formal vocabulary and informal vocabulary	Provide direct, explicit instruction that includes modeling and the use of linguistic and non-linguistic representation.	ESOL Administrator	Classroom walkthroughs Teacher Observations	Mini-assessments Homework Class Tests

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

3. Students scoring proficient in writing.	In 2013, 11% of the students taking the listening/speaking portion of CELLA will be proficient.
CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to the English language. Lack of differentiation between academic formal vocabulary and informal vocabulary	Provide direct, explicit instruction that includes modeling and the use of linguistic and non-linguistic representation.	ESOL Administrator	Classroom walkthroughs Teacher Observations	Mini-assessments Homework Class Tests

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase language acquisition	ESOL Dictionaries	Title I	\$500.00
			Subtotal: \$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
			Subtotal: \$0.00
			Grand Total: \$500.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 6-8, 35% of the total students tested will achieve Level 3 proficiency on the 2012 FCAT Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (125)	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have limited knowledge of the Gradual Release pedagogy.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development on the gradual release pedagogy for teachers. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) on the components of the gradual release model. 	Administrator, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
2	Teachers have limited knowledge of differentiation strategies including embedded scaffolding within new lessons.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development on strategies for differentiation instruction for teachers. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) to support differentiation in the classroom. 	Administration, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
3	Teachers have limited use of content literacy strategies to strengthen student's ability to solve complex word problems and perform quantitative reasoning.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development on content literacy strategies for teachers. Additional content literacy strategies and practice during the STEM-u-lating Morning program. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) in support of 	Administration, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, 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 mathematics. Mathematics Goal #1b:	In grades 6-8, 28% of the total students tested will achieve Level 4 or higher on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited differentiation in content, pacing, delivery, and assessment to meet individual student needs.	1. Teacher/Coach collaborative lesson planning using student data to address individual needs. 2. Departmental collaboration on DI strategies and activities	Administration, Math Coach, Department Chair, Classroom Teacher	Progress Monitoring Plan/Cycle of Assistance	Lesson Plans

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:	In grades 6-8, 12% of the total students tested will achieve Level 4 or 5 proficiency on the 2013 FCAT Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (42)	12% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack of differentiation of instruction to meet the students' needs.	<ul style="list-style-type: none"> Analyze student data and work products. Collaboratively plan instruction to challenge the student. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) to support differentiation in the classroom. 	Administration, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		In grades 6-8, 28% of the total students tested will achieve Level 7 or higher on the FAA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23% (3)		28% (6)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student access to online textbook, video, and other curriculum resources for home study	1. Provide student with a textbook for home use. 2. Increase teacher/student/parent collaboration on homework activities	Math Coach, Department Chair, Classroom Teacher	Teacher observation of frequency and accuracy of student returned homework	Homework Rubric

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:		In grades 6-8, 60% of the total students tested will make learning gains on the 2013 FCAT Mathematics Assessment			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
52% (255)		60% (292)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student monitoring and data driven instruction and evidence of implementation steps	1. Conduct monthly student data chats and review mini assessment and district assessment progress 2. Student led data chats that focus on what helped students achieve or why they struggled 3. Full Coaching cycle and support Differentiated Instruction with materials and co-teaching for teachers to meet student needs based off of data.	Classroom teacher and admin.	Review of student data folders during classroom walkthroughs / Panther	Cycle Assessments BAT I and II Profiles
	Teachers have limited knowledge on the Gradual Release pedagogy in conjunction with chunking the content.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development for teachers in the Gradual Release Model in conjunction with chunking the content. 	Administrator, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results

2		<ul style="list-style-type: none"> Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) to support the Gradual Release Model in conjunction with chunking the content. 			
3	Teachers have limited knowledge of differentiation strategies including embedded scaffolding within new lesson.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development on strategies for differentiation instruction for teachers. <p>Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) to support differentiation in the classroom.</p>	Administration, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
4	Teachers have limited use of content literacy to strengthen student's ability to solve complex word problems and perform quantitative reasoning.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development on content literacy strategies for teachers. Additional content literacy strategies and practice during the STEM-u-lating Morning program. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) in support of content literacy. 	Administration, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
5	Students have minimal class time to grasp rigorous content.	Provide extended learning opportunities on Saturdays and two days after school beginning in November.	Administration, Math Coach, Department Chair	Weekly Lesson Planning Monitoring of tutoring sessions Monitor student attendance	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	In grades 6-8, 45% of the total students tested will make learning gains on the 2013 FAA Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (5)	45%. (6)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Limited student access to online textbook, video,	1. Provide student with a textbook for home use.	Math Coach, Department Chair,	Teacher observation of frequency and accuracy	District Benchmark Assessments,

1	and other curriculum resources for home study	2. Increase teacher/student/parent collaboration on homework activities	Classroom Teacher	of student returned homework	School Learning Station Cycle Assessments, FCAT results
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 6-8, 61% of the total students in the lowest 25% tested will achieve learning gains on the 2013 FCAT Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (73)	61% (79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have limited knowledge of the Gradual Release pedagogy in conjunction with chunking the content.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development for teachers. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) 	Administrator, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
2	Teachers have limited knowledge of differentiation strategies including embedded scaffolding in new lessons.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development on strategies for differentiation instruction for teachers. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) to support differentiation in the classroom. 	Administration, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
3	Teachers have limited use of content literacy to strengthen student's ability to solve complex word problems and perform quantitative reasoning.	<ul style="list-style-type: none"> Expectations are set by Administration. Provide professional development on content literacy strategies for teachers. Additional content literacy strategies and practice during the STEM-u-lating Morning program. Implement the coaching cycle (Observe, conference/plan, model/co-teach, observe, feedback, monitor) in support of content literacy. 	Administration, Math Coach, Department Chair	Classroom Observations Weekly Lesson Planning	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
	Students have minimal class time to grasp	Provide extended learning opportunities on	Administration, Math Coach,	Weekly Lesson Planning Monitoring of tutoring	District Benchmark Assessments,

4	rigorous content.	Saturdays and two days after school beginning in November.	Department Chair	sessions Monitor student attendance	School Learning Station Cycle Assessments, FCAT results
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 6-8, a decrease of 10% of the Subgroups tested will achieve Level 3 proficiency on the 2013 FCAT Math Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 20% Black: 74% Hispanic: 60% Asian: 0% American Indian: 100%	White: 15% Black: 69% Hispanic: 55% Asian: 0% American Indian: 0%

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	Conduct once a month student / teacher data chats and review mini assessment and district assessment progress	Math Coach, Administrator	Math Coach, Administrator	Review of student data folders during classroom walkthroughs	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 6-8, a decrease of 10% of the ELL students tested will achieve Level 3 proficiency on the 2013 FCAT Math Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%. (31)	83%. (29)

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	. Limited use of English Language Learners instructional strategies used in the classroom	Review English Language Learners strategies with classroom teachers. Incorporate English Language Learners strategies into classroom instruction via computer assisted technology	Math Coach, Department Chair, Administration	Monitor student assessment data, classroom observations and lesson planes	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 6-8, a decrease of 10% of the SWD students tested will achieve Level 3 proficiency on the 2013 FCAT Math Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (42)	84% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of Students With Disabilities instructional strategies used in the classroom	. Review Students With Disabilities strategies with classroom teachers. Incorporate Students With Disabilities strategies into classroom instruction computer assisted technology	Math Coach, Department Chair, Administration	Monitor student assessment data, classroom observations and lesson planes	District Benchmark Assessments, School Learning Station Cycle Assessments, FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 6-8, a decrease of 10% of the Economically Disadvantaged students tested will achieve Level 3 proficiency on the 2013 FCAT Math Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (357)	57% (281)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student access to online textbook, video, and other curriculum resources for home study	1. Provide student with a textbook for home use. 2. Increase teacher/student/parent collaboration on homework activities via notes in assigned student notebooks.	Math Coach, Department Chair, Administrator	Teacher observation of frequency and accuracy of student returned homework / classroom observations	Classroom observation
	Limited family funding for private tutoring	Provide Extended Learning Opportunities	Math Coach, Department Chair,	Monitor ELO participants' assessment data and	District Benchmark Assessments,

2	weekly via Saturday School for 3 months and bi-weekly afterschool for 2 months	Administrator	attendance roster.	School Learning Station Cycle Assessments, FCAT results
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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:	In grades 7-8, 70 of Algebra 1 students tested will achieve Level 3 proficiency on the 2013 Algebra 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of hands-on learning and application of skill	Model hands-on activity for teacher. Collaborate with teacher to include hands-on activities in lesson plans and instruction.	Math Coach, Administrator	Monitor student assessment data. Observation	Algebra EOC results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In grades 7-8, 50% of Algebra 1 students tested will achieve Level 4 or 5 proficiency on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of hands-on learning and application of skill	Model hands-on activity for teacher. Collaborate with teacher to include hands-on activities in lesson plans and instruction.	Math Coach, Administrator	Monitor student assessment data. Observation	Algebra EOC results

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

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

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:	In grades 7-8, 100%(13) of Black students in Algebra 1 will pass 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: n/a Black: 50% Hispanic: n/a Asian: n/a American Indian: n/a	White: n/a Black: 100% Hispanic: n/a Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of hands-on learning and application of skill	Model hands-on activity for teacher. Collaborate with teacher to include hands-on activities in lesson plans and instruction.	Math Coach, Administrator	Monitor student assessment data. Observation	Algebra EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	In grades 7-8, 100% (13) of economically disadvantage students in Algebra 1 will pass the Algebra 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student subject area knowledge	Provide Extended Learning Opportunities after school	Administration	Monitor ELO participants assessment data	Algebra EOC results
2	Limited student access to online textbook, video, and other curriculum resources for home study	<ul style="list-style-type: none"> Provide student with a textbook for home use. Increase teacher/student/parent collaboration on homework activities 	Math Coach, Department Chair, Administrator	Teacher observation of frequency and accuracy of student returned homework	Algebra EOC results

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 grades 8, 100%(1) of Black students in Geometry will pass 2013 Geometry EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of concrete representation of abstract concepts	Provide concrete representation of abstract concepts using hands-on and virtual manipulative objects.	Math Coach, Virtual School	Student Assessment Data, Observation	Geometry 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:	In grades 8, 100%(1) of Black students in Geometry will pass 2013 Geometry EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of concrete representation of abstract concepts	Provide concrete representation of abstract concepts using hands-on and virtual manipulative objects.	Math Coach, Virtual School	Student Assessment Data, Observation	Geometry 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 # 3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.	In grade 8, 100% (1) of Black students will pass the Geometry EOC
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Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
White: n/a Black: 0% Hispanic: n/a Asian: n/a American Indian: n/a		White: n/a Black: 100% Hispanic: n/a Asian: n/a American Indian: n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of concrete representation of abstract concepts	Provide concrete representation of abstract concepts using hands-on and virtual manipulative objects	Math Coach, Virtual School	Student Assessment Data, Observation	Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			N/A		
Geometry Goal #3C:					
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.			N/A		
Geometry Goal #3D:					
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:	In grade 8, 100% of Black students will pass the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student subject area knowledge	Provide Extended Learning Opportunities after school	Administration	Monitor ELO participants assessment data	Geometry EOC
2	Limited student access to online textbook, video, and other curriculum resources for home study	.Provide student with a textbook for home use. Increase teacher/student/parent collaboration on homework activities	Math Coach, Department Chair, Classroom Teacher, Administrator	Teacher observation of frequency and accuracy of student returned homework	Geometry EOC

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards IST Secondary Math	6-8	District PD	Mathematics Department	TBD	Classroom Walkthroughs (CWT)	Admin / Math coach
Gradual Release with chunking of content	6-8	State/Math Coach	Math Department	Weekly Coach/Teacher Collaboration Winning Wednesday PLC	Classroom Observation Lesson Plans	Admin / Math coach
Embedded Scaffolding with new content	6-8	Math Coach	Math Department	Weekly Coach/Teacher Collaboration Winning Wednesday PLC	Classroom Observation Lesson Plans	Admin/Math Coach
Differentiating instruction using high-preference tasks	6-8	Math Coach	Math Department	Bi-monthly PLC	CWT	Admin / Math coach

High Yield Strategies for Mathematics	6-8	Math Coach	Math Department	Bi-monthly PLC	CWT	Admin / Math coach
Content Literacy	6-8	IRT/Math Coach	Math Department	Weekly Coach/Teacher Collaboration Winning Wednesday PLC	Classroom Observation Lesson Plans	Admin/Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide textbooks for student home use.	Home copies of math textbooks for all students	General Fund	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To increase visual stimulation and enhance student interaction	Activotes Response Units	Accountability Funds	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To provide additional exposure to skills needed for mastery on FCAT Assessment	Extended Learning Opportunities	School Accountability Funds	\$2,000.00
To provide additional exposure to skills needed for mastery on FCAT Assessment	Extended Learning Opportunities	School Accountability Funds	\$5,000.00
			Subtotal: \$7,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grades 6-8, 20% of the total students tested on the 2013 FCAT will achieve Level 3 proficiency on the FCAT Science Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (19)	20%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of familiarity with Next Generation Sunshine State Standards (CCSS)	<ul style="list-style-type: none"> 1) Teachers attend an unwrapping the benchmarks. 2) During Science PLCs (Tuesdays and Thursdays) teachers will unwrap the benchmarks of the secondary IFC. Teachers will share Best Practices. Teachers will also practice hands-on activities for inquiry labs that are a part of these benchmark for sharing and practice of the scientific method to be presented to students. 3) Development of a secondary IFC for all grades to narrow the focus of content limits. 	Science Department Chair, Administrator	<ul style="list-style-type: none"> 1. Attend science trainings. 2. Lesson plans that incorporated the use of the secondary IFC and Science Test Item Specifications. 	Mini Assessment/ District Benchmark Assessment Tests
2	Lack of instruction that addresses specific Science deficiencies	<ul style="list-style-type: none"> 1) Use of instructional cycles provided by administrative staff. 2) Review assessment with students. 3) Differentiate students instruction according to proficiency on Cycle Test, BAT 1 and BAT 2 testing by incorporating Computer Assistant Technology (GIZMO / FCAT Explorer) 	Science Department Chair, Administrator	<ul style="list-style-type: none"> 1) Use of Progress monitoring calendar 2) Teacher and student data chats. 	Teacher/Administrator and Student / Teacher Data Chats.
3	Lack of integration and incorporation of higher order questions and critical thinking skills.	<ul style="list-style-type: none"> 1. Incorporate test taking skills each day to provide practice on dissection of test questions. 2. Review of test questions after each cycle test. 3. STEM Inquiry Labs 	Administrators and Department Chairperson	<ul style="list-style-type: none"> 1. Teacher and student data chats. 2. Tracking of assessment questions of each cycle test. 3. STEM Projects 	Teacher, Student, Administrator Data chats. Observations by administrators.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In grades 6-8, 100% of the total students tested on the 2013 FAA will achieve Level 4 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (2)	100%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on 2013 FCAT Science Assessment, 5% of the total students tested will achieve either Level 4 or Level 5 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1)	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	Lack of integration and incorporation of higher order thinking skills into daily instruction	1) Incorporate higher order questioning and thinking skills training into professional development schedule 2. STEM Inquiry Labs	Science Department Chair, Administrator	1) Tracking of mini assessment results and observation of instructional strategies 2) STEM Projects	Mini Assessment, Classroom Walkthrough Log
2	Lack of interest and motivation	Provide enrichment and stimulating activities through hands-on labs and virtual simulation/computer programs (GIZMO / FCAT Explorer)	Science Department Chair, Administrator	Tracking of mini assessments and district assessment results	Mini Assessments, District Assessments
3	Lack of student attendance at FCAT Saturday Camp and other tutoring opportunities	1) Provide weekly and monthly incentives for targeted students who attend tutoring opportunities 2) Create pull-out schedule for targeted students during elective classes	Administrator	1) Review of progress on district benchmark assessments 2) Master Schedule Modification	District Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In grades 6-8, 100% of the total students tested on the 2013 FAA will achieve Level 4 or higher

2012 Current Level of Performance:			2013 Expected Level of Performance:		
0%			100%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of integration and incorporation of higher order questions and critical thinking skills.	1. Incorporate test taking skills each day to provide practice on dissection of test questions. 2. Review of test questions after each cycle test. 3. STEM Inquiry Labs	Administrators and Department Chairperson	1. Teacher and student data chats. 2. Tracking of assessment questions of each cycle test. 3. STEM Projects	Teacher, Student, Administrator Data chats. Observations by administrators.

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
Unwrapping Science Benchmarks	6-8	District	Core Curriculum	Once a year	Lesson Plans Classroom Walkthrough Observations	Administrator / Coach
Higher order questioning and Critical Thinking Skills	6-8	Department Chair	Science Department PLC	Pre-Planning/Monthly August - May	Review of lesson plans, Classroom Walkthrough Observations	Administrator / Coach
Higher order questioning and Critical Thinking Skills	6-8	Department Chair	Science Department PLC	Pre-Planning/Monthly August - May	Review of lesson plans, Classroom Walkthrough Observations	Administrator / Coach
Inquiry Labs	6-8	District	Core Curriculum	Once a year (District) / Quarterly PLC's	Lesson Plans Classroom Walkthroughs	Administrator / Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide students with hands-on activities through the use of labs	Science Kits	Title I	\$2,000.00
To provide students with differentiate instruction materials for science instruction.	Science Coach Books Grade 6, 7, and 8	School Accountability Funds	\$7,000.00
To provide daily FCAT practice	"Daily Bite" textbooks	Extended Learning Opportunities Funds	\$1,000.00
			Subtotal: \$10,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers on magnet content knowledge and strategies	Teacher Coverage	Title I	\$1,500.00
To provide additional exposure to skills needed for mastery on Science Assessment	Extended Learning Opportunities-pullout	School Accountability Funds	\$2,000.00
Training for teachers to curriculum alignment of unwrapping the benchmarks.	District Personnel	School Accountability Funds	\$2,000.00
			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To utilize Science lab journal	Composition books	School Accountability Funds	\$1,200.00
To provide critical thinking activities and reading.	Science World Magazine	School Accountability Funds	\$2,000.00
			Subtotal: \$3,200.00
			Grand Total: \$18,700.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In Grade 8, 70% of the total students tested will achieve a score of 4 or higher on the 2013 FCAT Writing Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (111)	70%

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	Increase of of mastery rate from score of 3.0 to 4.0	1) Introduce a 3 week Instructional Cycle with assessment. 2) Review assessment 3) Group students according to proficiency 4) Coach will support Differentiated Instruction with materials and co-teaching	Language Arts Department, classroom teachers Chair/ Administrator	1) Progress monitoring calendar 2) Post assessment CWT with a focus on review of assessment and feedback to teachers 3) Analysis of assessment results 4) Coach's scheduling log	Mock Essays, FCAT Writing Essay Teacher/Student conferences Peer Editing (teacher directed)

2	Inability to recognize conventions of the writing process. Lack of Language usage skills	Provides students with opportunities to participate in the revision and editing process Grammar, Vocabulary assignments and Practices	Language Arts Department,classroom teachers Chair/Administrator	A writing portfolio will be maintained with revised essays, teacher-scored /peer-edited Review of performance on mock essays	Portfolio Tracking sheet Mock Essays-FCAT Essays with proof reading practices incorporated
3	Lack of proper response to Literature.	Initiate Legacy Writes program and provide weekly practice of responding to varied Reading passages / articles / exposing students to various literature in order to expose students to higher level reading material	Language Arts Department,classroom teachers Chair/Administrator	Assess student responses to reading passages both short and extended.	Reading writing response practices to Literature.
4	Lack of Introductory Techniques	Students will be introduced to "seven effective ways to start an essay" strategy/ teacher directed lessons in different types of writing, and writing for various audiences.	Language Arts Department,classroom teachers Chair/Administrator	Review performance on mock essays/ writing introductory paragraph for essay(articles etc.) where the introductory paragraph has been purposely deleted.	Oral review/ Grading according to department set rubric.

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:	In Grade 6-8, 100% of the total students tested will achieve a score of 4 or higher on the 2013 FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Six Traits of Writing	6-8	Department Chair / Coach	Language Arts Teachers PD	September - May Bi-monthly	Portfolio Review of mock prompt writing scores Mini-assessments	Department Chair, Administrator
Differentiated Instruction in Language Arts classes	6-8	Dept. Chair / Coach	Language Arts Teachers PD	September -May Bi-monthly	Classroom Walkthroughs Lesson plans	Language Arts Chair, Administrator
Holistic Scoring	6-8	Department Chair / coach	Language Arts Teachers PD	September - May - Bi-monthly	Portfolio Review of mock prompt writing scores Mini Assessments	Department Chair, Administrator
Legacy Writes	6-8	Legacy Consultants	Language Arts Teachers PD	September -May Bi-monthly	Classroom Walkthroughs Lesson plans	Language Arts Chair, Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Legacy Writes	Legacy Writes License	Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Development / training	Teacher coverage	Title I	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Daily journal writing	Binders	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$8,500.00

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

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

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

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

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		In SY 2012-2013, 97% of the students attending LMS will attend school on a regular basis.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
92% (567)		97% (570)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
155		130			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
21		10			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' tardiness	Parent Link call, parent conference	Administrator	Attendance Record Review	Reduction in number of days tardy and number of tardy minutes
2	Students' absences	Parent Link call, Guidance intervention	Administrator, Guidance counselor	Attendance Record Review	Reduction in school absence rate

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 Symposium	6-8	District Student Support	Administrator, Guidance Director	Fall 2012	Review Attendance trends	Administrator

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:	In 2013, the expected number of suspensions will be less than 85
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
170	85
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

112	56				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
569	238				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
243	172				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of classroom management techniques among teachers	Provide trainings in classroom discipline such as CHAMPS	Administrator	Classroom Walkthroughs	Classroom Walkthroughs Observation Log
2	Insufficient instructional strategies that engage students	Provide trainings in the effective use of technology	Administrator, Department Chairs	Classroom Walkthroughs/Decrease in school suspensions	Classroom Walkthroughs Observation Log/Suspension Log

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
School Discipline Plan Implementation	6-8	Assistant Principal	Discipline Plan Committee / Staff	Monthly	Number of Referrals to Administration, Classroom Walkthroughs	Administrators
RTI Strategies	6-8	Assistant Principals, Guidance Counselors	Child Study Team members, Staff	Weekly	RTI data	Administrators / RTI Specialist
Discipline Matrix Guidelines/DMS review	6-8	Assistant Principal	Assistant Principals / ESE specialist	Weekly	Referral stats	Administrators
School Discipline Plan Review	6-8	Assistant Principal	Discipline Plan Committee	August PLC	Number of Referrals to Administration, Classroom Walkthroughs	Administrator
CHAMPS	6-8	Assistant Principal	HRD / CHAMPS cadre	September-May	Classroom Walkthroughs	Administrators

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	For the 2012-2013 school year, 35% of parents will participate in school activities and parent meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30%(116)	35%(203)

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	See PIP	See PIP	See PIP	See PIP	See PIP
2	Lack of communication	Parentlink notificatiopn, Flyers, Marquee, Website	Administration	Phone call messages, Survey	Parent increased participation at school events

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
ANNUAL PARENT SEMINAR	Parenting Tips	Title I	\$80.00
WINTER / SPRING SHOWCASES	HIGHLIGHT Curriculum Activities	Title I	\$3,890.00
Subtotal:			\$3,970.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Literacy	Online resources (FCAT Explorer, Pinnacle etc.)	Title I	\$300.00
Subtotal:			\$300.00
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:			\$4,270.00

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:			Students in grades 6-8 will complete PBL Activity each quarter on a disease that impacts individual health, using technology.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of 21st Century Skills.	STEM Department will provide training on 21st Century Skills.	Administration, Coaches, STEM Magnet	Completed PBL Student created projects	Classroom Walk Through, Rubrics from PBLs

			Coordinator		
2	Lack of knowledge on how to infuse technology skill required to complete PBL	Professional Development will be provided to increase teacher technology skills.	Administration, Coaches, STEM Magnet	Completed PBL Student created projects	Student projects

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
DETA 1	6-8	District	STEM Teachers / Coordinator	September – May	Course Completion	District/In-service facilitator

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE	
CTE Goal # 1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

CTE Budget:

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

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
Reading	Flocabulary	Build vocabulary skills for students through raps and daily news	Title I	\$1,200.00
Reading	ELO Camps	Before and After school enrichment camps	Title I	\$2,000.00
CELLA	Increase language acquisition	ESOL Dictionaries	Title I	\$500.00
Mathematics	To provide textbooks for student home use.	Home copies of math textbooks for all students	General Fund	\$3,000.00
Science	To provide students with hands-on activities through the use of labs	Science Kits	Title I	\$2,000.00
Science	To provide students with differentiated instruction materials for science instruction.	Science Coach Books Grade 6, 7, and 8	School Accountability Funds	\$7,000.00
Science	To provide daily FCAT practice	"Daily Bite" textbooks	Extended Learning Opportunities Funds	\$1,000.00
Writing	Legacy Writes	Legacy Writes License	Title I	\$5,000.00
Parent Involvement	ANNUAL PARENT SEMINAR	Parenting Tips	Title I	\$80.00
Parent Involvement	WINTER / SPRING SHOWCASES	HIGHLIGHT Curriculum Activities	Title I	\$3,890.00
				Subtotal: \$25,670.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island	Computer Licenses	Title I	\$1,232.00
Reading	Reading Plus	25 computer licenses	Title I	\$9,875.00
Mathematics	To increase visual stimulation and enhance student interaction	Activotes Response Units	Accountability Funds	\$3,000.00
Parent Involvement	Computer Literacy	Online resources (FCAT Explorer, Pinnacle etc.)	Title I	\$300.00
				Subtotal: \$14,407.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IRA Annual Conference	International Reading Conference	Title I	\$2,500.00
Mathematics	To provide additional exposure to skills needed for mastery on FCAT Assessment	Extended Learning Opportunities	School Accountability Funds	\$2,000.00
Mathematics	To provide additional exposure to skills needed for mastery on FCAT Assessment	Extended Learning Opportunities	School Accountability Funds	\$5,000.00
Science	Train teachers on magnet content knowledge and strategies	Teacher Coverage	Title I	\$1,500.00
Science	To provide additional exposure to skills needed for mastery on Science Assessment	Extended Learning Opportunities-pullout	School Accountability Funds	\$2,000.00
Science	Training for teachers to curriculum alignment of unwrapping the benchmarks.	District Personnel	School Accountability Funds	\$2,000.00
Writing	Staff Development / training	Teacher coverage	Title I	\$3,000.00
				Subtotal: \$18,000.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	To utilize Science lab journal	Composition books	School Accountability Funds	\$1,200.00
Science	To provide critical thinking activities and reading.	Science World Magazine	School Accountability Funds	\$2,000.00
Writing	Daily journal writing	Binders	Title I	\$500.00
				Subtotal: \$3,700.00
				Grand Total: \$61,777.00

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.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
All allotted SAC funds will be use towards student achievement.	\$17,200.00

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

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

Broward School District LAUDERHILL MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	40%	70%	13%	163	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	58%	59%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	71% (YES)			142	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					422	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERHILL MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	45%	86%	18%	193	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	65%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	68% (YES)			137	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					457	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested