FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DR. DAVID L. ANDERSON MIDDLE SCHOOL

District Name: Martin

Principal: Patricia Schmoyer

SAC Chair: Ivy German

Superintendent: Nancy Kline

Date of School Board Approval:

Last Modified on: 9/19/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia Schmoyer	M.A.: Educational Leadership - Principal K-12 B.S.: Sociology - Social Science Middle Grades 6-12		18	Title I Coordinator: 2011-2012 School Grade: N/A Principal: 2010-2011 South Fork High School School Grade: B %Meeting High Standards in Reading: 55% % Meeting High Standards in Math: 88% % Meeting High Standards in Writing: 81% % Meeting High Standards in Science: 48% % Learning Gains in Reading: 47% % Making Learning Gains in Math: 79%
Assis Principal	Jeri Eckler	School Principal, Middle Grades General Science, Social Sciences, Gifted, Middle Grades	1	13	Assistant Principal: 2011-2012 Stuart Middle School 2011: A, AYP—No (SMS) 2010: A, AYP—No (SMS) 2009: A, AYP—No (SMS) 2008: A, AYP—Yes (SMS) 2007: A, AYP—No (SMS) 2006: A, AYP—No (SMS) 2005: A, AYP—No (SMS) 2004: A, AYP—No (SMS) 2003: A, AYP—No (SMS)

					2002: A, AYP—No (SMS) 2001: A, AYP—No (SMS) 2000: A, AYP—No (SMS)
Assis Principal	Joe Flanagan	B.A. Music, M.A. Education, Music K-12, School Principal		12	Director of Transportation: 2011-2012 Director of Transportation: 2010-2011

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Deborah Riley	Elementary Education, ESOL	2	2	2011 Grade=A Rdg=75% Math=74% Rdg Gains=75% Math Gains=66% Rdg25=72% Math25=68% AYP=No 74% 2010 Grade=A Rdg=70% Math=79% Rdg Gains=68% Math Gains=75% Rdg25=69% Math25=82% AYP=No 74%

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	Determine job openings, review resumes of applicants who are highly qualified and experienced.	Principal, Assisstant Principals	August 1, 2012	
2	Review all applications received by the district. Focus on applicants who experience with MTSS, Differientiated Instructional Strategies, and middle/high school experience.	Principal, Assistant Principals, Confidential Secretary	August 1, 2012	
3	Interview separately all qualified candidates. Collaboration of administrative notes will be used to determine the best possible choice for the position.	Principal and Assistant Principals	August 1, 2012	
4				
5				
6				
7				

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	2.9%(2)	19.1%(13)	44.1%(30)	33.8%(23)	32.4%(22)	85.3%(58)	19.1%(13)	7.4%(5)	48.5%(33)

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
Monica Goldfarb	Cindy Boudreaux	Like subject matter and teacher experiences (Speech/Language Pathologists)	Mentorship meetings and New Teacher Orientation (NTO)
Linda Irvin	Tiffany Carman	Like subject matter and teacher experiences (Math 8th Grade)	Mentorship meetings and NTO
Dean Higgins	Jacqueline Donaldson	Like subject matter and teacher experiences (PE Department)	Mentorship meetings and NTO
Patrick Silas	Jessica Finley	Like subject matter and teacher experiences (ESE Support Facilitators)	Mentorship meetings and NTO
Sheila Hill	Ivy German	Like subject matter and teacher experiences (Previous School Year Mainstream Consultant)	Mentorship meetings and NTO
Hank Oset	Robert Griggs	Like subject matter and teacher experiences (ESE, ASD Teachers)	Mentorship meetings and NTO
Nicole Raimann	Ashley Kemler	Like subject matter and teacher experiences (ESE Support Facilitators)	Mentorship meetings and NTO
Betty Marshall	Michael Perry	Like subject matter and teacher experiences (ESE, IND Unit Teachers)	Mentorship meetings and NTO
Roxanne Gary	Ben Smith	Like subject matter and teacher experiences (ESE, ASD Teachers)	Mentorship meetings and NTO

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

Dr. David L. Anderson Middle School is not a Title I school.

Title I, Part C- Migrant

Dr. David L. Anderson Middle School is not a Title I school.

Title I, Part D

Dr. David L. Anderson Middle School is not a Title I school.

Title II

Dr. David L. Anderson Middle School is not a Title I school.

Title III

Dr. David L. Anderson Middle School is not a Title I school.

Title X- Homeless

Dr. David L. Anderson Middle School is not a Title I school.

Supplemental Academic Instruction (SAI)

After school tutoring programs:
- Power Hour
- Computer Lab
- Math Triumphs

Violence Prevention Programs

- Anti-Bullying Assembly
- Zero Tolerance Assembly

Nutrition Programs

Annual Health Fair Grades 6 - 8

Housing Programs

Head Start

Adult Education

Career and Technical Education

- Business Skills I - Microsoft Word, Spreadsheets, Web Design
- Business Skills II - Health Occupations
- Business Skills III - Robotics and Drafting
- ePeP Program

Job Training

Medical Skills Academy

Other

Health: Annual Health and Wellnes Fair Grades 6 - 8
Kick Butts Celebration
Hoops for Hearts - Jump Rope Fundraiser
Governor's Fitness Challenge

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrator: Patricia Schmoyer, Principal
Administrator: William Flanagan, Assistant Principal
RTI/MTSS Coach: Diane Seeland
School Psychologist: Robb Drellich
ESE/Mainstream Consultant: Ivy German
General Education: Mangai Neelavannan, Kerri Cuccurullo, Susan McGrath
Support Facilitators: Nicole Raimann, Patricia Wilcox
Speech Pathologist: Monica Goldfarb
Guidance: Vonetta Allen
Guidance: Allison Walser

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 Team meets bi-monthly to discuss concerns in regards to struggling students and to help design intervention plans. The purpose of the team is to be an effective problem-solving group that:
- Assesses teachers' concerns related to student academic and/or behavioral difficulties
- Identifies student strengths, interests, and talents
- Reviews baseline data
- Sets projected outcomes and methods for measuring progress
- Designs specific intervention plans
- Reviews and monitors intervention plans
- Develops a plan to communicate plan/results with parents

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?

Members of the RtI Leadership Team also serve on one of the core content FCAT School Improvement goals. Member's primary role is to ensure meeting the needs of students who may be struggling academically or behaviorally. These needs are addressed through the school improvement plan where possible. Student data is analyzed to reveal the identification of those who need interventions and additional support. Once students are identified, strategies are matched to support achievement.

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.

Several data based systems are used to summarize tiered data:
1. The Performance Matters program allows for the identification of students who are struggling with grasping concepts related to FCAT sub skills. Each benchmark assessment will provide data that may be used to identify students.
2. Grade level teachers use an Item Analysis Collection Tool to collect information related to mini assessments and other classroom observations.
3. The PBS SWIS data collection program which allows administration and the RtI team to review data related to student discipline and behavior. This data is also reviewed on a bi-monthly basis, which allows for immediate identification and interventions.
4. Data management system is the PMRN data collection that is designed to chart progress for the FAIR assessment and ORF scores. This allows the RtI team members and reading teachers to identify the weaknesses and strengths of students in reading skills, which permits the opportunity for immediate implementation of intervention strategies.

Describe the plan to train staff on MTSS.

- During the pre-school days, all staff members will view a PowerPoint presentation which outlines the purpose of MTSS, the implementation process, and strategies that may be useful.
- Students on Tier II were identified for staff
- Staff brainstormed interventions for Tier II
- Staff reviewed school-wide PBS program as a Tier I intervention for all students

Describe the plan to support MTSS.

Referral packets are housed in the guidance counselors' offices. The packet has data sheets, ABC cards, and other materials needed to refer students to the MTSS Team. Observable Student Behavior (OSB) reports are logged in the Tier Level Data Base, RTIB.
As part of the PBS Program, teachers are provided the school currency, Stallion Dollars, to reward students for positive behavior. Every other week on Friday the school runs on a RACE day schedule in which each class ends about 10 minutes early and then at the end of the day a RACE celebration activity is held. Students pay five Stallion Dollars to attend and can use their Stallion Dollars to purchase items at RACE. Students who do not or cannot participate in RACE stay in the classroom and participate in a school-wide lesson on improving a character driven behavior.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Patricia Schmoyer- Principal
Joe Flanagan- Assistant Principal
Reading Coach - Debbie Riley
Math Data- Mangai Neelavannan
Language Arts Data- Laura Bianco
Related Arts Representative- Miguel Juan Gaspar
Science Data- Tonya Belvin
Guidance Counselor - Allison Walser

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

The Literacy Leadership Team will meet to discuss the data gathered through the common assessments as it pertains to AYP subgroups. The team representative will also meet with the Content teams to discuss the data and instructional strategies that will increase student achievement. Teachers will also receive professional development on various instructional strategies during Early Release Professional Development dates.

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

To focus on instructional strategies that are evidence and research based to increase proficiency with ELL and the lower quartile students. In addition, teachers will develop common assessments that identify cognitive complexity in questioning and place more emphasis on flexible grouping (based upon skill needs of the students).

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

To ensure that teaching reading strategies is the responsibility of all teachers (including those with related art courses), teachers are required to submit to their evaluating administrator, monthly instructional strategies related to addressing reading proficiency. The submission includes the focused instructional strategy, student samples, and a written teacher

reflection denoting the use and effectiveness of the strategy.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students scoring at achievement Level 3 in reading will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (231) of students scored Level 3 in Reading.	28% (274) of students will score Level 3 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Student Engagement	Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally.	Principal, Assistant Principals, Reading Coach, Mainstream Consultants, ESE teachers, Classroom teachers and MTSS Team	Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals.	Clearly defined in lesson plans, informal and formal observations, student work, and students notebooks or journals.
2	Developing Effective Lesson Plans for Maximum Student Achievement	Clearly stated learning goals, identifying the focus of a unit. Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not.	Principal, Assistant Principals, Reading Coach, Mainstream Consultant, ESE teachers, Classroom Teachers and MTSS Team	Informal and formal observations, lesson plans, Teacher reflection sheets, student notebooks or journals, and evidence of celebration.	Informal and formal observations, lesson plans, teacher reflection sheets, student notebooks or journals, and evidence of celebration.
3	Keeping up with a pacing schedule to ensure coverage of all standards prior to FCAT/Common Core Standards testing	Instructional Focus Calendars	Principal, Assistant Principals, Teachers, Reading Coach	Data team to analyze correlation between instructional strategies, assessment as matched to the instructional focus at monthly	Results of item analysis

				meetings.	
4	Finding up to date and valid data on current students that can be used to inform instruction	Use Performance Matters for data analysis of benchmark assessments	Principal, Assistant Principals, classroom teachers, reading coach	Results of item analysis from benchmarks	Benchmarks assessments
5	Finding additional support for students with identified difficulties	Tier II Support	MTSS Team	Student data on academic and behavioral goals	Check-in/Check-out system through RTI data program
6	Increase independent reading both fiction and nonfiction among all grade levels.	Accelerated reading program 6-8 to encourage independent reading and student motivation	Classroom teachers, Reading Coach and Media Specialist	Number of student participants	Average number of AR tests taken and average passing rate on first assessment
7	Lack of uniformed approach to increasing the use of reading strategies	Use of Approach to Reading, History of Language to increase fluency and critical thinking skills	Principal, Assistant Principal, Reading Coach, and Classroom Teachers	Performance	Project based assessments
8	Establishing and communicating learning goals	Determine and set learning goals in kid-friendly language. having students recognize the difference between the "learning goal" and the activities or assignments for the "learning goals." Have students develop a rubric or scale for the learning goal. Have students identify their own learning goal.	Principal, Assistant Principals, Reading Coach, Mainstream Consultant, support Facilitators, Classroom teachers and MTSS Team	Formative assessment; have students chart their progress for learning goals. Have a monitoring tool for student growth.	Rubric, quizzes, questioning student notebooks, informal visits, lesson plans, charts of student growth, celebrations, formative assessments with feedback, and student kept progress reports.
9	Lack of vocabulary development for students	Use direct instruction of vocabulary. Have students read a higher level of text. Have a different quantity of text.	Classroom Teachers	Results of Benchmark tests, FAIR tests, and classroom activities and tests.	Benchmark Tests, FAIR testing and Classroom Assessment
10	Finding time to celebrating student Success	Praise students, communicate through positive and written communication with home, grade level incentives, display work of student	Principal, Assistant principals, Reading Coach, Classroom teachers, support Facilitators	PRIDE assemblies, Work displayed in classroom, documentation of phone log,	Informal and Formal observations, SIP, Classroom atmosphere/environment, and celebration of positive student behavior such as attendance at grade level incentives

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percent of students scoring at Levels 4, 5, and 6 in reading will increase by 5 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (6) of students scored at Levels 4, 5, and 6 in reading on the Spring 2012 Florida Alternative Assessment.	23% (8) of students will score at Levels 4, 5, and 6 in reading on the Spring 2013 Florida Alternative Assessment.

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 higher order thinking skills.	Organizing students to interact with new knowledge through differentiated instruction, chunking content, students reflecting on instruction, students track learning progress	Teachers and Coach	Lesson plans, informal and formal observations, data team meetings.	Performance Matters, Pinnacle, Benchmark testing
2	Lack of hands-on application of real world problem solving	Incorporate higher complexity hands-on activities that utilize 21st century technology skills	Administration and Teachers	Informal and formal observations, intervention logs, lesson plans, in-service logs.	Performance Matters, Benchmark assessments
3	Lack of engaging instructional technology	Students will have access to classroom computers for independent practice.	Teachers	IEP Review	Pinnacle

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring in Levels 4 and 5 will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (293) of students scored at a Level 4 or 5. This is an increase of 1% from 2011.	36% (343) of students will score Levels 4 and 5 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to address the low number of students enrolled in rigorous courses	Increase high cognitive complexity in instructional presentation	Administration	Teacher Dialogue and classroom and academic reports	Number of students successful in program
2	Students not checking out books that are high level reading material.	Encourage higher achieving students to check out challenging reading materials from the media center	Media Specialist and Teachers	Media center usage reports	Media center reports and student feedback
3	Lack in variety of complexity addressed during delivery of lessons	Increase high cognitive complexity in instructional presentation	Teachers and Administrators	Teacher/student discussion	iObservation and classroom walk-throughs
4	Teachers not increasing rigor and expectations for students	Increase higher level thinking skills	Teachers	Teacher dialogue and classroom academic reports	Progress monitoring
5	Lack of higher-level resources for teachers	Use more periodicals such as Time and Newsweek. Learning groups to share resources	Classroom Teachers, Reading Coach, Media Specialist	Various reading activities and projects	Quizzes, rubrics, projects

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percent of students scoring at or above achievement Level 7 in reading will increase by 6 points
2012 Current Level of Performance:	2013 Expected Level of Performance:

79% (27) of students scored at or above achievement level 7 in reading on the Spring 2012 Alternative Assessment.	85% (29) of students will score at or above achievement level 7 in reading on the Spring 2013 Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and maintain knowledge	Teacher	IEP meetings, classroom observations,	Classroom Reading 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students achieving learning gains in Reading will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (706) of students made learning gains in Reading.	74% (725) of students will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack if variety in instructional strategies used by teachers	Heightened focus on instructional strategies to ensure addressing various learning needs and styles	Teachers and administrators	Results of mini assessments, teacher observations, and feedback from classroom observations	Lesson plan indicators and classroom observations
2	Lack of number of students who are academically successful in low level courses	More deliberate attention on remediation of students who may be struggling with skill comprehension	Classroom teachers, Principal, Assistant Principals, Reading Coach	Flexible grouping and teacher reflection	Student achievement (benchmarks and classroom assessments)
3	Need for book check out rate, especially among low level readers	Increase the number/percentage of students checking out books from the media center	Teacher and Media specialist	Media usage reports	Analysis of media reports
4	Lack of scaffolding techniques and differentiated instruction by teachers that focus on lower quartile	ESE teachers work with teachers sharing strategies and techniques for the lowest quartile students	Teachers, administration, ESE teachers, mainstream consultant	Percentage of students making learning gains	Percentage of students making learning gains on the 2012 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	

reading. Reading Goal #3b:	The percent of students achieving learning gains in Reading on the Alternate Assessment will increase by 4 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (19) of students made learning gains in reading from 2011 to the Spring 2012 Alternate Assessment.	60% (20) of students will make learning gains in reading from 2011 to the Spring 2012 Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the lowest 25% making learning gains will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (181) of students in the lowest 25% earned learning gains in Reading.	76% (186) of students in the lowest 25% will earn learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ratio of support facilitators to students needing support	Increase deliberate use of effective strategies for reaching struggling students	Support facilitators and teachers	Lesson plans and classroom observation	Lesson plan documentation and classroom observation
2	Behavior referrals and time off task due to behavioral issues	Increase student involvement in school activities and the learning of self control (PBS)	Teachers and administration	Analyze discipline reports for this group	Discipline reports
3	Exposure to grade level text	Expose students to grade level text through fiction and nonfiction.	Classroom teacher reading Coach	Benchmark Test Classroom Assessment FAIR test	Benchmark Test Classroom Assessment FAIR test
4	Increase Fluency	Use timed reading practice for fluency such as Jamestown	Reading Coach Classroom teacher	Benchmark Test FAIR Testing	Benchmark Testing FAIR Testing

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 : In 6 years, by the 2017-2018 school year, 80% of students will be proficient (and only 20% non-proficient) in Reading Performance.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	62.4%	65.8%	69.2%	72.6%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of White/Caucasian, Black/African American, Hispanic, Asian, American Indian, and Multi-Racial students scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students that scored Level 3 or above in Reading for the following subgroups are as follows: Caucasian = 68% (347) African American = 30% (20) Hispanic = 36% (93) Asian = 71% (10) American Indian = 50% (1) Multi-Racial = 61% (19)	The percent of students that will score Level 3 or above in Reading for the following subgroups will be as follows: Caucasian = 71% (396) African American = 33% (23) Hispanic = 39% (104) Asian = 75% (11) American Indian = 67% (2) Multi-Racial = 64% (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	Need for students to understand impact of FCAT assessment course options	FCAT chats with all subgroups as an individual group	Administrators	Student discussion and questions during the session; benchmark data; goal sheets established by the students	Benchmark assessment in reading
2	Lack of deliberate and consistent encouragement for poor performing students	Assign a mentor to the lowest 25% of Hispanic and Black students	Guidance Counselors	Interaction between mentor and mentee	Evaluation of Student Goal Sheets in June 2013
3	Need for increased support of ELL students	After school Rosetta Stone support (1 - 2 days a week) for identified LEP students	Administration	Analysis and monitoring of Rosetta Stone Reports	Rosetta Stone Reports
4	Need for variety instructional strategies that engages the disinterested student	Identify and target instruction for students in need of remediation using ORF, FAIR, and SRI	Classroom Teachers	Progress Monitoring Reports	Analysis of progress monitoring reports
5	Need to better analyze data and use to make instructional decisions	Use performance data to display students in need of remediation after each benchmark assessment	Classroom Teacher	Item analysis review with students	Benchmark and mini assessment results throughout the school year

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percent of ELL students scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (19) of ELL students scored Level 3 or above in Reading	20% (25) of ELL students will score Level 3 or above in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to monitor instructional outcomes on a more frequent basis	Mini assessments every 10 - 12 days to monitor student progress and to make instructional decisions/adjustments	Teachers	Analysis of mini assessments	Mini assessment reports
2	Need to monitor instructional outcomes on a more frequent basis	Use of progress monitoring tools for identifying and assisting students who are in need of remediation	Classroom teachers and Reading Coach	Analysis of progress monitoring	Progress monitoring assessments
3	Need to monitor instructional strategies and expected outcomes	Monitor lesson plans for addressing the needs of students' skill weaknesses (Bi-monthly meeting with reading teachers)	Classroom teacher and administration	Teacher lesson plans	Progress monitoring data and teacher lesson plans for addressing the needs of student deficiencies.
4	Inadequate materials to enhance learning of visual learners and ELL students	Provide resources such as visual and textual aids to meet the needs of all students for cross curricular development	Classroom teachers, reading coach, and administration	Use of graphic organizers, reading tiles, and project based assessments	Mini assessments and observation data
5	Students with Limited English Skills	Provide and after school tutoring for ELL sudents with access to Imagine Learning, Rosetta Stone, and FCAT Explorer Use high school volunteers 1 day a week for peer tutoring	Guidance	Students grades Benchmark Scores FAIR testing	FCAT Scores CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of Students With Disabilities scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (27) of Students With Disabilities scored at Level 3 or above in Reading.	21% (33) of Students With Disabilities will score at Level 3 or above in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to better use data which identifies students in need of remediation	Identify and target students in need of remediation through data analysis of Performance Matters	Classroom teachers	Performance Matters reports and (monthly to bi-monthly) dialogue with administrators	Performance Matters data
2	Need to address students who are identified in need of additional support	Read 180 instruction for students who have identified and placed in an ESE reading course	Teachers and administrators	Read 180 reports reviewed with administrators on a (monthly to bi-monthly) basis	Read 180 progress reports, teacher observation, and CWT
3	Inadequate use of higher level and variety in vocabulary	Vocabulary development through Language Arts with Vocabulary Cartoon, SAT I, and SAT II	Teachers	Use of increased vocabulary in the proper context	Classroom assignments and teacher observation

		Vocabulary instruction			
4	Need to increase the number of ESE students who are successful in regular education courses	Support to ESE students who are in general education classes	Support Facilitators and Assistant Principal for curriculum	Support Facilitation documentation of student progress	Bi-monthly meetings with administration to identify student progress and need for support

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of Economically Disadvantaged students scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (210) of Economically Disadvantaged students scored at Level 3 or above in Reading	47% (229) of students with disabilities will score at Level 3 or above in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to more accurately and quickly identify students in need of remediation	Identify and target students in need of remediation through Progress Monitoring data provided by Performance Matters	Reading Teachers	Performance Matters	Analysis of Performance Matters data
2	Inadequate use of extended vocabulary	Word Walls to focus on reading vocabulary interactively	Teachers	Students use of terms in the correct content	Identified class assignments and CWT
3	Students need to understand the impact of FCAT assessment on course options	FCAT chats with students in this subgroup	Classroom Teachers, Guidance Counselors, and Administration	Student Goal Sheets and dialogue during FCAT chats	FCAT Goal Sheets
4	Need to increase time on task with students	After school tutoring and support for ED students identified to need assistance with FCAT sub skills	Teachers and administration	Achievement records of students enrolled in after school program	Daily assignments and teacher observation
5	Students do not come prepared to class with materials necessary for learning	Students receive necessary tools like paper, pencils, calculators, binders, ect. from our donation area	Guidance	Students have materials needed for class	Observation

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	All	Common Core Team	All Teachers	Early Release/ Professional development days	Continuously	Teachers, Administrators

Florida Inclusion Network (FIN) Training and PD for support facilitated classes	All	Florida Inclusion Network (FIN) Lora	All teachers with classes that have students who receive ESE services via the support facilitation delivery model	Classroom visits during the school day with follow-up meetings during planning times 2-3 times in October or November	Lesson plans indicating instructional strategies collaborative planning	General Education and ESE Teachers, Mainstream Consultant and Administrators
Data Dissegregation Matrix	All	Debbie Riley, Reading Coach	All Teachers	Professional Development Days	Completed Matrix	Reading Coach, Teachers and Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of reading materials that will align NGSSS with Common Core Strateties	Scholastic Scope Magazine	SAC	$264.00
Training for teachers for Disseggregation Data Matrix	Training for Data Disseggregation Matrix	SAC	$500.00
			Subtotal: $764.00
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
Professional Development Trainings	Teacher travel and registation fees	SAC	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,764.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percent of students scoring proficient in listening/speaking will increase by 3 points.
2012 Current Percent of Students Proficient in listening/speaking:	
Out of the students taking the CELLA test, 90.4% (85) of students are proficient in listening/speaking.	
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 opportunity for students to speak in class	Through the use of student-centered, inquiry based units of study, the students will have greater opportunities to speak.	Teachers, ELL Paraprofessional	Observation	Formative assessment
2	Lack of instructional time devoted to listening	Read aloud or audio books	Teachers, ELL Paraprofessional	Observation	Formative assessments
3	Lack of time for teachers to work one on one with students that have limited English.	Pair students with more fluent students to work in small groups led by teacher or ELL para.	Teachers, ELL Paraprofessional	Observation	Classroom assignments, journals, assessments.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percent of students scoring proficient in reading will increase by 3 points.
2012 Current Percent of Students Proficient in reading:	
Out of the students taking the CELLA test, 91.5% (86) of students are proficient in reading.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-reading content teachers find difficulty implementing reading strategies in the classroom	Teachers will utilize CIS model and CRISS strategies in their courses to engage students; implement reading strategies in curriculum.	Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	Observations from both administration and teachers	Marzano-iObservation, Lesson Plans that depict specific Reading strategies
2	Students may have language barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	Incorporate reading strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and maintain knowledge	Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessional	Lessons designed to allow for student practice and success in the use of learned strategies	Benchmark tests, class assignments, teacher-constructed assessments
3	Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement.	Incorporate higher order thinking skills into lessons to increase cognitive complexity of activities	Administration, Reading Coach, Teachers, ESE Teachers, Mainstream Consultant, ELL Paraprofessionals	Lesson plan review, observations, data team discussion	Teacher observation, Pinnacle, Performance Matters to assess student achievement

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percent of students scoring proficient in writing will increase by 3 points.
2012 Current Percent of Students Proficient in writing:	
Out of the students taking the CELLA test, 90.4% (85) of students are proficient in writing.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time allotted for writing in the classroom	Daily Journal entries Quick Writes	Teachers, ELL Paraprofessionals	Daily Activities Observation	Formative Assessment
2	Limited vocabulary/background knowledge	Word Walls Brainstorming Predictions Small group instruction	Teachers, ELL Paraprofessional	Daily Activities Observation	Formative Assessment

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students scoring at achievement Level 3 in mathematics will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (282) of students scored Level 3 in Math.	34% (333) of students will score Level 3 in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Authentic Student Engagement	Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally.	Principal, Assistant Principals, Reading Coach, Mainstream Consultants, ESE teachers, Classroom teachers and MTSS Team	Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals.	Clearly defined in lesson plans, informal and formal observations, student work, and students notebooks or journals.
2	Developing Effective Lesson Plans for Maximum Student Achievement	Clearly stated learning goals, identifying the focus of a unit. Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not.	Principal, Assistant Principals, Reading Coach, Mainstream Consultant, ESE teachers, Classroom Teachers and MTSS Team	Informal and formal observations, lesson plans, Teacher reflection sheets, student notebooks or journals, and evidence of celebration.	Informal and formal observations, lesson plans, teacher reflection sheets, student notebooks or journals, and evidence of celebration.
3	There is a need for consistency in assessments and cognitive complexity in questioning	Common assessments between grade levels	Teachers and Administration	Lesson plan documentation and documentation on assessments	Lesson plans and assessments
4	Need to increase rigor and expectations for students	Include level 3 students in advanced classes and high school credit courses to increase rigor	Administration	Student academic success	Grade distribution reports and Teacher Lead reports

5	Lack of evenly distributed question items on teacher made assessments	Identification of cognitive complexity for all assessments	Teachers and administrators	Lesson plan documentation and documentation on teacher made assessments	Assessments and lesson plans
6	Lack of validated data that can be used to inform instruction	Use of Performance Matters for item analysis of district benchmarks	Teachers	Flexible grouping and instruction based upon data analysis and Data Boards	Teacher reports
7	Need for students and teachers to understand the impact of FCAT assessment results on course options	FCAT Chats with students and teachers	Guidance Counselors, Teachers, and Administration	Student goal sheets and 2013 FCAT results	Student goal sheets and teacher/student dialogue
8	Limited use in a variety of instructional strategies that address varying learning styles	Create and use projects and/or manipulatives in all math strands	Teachers and Administrators	Lesson plan documentation and classroom observation	Lesson plan documentation
9	Reading Comprehension of math problems	Student group discussions, academic notebook	Teachers	Teacher Lead discussions, student lead discussions	Classroom assessments
10	Finding more time to help students with reading comprehension of math problems	Have release time to help math department gain ideas for helping students	Administration	Collaborative meetings	Notes, Agenda, and participants at collaborative meeting.
11	Student Feedback of comprehension	The use of verbal feedback using dry erase boards	Teacher	Visual feedback response	Evaluation of correct answers using dry erase board.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percent of students scoring at Levels 4, 5, and 6 in mathematics will increase by 5 points
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (21) of students scored at Levels 4, 5, and 6 in math on the Spring 2012 Alternative Assessment.	67% (23) of students scored at Levels 4, 5, and 6 in math on the Spring 2012 Alternative Assessment.

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 higher order thinking skills.	Organizing students to interact with new knowledge through differentiated instruction, chunking content, students reflecting on instruction, students track learning progress	Teachers and Coach	Lesson plans, informal and formal observations, data team meetings.	Performance Matters, Pinnacle, Benchmark testing
2	Lack of hands-on application of real world problem solving	Incorporate higher complexity hands-on activities that utilize 21st century technology skills	Administration and Teachers	Informal and formal observations, intervention logs, lesson plans, in-service logs.	Performance Matters, Benchmark assessments
3	Lack of engaging instructional technology	Students will have access to classroom computers for independent practice.	Teachers	IEP Review	Pinnacle

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring in Levels 4 and 5 will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (254) of students scored a Levels 4 and 5 in Math.	31% (304) of students will score Levels 4 and 5 in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for immediate feedback of information for students and teachers, so instruction is better aligned to student needs	Clickers for data analysis of common assessments	Teachers	Technology Results	Clickers
2	Need for higher expectations and increase of rigor	Increase rigor of all 8th grade students in high school courses	Administration and Teachers	Student grade reports	Grade distribution reports
3	Need for pacing to ensure addressing all standards prior to FCAT testing	Follow Martin County District Curriculum Maps	Teachers and Administrators	Pacing and lesson plan documentation	Lesson plan documentation
4	Gaps in instruction due to advanced courses	Remediate with grade level appropriate practice.	Teachers	Scores achieved on bell-ringer assignments	Bell-ringer Practice Assessments
5	Feedback for comprehension of math concepts	use verbal feedback and dry erase boards	Teachers	Visual feedback response	Use of dry erase board to insure instant feedback

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The percent of students who score at or above achievement Level 7 in mathematics will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (11) of students scored at or above Level 7 in mathematics on the Spring 2012 Alternative Assessment.	37% (13) of students scored at or above Level 7 in mathematics on the Spring 2012 Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have cognitive barriers, difficulty with abstract thinking and retention deficiencies which require accommodations to be successful	Incorporate math strategies and tools in lessons in order to increase student confidence. Teachers address different modalities to provide numerous opportunities for students to acquire and	Administration, Teachers, ESE Teachers, Mainstream Consultant	Lessons designed to allow for student practice and success in the use of learned strategies	Class assignments, teacher-constructed assessments

		maintain knowledge			
2	Students need greater challenge and practice with higher-order thinking skills in order to maximize their learning potential, increase motivation for achievement, and maintain focus and engagement	Incorporate higher order thinking skills into lessons to increase cognitive complexity of activities	Administration, Teachers, ESE Teachers, Mainstream Consultant	Lesson plan review, observations, data team discussion	Teacher observation, Pinnacle, Access Points

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students achieving learning gains in Math will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (676) of the students made learning gains in Math.	71% (696) of students will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to more closely monitor instructional outcomes on a more frequent basis	Mini/frequent assessments to more closely monitor student progress and teacher instruction	Administration and Teachers	Common assessment analysis and teacher reflection	Mini assessments
2	Lack of evenly distributed question items on teacher made assessments	Identification of cognitive complexity for all assessments	Administration and Teachers	Results of common assessments	Common assessments
3	Need to practice critical thinking on a more consistent basis	Use of performance tasks questions on common assessments to promote critical thinking skills in mathematics	Teachers	Results of common assessments	Common assessments
4	The need to focus on accomodations when instructing students in math	Support Facilitation exclusively for math	Administration and support facilitators	ESE student reports	Student grade distribution reports
5	A need for students to understand the impact of FCAT assessment outcomes on course options	FCAT Chats with subgroups	Guidance Counselors, Teachers, Administrators	Student Goal Sheets	Student Goal Sheets
6	Low number of teacher made assessments that authentically reflect FCAT complexity in questioning	FCAT style assessments with percentage of questions at various levels and question format	Teachers and Administrators	Results of FCAT style assessments	FCAT style assessments
7	Inadequate use of extended vocabulary in math	Word Wall of Mathematics Terminology	Teachers	Use of terminology reflected on assessments	Assessments reflecting vocabulary
8	Concern for limited use of strategies when solving math word problems	Use of Approach to Reading strategies to solve math word problems	Teachers and Reading Coach	Results of marked passages	Word problems used with the Approach to Reading
9	Increase reading comprehension of math problems	Student group discussion to breakdown problems	Teachers	Teacher lead discussion	Classroom assessments
	Instructional gap of	Remediate with grade	Teachers	Bell Ringers, mini lessons	Bell ringers

10	instruction	appropriate practice			practice assessment
11	Time to collaborate with colleagues	Use Early Release days for department meetings for collaboration	Administration	Data Meetings	Agenda, Notes from meeting, Assessment Data

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:	The percent of students achieving learning gains in Mathematics on the Alternate Assessment will increase by 5 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (13) of students made learning gains in mathematics from 2011 to the Spring 2012 Alternate Assessment.	43% (15) of students will make learning gains in mathematics from 2012 to the Spring 2013 Alternate Assessment.

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 do not know math vocabulary	Provide a math "word of the day" for math classes	Teacher	Math Journal, observations	Formative 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in the lowest 25% making learning gains will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (154) students in the lowest 25% earned learning gains in Math	65% (159) of students in the lowest 25% will earn learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for concentration on specific skills and standards in math - low performance overall on identified skills	FCAT Explorer to concentrate on the specific standards	Teachers	Log with FCAT use, review of reports from FCAT Explorer	FCAT Explorer reports highlighting information related to specific strand
2	Need for concentration on specific strands in math - low performance overall on identified skills.	Use of FCAT Test Maker to focus on specific strands	Teacher	Assessments indicating specific strands	Assessments with identified strands
3	Increase conversations in regards to best practices in education	Monthly data team meetings to discuss instructional strategies and student achievement	Teachers and Administration	Data team notes	Data team notes and blog
4	Increase direct instruction to meet the needs of low performing students	Analysis of class data to identify lower quartile students	Teachers	Results data from lower quartile	Results data from lower quartile

5	Lack of Basic mathematical skills	After school tutoring, use of bell-ringers, "Mad Minutes", visuals to remediate basic skills, support facilitation, small group instruction	Teachers and Support Facilitators	Progress monitoring tools, dry erase boards, benchmark data	Benchmark testing, classroom assessments, FCAT
6	Lack of student immediate feedback	visual strategy using white boards	Teachers	Visual Feedback Response	Use of dry erase board for immediate feedback
7	Low Comfortable level with instructional strategy.	Give instructors that have been trained on differentiated instruction the opportunity to train other team members at department meetings to provide professional development for the staff on differentiated instruction.	Administration	iObservation , teacher feedback forms during in service and PDD opportunities	Student performance on a variety of district and state assessment tools

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 : In 6 years, by the 2017-2018 school year, 80% of students will be proficient (and only 20% non-proficient) in Mathematics Performance.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	62.4%	65.8%	69.2%	72.6%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percent of White/Caucasian, Black/African American, Hispanic, Asian, American Indian, and Multi-Racial students scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students that scored Level 3 or above in Reading for the following subgroups are as follows: Caucasian = 69% (353) African American = 36% (24) Hispanic = 43% (112) Asian = 86% (12) American Indian = 50% (1) Multi-Racial = 55% (16)	The percent of students that will score Level 3 or above in Reading for the following subgroups will be as follows: Caucasian = 72% (322) African American = 39% (27) Hispanic = 46% (119) Asian = 89% (11) American Indian = 67% (2) Multi-Racial = 58% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to increase reference and research skills	Consistent use of math reference sheets (in Planner) for helping students solve math problems	Teachers and Administrators	Lesson plan documentation	Lesson plan review and IObservation Data
2	Need to ensure practiced rigor on a continual basis	Identification of cognitive complexity for all assessments to ensure practiced rigor on a continual basis	Teachers and Administrators	Assessment samples and student performance documentation	Assessment samples with identified complexity levels

3	Inadequate time on task for students	Study hall during PE and Related Arts to complete assignments	Administrators and Tutors	Student reports	Student grade reports
4	Concern for limited instructional models that would address the needs of varying learning modalities	Use of manipulatives to address varying learning styles	Teachers	Student grade reports and climate survey	Lesson plan documentation and student grade reports
5	Need to align student skills needs to direct instruction	Focus bell ringers to address specific deficient skills as identified by teachers	Teachers	Results of bell ringer activities	Bell ringers 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percent of ELL students scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (37) of ELL students scored Level 3 or above in Math.	35% (43) of ELL students will score Level 3 or above in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for additional support of identified skill enhancement	After school tutoring for FCAT skill support	Teachers and Administrators	Number of participants and student grade reports	Progress monitoring records
2	Need to increase rigor and expectations of students at the level 3 standard	Increase awareness of higher level thinking	Teachers	Student grade reports	Progress monitoring reports
3	Need for more specialized support for managing student success	Tier II support for students who need assistance	RtI team	Student data on academic and behavior goals	Progress monitoring reports
4	Lack of understanding on behalf of students in regards to expectations of questions on state assessments	Student instruction in cognitive complexity identification of questions	Teachers	Assessments with student identification of complexity	Assessments
5	Lack of evenly distributed question items on teacher made assessments	Identification of cognitive complexity for all assessments	Teachers	Student assessment results	Assessment samples
6	Lack of validated data that can be used to inform instruction	Use of Performance Matters for item analysis and grouping of students by skill need	Teachers	Review of Performance Matters	Performance Matter data chats with teachers
7	Concern for limited instructional strategies for relating to varying learning modalities	Use of manipulatives (visuals, tactile, and sensory learning)	Teachers	Lesson plans and IObservation	Data collection from lesson plans and IObservation
8	Students with Limited English Skills	Provide and After school tutoring for ELL students with access to Imagine Learning, Rosetta Stone, and FCAT Explorer Use high school volunteers one day a week for peer tutoring	Guidance	Student grades Benchmark Scores FAIR Testing	FCAT Scores CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of Students With Disabilities scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (34) of Students With Disabilities scored at Level 3 or above in Math.	26% (41) of Students With Disabilities will score at Level 3 or above in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to increase use of instructional accommodations in math classes	Support Facilitators for math who also serve on the Math Data Team	Administrators and ESE teachers delivering instruction via the support facilitation model	Documentation of student progress	Student progress reports and reports on common assessments
2	Need to ensure practiced rigor on a continual basis	Identification of cognitive complexity for all assessments	Teachers and Administrators	Assessment samples and student performance documentation	Assessment samples with identified complexity
3	Need to increase time on task and reinforcement of skills	After school tutoring to reinforce FCAT skills	Teachers and Administrators	Student participation records	Student progress reports
4	Increased use of reference and research skills in math when problem solving	Consistent use of Math Reference Sheet (in Planner) for helping to solve math problems	Teachers	Lesson plan documentation and IObservation	Lesson plan review and IObservation data
5	Need to increase rigor and expectations for students	Increase higher level thinking skills	Teachers	Student schedules and teacher class rosters	Monitor student progress and grade reports
6	Lack of critical thinking developed on most teacher made assessments	Include range of complexity questions on given assignments	Teachers	Monitor classroom assessments	Sample assessments
7	Lack of comfort level of teachers differenting of instruction	Give instructors that have been trained on differentiated instruction the opportunity to train other teachers at team meetings on differentiated instruction.	Administration	iObservation, teacher feedback forms during in service and PDD opportunities	Student performance on a variety of district and state assessment tools

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of Economically Disadvantaged students scoring Level 3 or above will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (238) of Economically Disadvantaged students scored at Level 3 or above in Math	52% (238) of Economically Disadvantaged students scored at Level 3 or above in Math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of validated data that can be used to inform instruction	Use Performance Matters information for item analysis of district benchmark	Teachers	Results of item analysis from benchmarks	Benchmark Assessments
2	Need to increase rigor and expectations of higher level learning	Increase higher level thinking skills	Administration	Student grade eports	Common and district benchmark assessment
3	Need for increased opportunities to reinforce learned math skills	After school tutoring for FCAT skill support	Teachers and Administration	Attendance number in program	Progress monitoring reports
4	Lack of varying teaching strategies to address varying learning modalities	Use of manipulatives to support visual and sensory learning	Teacher and Administration	Lesson plans and CWT	Observations and lesson plan documentation
5	Need to increase student awareness of cognitive complexity and question expectations	Student instruction in cognitive complexity identification to teach method of approach	Teachers	Monitoring sample assessments	Assessments
6	Students do not come prepared to class with materials necessary for learning	Students receive necessary tools like paper, pencils, calculators, binders, etc. from our donation area	Guidance	Students have materials needed for class	Observation

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of students scoring at Achievement Level 3 in Algebra will increase by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (69) of students are scoring at Achievement Level 3 in Algebra.	61% (40) of students will score at Achievement Level 3 in Algebra.

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	Authentic Student Engagement	Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher	Principal, Assistant Principals, Reading Coach, Mainstream Consultants, ESE teachers, Classroom teachers and MTSS Team	Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals.	Clearly defined in lesson plans, informal and formal observations, student work, and students notebooks or journals.

		enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally.			
2	Developing Effective Lesson Plans for Maximum Student Achievement	Clearly stated learning goals, identifying the focus of a unit. Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not.	Principal, Assistant Principals, Reading Coach, Mainstream Consultant, ESE teachers, Classroom Teachers and MTSS Team	Informal and formal observations, lesson plans, Teacher reflection sheets, student notebooks or journals, and evidence of celebration.	Informal and formal observations, lesson plans, teacher reflection sheets, student notebooks or journals, and evidence of celebration.
3	Misplacement of students in advanced classes	inservice for making recommendations for student placement	Administration and Teachers	Formative assessments used in classroom	Benchmark test and EOC exam
4	Time to collaborate with colleagues	Use Early Release days for department meetings for collaboration	Administration	Collaborative and Data Team meetings	Notes, agenda, data assessment
5	Feedback for students	Use verbal feedback using dry erase boards	teachers	visual feedback with dry erase boards	Correct answer on Dry erase board with verbal feedback from the teacher
6	Students lacking math concepts in order to succeed at the higher level math skills	Math Triumphs program targeting specific math concepts for students who need foundation review	Guidance counselors, math teachers,ESE teachers	Small group sessions	class work and 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of students scoring at or above Achievement Level 4 in Algebra will increase by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (27) of students scored at or above Achievement Level 4 in Algebra.	25% (17) of students scored at or above Achievement Level 4 in Algebra.

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 rigor and exposure to FCAT style questions	All Mathematics teachers will incorporate bell ringers to reinforce skills each day	Teachers	Department Planning	Diagnostics and Spring FCAT NGSSS Math
2	Students' reading comprehension related to mathematics	Incorporate reading activities in lesson plans	Administration and Teachers	Departmetn planning and curriculum sessions	Diagnostic and Spring FCAT NGSSS math

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A : In 6 years, by the 2017-2018 school year, 95% of students will be proficient (and only 5% non-proficient) in Algebra.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83%	85%	87%	89%	91%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The percent of White/Caucasian, Black/African American, Hispanic, Asian, American Indian, and Multi-Racial students scoring Level 3 or above will increase by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students that scored Level 3 or above in Reading for the following subgroups are as follows: Caucasian = 84% (76) African American = 100% (1) Hispanic = 79% (15) Asian = 50% (2) American Indian = (No students enrolled for Algebra) Multi-Racial = 100% (2)	The percent of students that scored Level 3 or above in Reading for the following subgroups are as follows: Caucasian = 86% (48) African American = 100% (1) Hispanic = 81% (5) Asian = 100% (1) American Indian = (No students enrolled for Algebra) Multi-Racial = 100% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low enrollment of students other than caucasions in Algebra.	Increase the use of manipulatives, simulations and hands-on activities to reinforce math concepts.	Teachers	Monitor subgroup report	Performance Matters
2	Subgroups not making satisfactory progress	Identify and closely monitor the performance of these students; revise instruction and intervention groups as needed.	Teachers, ESE teachers, administration	Maintain progress reports of these students and the intervention strategies utilized.	Progress reports

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	There are currently no ELL students enrolled in Algebra. Therefore our goal is to enroll 3 ELL students Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of ELL students made satisfactory progress in Algebra.	There are no ELL students currently enrolled Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of Rigor and	All Mathematics teachers	Team Leader	Department planning and	Diagnostics and

1	exposure to FCAT style questions in the intensive math classes.	will incorporate bell ringers so that skills can be built day to day.		curriculum sessions	Spring FCAT SSS Math
2	Students' reading comprehension skills related to mathematics.	Incorporate reading activities in lesson plans.	Principal, Assistant Principal, Math Teachers	Department planning and curriculum sessions	Diagnostic and Spring FCAT SSS Math

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:	There are currently no SWD taking Algebra. Our goal is to enroll 3 SWD students in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4) of students with disabilities made progress in Algebra.	There are currently no SWD students enrolled in Algebra.

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 rigorand exposure to FCAT style questions	All Mathematics teachers will incorporate bell ringer to build skills daily	Teachers	Department Planning	Diagnostics and Spring FCAT NGSSS Math
2	Students reading comrehension skills related to mathematics	Incorporate reading activities in lesson plans	Administration and Teachers	Department Planning	Diagnostics and Spring FCAT NGSSS Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The percentage of economically disadvantaged students making satisfactory progress in Algebra will increase by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (31) of economically disadvantaged students made satisfactory progress in Algebra.	84% (15) of economically disadvantaged students made satisfactory progress in Algebra.

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 do not come prepared to class with materials necessary for learning	Students receive necessary tools like paper, pencils, calculators, binders, etc. from our donation area	Guidance team	Students have materials needed for class	Observation
2	Need for increased opportunities to reinforce learned math skills	After school tutoring for FCAT skill support	Teachers and administration	Attendance number in program	Progress monitoring reports
3	Lack of varying teaching strategies to address varying learning modalities	Use of manipulatives to support visual and sensory learning	Teacher and administration	Lesson plans	Lesson plans

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percentage of students scoring at Achievement Level 3 in Geometry will increase by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (43) of students scored at Achievement Level 3 in Geometry.	76% (35) of students will score at Achievement Level 3 in Geometry.

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	Authentic Student Engagement	Variety of strategies in instruction and presentation. Games, Multi-Media activities or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally.	Principal, Assistant Principals, Reading Coach, Mainstream Consultants, ESE teachers, Classroom teachers and MTSS Team	Student response and reflection. Student descriptions, discussions, and predictions. Student-made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals.	Clearly defined in lesson plans, informal and formal observations, student work, and students notebooks or journals.
2	Developing Effective Lesson Plans for Maximum Student Achievement	Clearly stated learning goals, identifying the focus of a unit. Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not.	Principal, Assistant Principals, Reading Coach, Mainstream Consultant, ESE teachers, Classroom Teachers and MTSS Team	Informal and formal observations, lesson plans, Teacher reflection sheets, student notebooks or journals, and evidence of celebration.	Informal and formal observations, lesson plans, teacher reflection sheets, student notebooks or journals, and evidence of celebration.
3	Misplacement of students	Use student group work	teacher	Dry erase boards and student discussion between groups	pretest/post test, classroom assessments
4	Difficulty understanding spacial concepts	peer tutoring	Students and teachers	Peer tutor groups	Classroom assessments

5	Time restraints to collaborate with colleagues	use release time for department meetings	Administration	Collaborative and data meetings	Data Assessments, notes, and agendas

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The percentage of students scoring at or above Achievement Level 4 in Geometry will increase by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students scored at or above Achievement Level 4 in Geometry.	2% (1) of students will score at or above Achievement Level 4 in Geometry.

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 do not learn at the same exact pace.	Increase the utilization of differentiated instruction	Math Teachers, Administration	Teachers will write lesson plans, which include differentiated instruction, and submit them to the appropriate administrator on a regular basis.	iObservation and lesson plan reviews
2	Students do not have the same availability to utilize technology.	Incorporate the appropriate technology in the classroom that will be used on the EOC.	Math Teachers, Assistant Principal	Teachers will write lesson plans, which include reference to technology, and submit them to the appropriate administrator on a regular basis.	iObservation and lesson plan reviews
3	Students have much greater problems with Geometry word problems.	Increase problem-solving models in lesson plans and include strategies to solve real world problems.	Math Teachers, Assistant Principal	Administrator(s) will observe problem solving activities in the Geometry classrooms.	iObservation and lesson plan reviews

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 : In 6 years, by the 2017-2018 school year, 86% of students will be proficient (and only 14% non-proficient) in Algebra.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	78%	80%	82%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The percent of White/Caucasian, Black/African American, Hispanic, Asian, American Indian, and Multi-Racial students scoring Level 3 or above will increase by 2 points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students that scored Level 3 or above in Geometry for the following subgroups are as follows: Caucasian = 75% (33) African American = 100% (1) Hispanic = 67% (6) Asian = 67% (2) American Indian = (Currently no students enrolled in Geometry) Multi-Racial = 100% (1)	The percent of students that scored Level 3 or above in Geometry for the following subgroups are as follows: Caucasian = 77% (32) African American = (Currently no students are enrolled in Geometry) Hispanic = 70% (2) Asian = 100% (1) American Indian = (Currently no students enrolled in Geometry) Multi-Racial = (Currently no students enrolled in Geometry)

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' basic algebra skills are not strong enough for Geometry	Incorporate Algebra 1 skills in all Geometry classes.	Math Teachers, Assistant Principal	Teachers will write lesson plans and submit them to the appropriate administrator on a regular basis.	iObservation and lesson plan reviews
2	Students have different levels of prior knowledge of math skills.	The school will utilize the district provided assessments to determine previously learned prerequisite	Math Teachers, Assistant Principal	Review assessment data reports to ensure teachers are assessing students according to the skill of the student	Reports generated by the systematic application of diagnostic tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	There are currently no ELL students enrolled in Geometry. Our goal is to have 3 ELL students enroll in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of ELL students made satisfactory progress in Geometry.	There are currently no ELL studnets enrolled in Geopmetry.

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The percentage of students with disabilities making satisfactory progress in Geometry will increase by 50 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students with disabilities made satisfactory progress in Geometry.	50% (1) of students with disabilities made satisfactory progress in Geometry.

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' reading comprehension skills related to mathematics.	Include reading activities in lesson plans.	Teachers, Assistant Principals	Teachers will write lesson plans and submit them to the appropriate Assistant Principal on a regular basis.	Classroom walk-throughs and lesson plans
2	Students have different levels of prior knowledge of math skills.	The school will utilize the district provided assessments to determine previously learned prerequisite	Testing Assistant Principal	Review assessment data reports to ensure teachers are assessing students according to their knowledge.	Reports generated by the systematic application of diagnostic tools.
3	Students seem to lack individual math concepts preventing the acquisition of new skills.	Teachers will increase the use of differentiated instruction.	Teachers, Assistant Principals, ESE teachers, mainstream consultant	Review assessment data reports to ensure teachers are assessing students according to the created schedule.	Check data generated by the systematic application of diagnostic tests

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:	The percentage of economically disadvantaged students making satisfactory progress in Geometry will increase by 2 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (15) of economically disadvantaged students made satisfactory progress in Geometry.	70% (6) of economically disadvantaged students will make satisfactory progress in Geometry.

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 do not come prepared to class with materials necessary for learning	Students receive necessary tools like paper, pencils, calculators, binders, etc. from our donation area	Guidance team	Students have materials needed for class	Observation

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
Data Dissenegration Matrix	All Grades	Mangai Neelavannan, Math Data Team Leader	All Teachers	Professional Development Days	Completed Matrix	Teachers Administration

Common Core Standards	All Grades	Common Core Team	All Teachers	Early Release/ Professional development days	Continuously	Teachers and Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student awareness math around them in their world by painting a mural	Painting Supplies	SAC	$2,000.00
Disegregation Data Matrix	Training for Disegregration Matrix	SAC	$500.00
			Subtotal: $2,500.00
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
Professional development and trainings	Teacher travel and registation fees	SAC	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percent of students scoring at Achievement Level 3 in science will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (126) of students scored Level 3 in Science.	46% (135) of students will score Level 3 in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Authentic Student Engagement	Variety of strategies in instruction and presentation. Games, Multi-Media activities	Principal, Assistant Principals, Reading Coach, Mainstream	Student response and reflection. Student descriptions, discussions, and predictions. Student-	Clearly defined in lesson plans, informal and formal observations,

1		or student presentations, group work, projects, student debates, provide opportunities for friendly competition, provide for physical movement during classroom activities, determine appropriate pacing for each group of students, teacher enthusiasm and intensity of content, and provide students an appropriate time to talk about themselves and how content relates to them personally.	Consultants, ESE teachers, Classroom teachers and MTSS Team	made models or graphic presentations. Students Academic Notebooks or Interactive Notebooks. Student Journals.	student work, and students notebooks or journals.
2	Developing Effective Lesson Plans for Maximum Student Achievement	Clearly stated learning goals, identifying the focus of a unit. Engaging activities which allow for student exploration, develop lesson segments which are routine components of any lesson, flexible in drafting activities, and always allow for student reflection and teacher reflection--what worked and what did not.	Principal, Assistant Principals, Reading Coach, Mainstream Consultant, ESE teachers, Classroom Teachers and MTSS Team	Informal and formal observations, lesson plans, Teacher reflection sheets, student notebooks or journals, and evidence of celebration.	Informal and formal observations, lesson plans, teacher reflection sheets, student notebooks or journals, and evidence of celebration.
3	Increase comprehension of nonfiction and scientific articles	Incorporate Accelerated Reader nonfiction into science curriculum	Teachers	Teacher/student dialogue	Results of common assessment item analysis
4	Connecting concepts across curriculum	Increase learning connections through interdepartmental collaboration	Teachers	Interdepartmental collaboration on in-service days	FCAT scores
5	Immediate feedback in order to impact instruction	Use Versatiles, whiteboards, and formative assessment probes to quickly adjust direction of instruction, use of CPS clickers for interactive assessments	Teachers	Analyzed data and class histograms	CPS clickers and data
6	Increase authentic learning through problem solving	Use scientific method and lab techniques to solve real-world problems	Teachers	Student competency in lab setting	Classroom Assessments
7	Analysis of data in making decisions about instruction	Benchmark testing all grades and using Exam View.	Teachers	Three Benchmark tests before FCAT and discuss Exam View questions at science subject meetings.	Benchmark Testing and Performance Matters
8	Increase hands-on learning and address varying learning modalities.	Uses versatile lessons with levels four through eight, ues of white boards	Classroom Teachers	Student success using Versatiles, use dialog with students by using whiteboards	Percentage of students successfully using strategies.
9	Increase sophistication of vocabulary for science.	Word wall and varied vocabulary building strategies.	Classroom Teachers	Teacher/Student Dialog	Vocabulary Assessments
10	Increase Motivation for students	Engagement through Academic Games and PBS rewards.	Classroom Teachers	Percentage of students increasing motivation	Having less zeros in the grade book.
	Increase rigor and collaborative lesson	Quarterly subject team meetings on Early	District Coordinator,	Classroom assessments	Classroom assessments,

11	planning	Release Days Include higher order questions in assessments focusing on real-world, multi-step problems. Implement FCAT and Benchmark test chats with students to help them set goals and improve individual FCAT scores.	Reading Coach, Principal, Assistant Principals and Classroom Teachers	Agenda, minutes, Attendance rosters, lesson plans Document student conferences	Benchmark testing, and Performance Matters

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:	The percentage of students scoring Levels 4, 5, and 6 on the Science Alternate Assessment will increase by 12 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (7) students scored Levels 4, 5, and 6 in Science on the Spring 2012 Alternate Assessment.	100% (8) students scored Levels 4, 5, and 6 in Science on the Spring 2012 Alternate Assessment.

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 higher order thinking skills.	Organizing students to interact with new knowledge through differentiated instruction, chunking content, students reflecting on instruction, students track learning progress	Teachers and Coach	Lesson plans, informal and formal observations, data team meetings.	Performance Matters, Pinnacle, Benchmark testing
2	Lack of hands-on application of real world problem solving	Incorporate higher complexity hands-on activities that utilize 21st century technology skills	Administration and Teachers	Informal and formal observations, intervention logs, lesson plans, in-service logs.	Performance Matters, Benchmark assessments
3	Lack of engaging instructional technology	Students will have access to classroom computers for independent practice.	Teachers	IEP Review	Pinnacle

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring in Levels 4 and 5 will increase by 3 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (48) of students scored Levels 4 and 5 in Science	20% (59) of students will score Levels 4 and 5 in Science

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensure teaching of all standards prior to FCAT administration	Use of district curriculum mapping for pacing to ensure coverage of all skills	Teachers	Lesson plan documentation and student reports	Lesson plans and student academic reports
2	Increase rigor and expectations of higher complexity	Increase enrollment of students in high school courses in grade 8	Administration and teachers	Teacher Loads and class rosters	Number of students on class rosters for high school courses
3	Increase instructional time on higher level thinking.	Use inquiry based learning to promote higher levels of thinking and problem solving skills.	Administration and classroom teachers	Classroom observations	Common assessments, Benchmark results and FCAT
4	Authentic Student Engagement	Hands- on activity projects, multimedia activites, Competitive games, Science Fair, Variety of instructional practices, games, student debates, provide physical movement during classroom activities, teacher enthusiasm and intensity of content, and provide students appropriate time to talk about themselves on how content relates to them personally.	Administration, reading Coach, Mainstream Consultant, Support Facilitators, and Classroom Teachers	Student response and reflection, Student descriptions, discussions and predictions. Student made models or graphic presentations. Student academic notebooks and Student Journals.	Science fair, clearly defined in lesson plans, informal and formal observations, student work and student notebook and journals.

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:	The percentage of students scoring at or above Achievement Level 7 in Science on the Alternate Assessment will increase by 12 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5) of students scored at or above Achievement Level 7 in Science on the Spring 2012 Alternate Assessment.	75% (6) of students will score at or above Achievement Level 7 in Science on the Spring 2013 Alternate Assessment.

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
Disegragation Data Matrix	All Grade Levels	Tonya Belvin, Science Data Team	All Teachers	Professional Development Days	Completed Matrix	Teachers, Administration
Attendance and PBS Initiative	All Grade Levels	PBS and Attendance Committee	School Data	Preschool days and quarterly reviews	Quarterly reviews of attendance data	PBS and Attendance Committee
Common Core Standars	All Grade Levels	Common Core Team	All Teachers	Early Release/ professional days	Continuously	Teachers, Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Disegregation Data Matrix	Training for Teachers for Disegregation Data Matrix	SAC	$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
Professional development and trainings	Teacher travel and registation fees	SAC	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	99% (330) of students will score 3.0 or higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (250) of students scored 3.0 or higher in Writing.	92% (322) of students will score 3.0 or higher in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of confidence in students when it comes to writing.	Increase student/teacher conferences about writing assignments	Teachers	Outcome of student/teacher conferences	Feedback documented on student samples
2	Need for a structured writing curriculum that is implemented among all classrooms	Continue 6 + 1 Writing Traits Implementation	Language Arts teachers and reading coach	Teacher implementation	Student samples
3	Reinforcement of skills - increased time on task	Individual tutoring for students to enhance writing skills	Teachers and Administrators	Mini assessments of writing samples	Reports from mini assessment samples
4	Lack of sophisticated vocabulary in writing.	Incorporate vocabulary building activities on a weekly basis through the Language Arts class using grade appropriate resources	Teachers	Monitor mini assessments of vocabulary application	Reflective conference on vocabulary application, vocabulary assessments
5	Need for increased use of vocabulary related to FCAT focused terminology	Word Walls for increased vocabulary of FCAT Focus Terminology	Teachers	Review of writing assignments	Sample writing assignments
6	Collaboration on students' written work.	Monthly Data meetings with Language Arts department to discuss student progress and instructional strategies	Teachers and Administrators	Dialogue/collaboration between teachers	Meeting minutes and reporting sheets
7	Monitor student writing and teacher instruction	Monthly meeting between adminstrators and Language Arts Teachers to discuss student progress, needs, and strategies	Teachers and Administrators	Dialogue/collaboration	Planning tools shared by Teachers
8	Need for practice of a timed writing for all students	Parallel Writes for grades 6 and 7 in both fall and spring. Parallel Writes for 8th grade in fall.	Teachers	Student samples	Student samples
9	Practice of a timed writing on a specific topic for all students	Timed writings to increase endurance and creativity within a time limit	Teachers	Student samples during timed assignments	Student samples during timed assignments
10	Going off topic and lacking comprehension of writing topic	Use reteach strategies to help students understand the meaning of the topic.	Classroom teachers and support facilitators.	Practice Essays	Score on Practice Essays and parallel tests
11	Students not going in depth enough when supporting their details for writing topic.	Modeling by teachers showing writing techniques and using literary devices in paragraphs to improve depth of examples given.	Language arts teachers	Scoring practice essays.	Look at student work.

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:	The percentage of students achieving a 4 or higher in writing on the Alternate Assessment will increase by 11 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

89% (8)of students received scores of 4 or higher on the Spring 2012 Writing Alternative Assessment.	100%(9)of students received scores of 4 or higher on the Spring 2012 Writing Alternative Assessment.

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 higher level vocabulary skills.	Word walls; vocabulary practice.	Reading/Language Arts teachers	Weekly assessments	Classroom performance
2	Lack of higher level grammar skills.	Scaffolding grammar lessons and modeling.	Teachers	Monthly assessments.	Writing samples

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Accross The Curriculum presentation	All Grades	Language Arts teachers	School Wide	Early Release prior to FCAT Writes	Mock FCAT Writing test and Parallel Writes	8th Grade Team, Administrators, Language Arts teachers

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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional development and training	Teacher travel and registation fees	SAC	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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
1	Maintain intrest and focus	CIS Interactive activities using groups and movement	Parent Teacher Student	Student Feedback Work samples	Formal and Informal Assignments
2	Maintaining and Improving Comprehension Strategies	CIS Strategy	Parent Student Teacher	Work Samples Student Feedback	Assessment of Work Samples
3	Attendance and Participation	School/Parent Communication. No Participation in extra-curricular activities	Principal Assistant Principals Teacher School Resource Officer	Track Attendance	Attendance Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
1	Identify various levels of questions	Identification of complexity of "how to solve" various levels of questions.	Student Teacher Parent	Class discussion Student Samples	Informal Observations and Benchmark tests
2	Increase rigor and expectations	Advanced Placement courses	Guidance Counselors Teachers Principal Assistant Principals	Monitor Learning Gains	Benchmarks and other assessments

			Students		
3	Addressing the needs of diverse learners and learing styles	Various types of activities that address all types of learners.	Student Teacher Parent	Teacher/Student conferences Student work samples	Benchmark and other assessments

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
History Alive	6,7,8	William McCormick	Social Studies 6,7,8	Early Release	Student improvement, Performance Matters, EOC, Benchmark	Principal Asssistant Principals Teachers Students
Data Disegragation Matrix Data Training	All grades	Lucie Ortner, Social Studies Data Team Leader	All Teachers	Professional Development Days	Completed matrix	Administration and Teachers

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Support student learning, learning gains, and support learning styles.	History Alive	SAC	$900.00
Data Disegregation Matrix	Training for Teachers for Disegregation Matrix	SAC	$500.00
			Subtotal: $1,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Support Student testing online	On-line testing and activities	SAC	$360.00
			Subtotal: $360.00
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: $1,760.00

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The Attendance Rate will increase by at least 3 points in 2013. The percent of students with excessive absences will decrease by at least 5 points. The rate for excessive tardies will decrease by at least 1 point.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Attendance Rate = 94.2% (867)	2013 Attendance Rate Goal = 97% (984)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 Excessive Absences = 399 (43%)	2013 Excessive Abscences Goal = 385 (38%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 Excessive Tardies = 13% (120)	2013 Excessive Tardies Goal = 8% (81)

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 parental follow through for students who are missing from school on a regular basis	Identify students from the previous school year who were absent chronically and make contact when/if the student has three days unexcused absences.	Guidance	Attendance improvement of students identified.	Parent Contact Log Attendance Reports
2	Sttudent time on task in school	Attendance Committe to address student attendance and concerns after four unexcused tardies	Assistant Principal, Guidance Secretary, Rosa Williams, Guidance Counselors, Support Facilitators	Daily attendance records from Pinnacle	Average daily attendance
3	Need to alert parents on a daily basis when students are not in school	Use of Alert Now calling system to notify parents (daily) of absent students	Guidance Secretary, Rosa Williams	Reduce average number of calls on a daily basis	Average daily attendance reports
4	Need to monitor the number of students who are missing from school habitually	Review attendance data quarterly and present information to staff and students	Guidance	Analysis of quarterly data	Attendance reports
5	Need to identify in writing the students who are absent from school regularly	Use the Enforcement of School Attendance Form as often as needed, Have from 90 School of Choice Revoked	Guidance	Copy of form mailed to parents	Forms, attendance records
6	More attention placed on students who are exhibiting good attendance	Recognition of good attendance during quarterly PRIDE assembly	Guidance Counselors	Attendance Data	Attendance records
7	Need to ensure that students are in school on a regular basis - communicate with parents/guardians	Truancy officer to visit homes of excessive absent students	Truancy officer	Home visit documentation	Attendance reports
8	Improve parental contact information	Update yellow emergency cards on a	Front Office Staff	Attendance Report	Attendance report

		quarterly basis.			
9	Parental Support in student's daily attendance	Recognize student's who are present in school Student accountability No participation in extracurricular activities if there are excessive attendance issues	Guidance	Attendance reports	Attendance reports
10	Promote a Single School Culture for tardies and absences	Teachers will all follow the school wide plan for tardy procedures to ensure that parents are alerted to the number and frequency of tardies and absences received. Progressive disciplinary consequences will be applied for students that are excessively tardy to class	Teachers, Front Office Staff, Guidance, Administration	Attendance and tardy reports	Attendance and tardy reports
11	Motivation for student attendance	implement an incentive program to encourage attendance at school (Ice Cream every four weeks)	Guidance	Attendance	Average daily attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bring It 180 attendance program	All Grades/All subjects	Attendance team	All teachers school-wide	Once a month	Attendance reports	Attendance team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Bring It 180	Program to help students attend school daily.	SAC	$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:	The number of In-School Suspensions will decrease to 0 because we do not provide In-School Suspension anymore. The number of students suspended in-school will decrease to 0 as well. The number of Out-of-School suspensions will decrease by 18. The number of students suspended out-of-school will decrease by 10.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Number of In-School Suspensions = 152	Number of In-School Suspensions = 0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Number of Students ISS = 96 (10%)	Number of Students ISS = 0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Number of Out-of-School Suspensions = 214	Number of Out-of-School Suspensions = 196
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Number of Students OSS = 122 (13%)	Number of Students OSS = 112 (11%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for parents to communicate the importance of good behavior to students	Increase parent awareness of eliminated ISS service	Administration and Guidance	Log reported number of calls made that were received and not received	Connection report of Alert Now
2	Limited strategies for teachers in dealing with poorly behaved students	Professional development for teachers on classroom management strategies	Adminstration and Guidance	Number of students referred to office	RTIB data base and TERMS report of the number of students receiving referrals
3	Need to consistently monitor suspension of students	Review monthly RTIB data base reports of students suspended or receiving OSBs and suspension rates	MTSS/RtI Team	Reduced number of students being suspended	RTIB data base and TERMS report of the number of students receiving referrals

4	Lack of student problem-solving strategies and coping strategies to help them with handling problems correctly	Proactively intervene when student problems occur Invite students to attend the Lunch Bunch groups focused on social skills and Peace 4 Kids PBIS (RACE)	Teachers, Guidance Counselors, and Administrators	Record of interventions and students receiving OSBs and referrals	Log of number of interventions and RTIB data base and TERMS report of the number of students receiving referrals

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
A Time to Teach	All Grades/ All Subjects	Guidance Counselor, Vonetta Allen	All teachers	Once a month meetings starting January 2013	RTI data base and MTSS	Guidance Counselor, Vonetta Allen
Review of school PBIS program	All Grades and subjects	Guidance Counselor, Vonetta Allen	All teachers	Once a month during early release	MTSS meetings	Guidance Counselors and Administration

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
A Time to Teach	1. 4 Day Training in Charleston, SC $675 for Vonetta Allen 2. Training Resource Manual for Facilitator $199.95 3. Training Resource Manual for Participants $40.95 X 70= $2866.50 4. Time to Teach Manual for Facilitator $89.95 5. Time to Teach Manual for Participants 10 X $39.95=$399.95 6.Empowerment Time to Teach Resource Book $34.95 7. Empowerment Time to Teach Library Resource 6 X $19.95= $119.70 8. Facilitator Training Travel Expenses $353 round Trip Flight and $185 car rental	SAC and PBS	$4,248.55
			Subtotal: $4,248.55
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Subtotal: $0.00	
Grand Total: $4,248.55	

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percentage of parent participation will increase by 5** points in 2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2012 parent participation for conference nights and open house events was 61**% (518**).	2013 parent participation for conference nights and open house events will be 66**% (560**).

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 parent commitment in the success of students	Actively recruit parents for membership during Open House and 6th Grade Orientation	PTSA President and Administration	Number of new membership applications	Total number of additional members for the 2012-2013 school year
2	Lack of teachers to support the parent organization	Increase teacher participation on PTSA	Administration	Number of new membership applications	Total number of additional members for the 2012-2013 school year
3	Lack of communication with all parents about the importance of support from home	Improve communication of PTSA events and purpose through updates on the school website	Administration and PTSA President	Parent participation at school events and conference nights	Annual Parent Climate Survey
4	Lack of communication with parents and students from ELL homes	Involve parents of ELL students in evening "Learn English" program	Linguistics Club	Number of active parent participants	Parent attendance sign-in sheets and enrollment number of parents participating
5	Lack of communication with parents and students from ELL homes	Send "Alert Now" phone message about school events and conference nights in multiple languages.	Administration	Parent participation at school events and conference nights	Parent attendance sign-in sheets
6	Lack of participation in both SAC and PTSA from parents	PTSA meetings in connection with Conference Nights	PTSA President and Administration	Number of parents attending meeting	Parent attendance sign-in

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Develop a program that provides focus on STEM by establishing and implementing programs in Math, Science, IT Microsoft and Health/medical Skills classes.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recruiting students	Educate parents and market the importance of CTE and vocations.	Teachers, Guidance, Academy Team Board.	Number of students who apply and show interest in program.	Number of courses needed to meet demand.

2	Money required for supplies.	Ask parents to supply materials for their children when possible and ask SAC to approve funding for those students who cannot afford materials.	Principal, Teachers, SAC Committee.	The amount of dollars requested by academy teachers.	Number of students who have all supplies necessary for programs.
3	Funds for online access to technology information.	Grant writing	Teachers	Grant received	Number of students able to go online increases.
4	Computer lab access.	Get more computers into the classrooms.	Administration and media specialist.	Distribute computers appropriately to classrooms using STEM programs.	Count numbers of computers in technology driven rooms.

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
Specific Science CCSS lesson ideas	6-8/Science	District Coordinator	Science teachers	Early release	submission of target lesson to administrator.	Administrators
CPS and Exam View	6-8 Science	Science teacher (Viands)	Science teachers	Early release days	lesson share at team meetings for strategies implemented.	Science teacher (Viands)
Share best practices for incorporating STEM proframs into lessons.	6-8 Math, Science, medical skills, and Technology teachers	team Leader in charge of technology program (J.M. Guaspar)	Grades 6-8 Science, Math, Medical Skills/Health, and Computer Technolgy teachers.	Once a month at team meetings.	Review lesson plans	Administrators

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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide materials for economically disadvantaged students	Required medical and technical supplies (scrubs, shoes)	SAC	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional development and training	Teacher travel and registation fees	SAC	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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:	To launch a Medical Skills Career Academy and an IT technology Academy that will be available for students 6-8

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	Recruiting students.	Educate parents and market the importance of CTE and vocations.	Teachers, Guidance, Academy Team Board.	Number of students who apply and show interest in program.	Number of courses needed to meet demand
2	Money required for supplies.	Ask parents to supply materials for their children when possible and ask SAC to approve funding for those students who cannot afford materials.	Principal, Teachers, SAC Committee.	The amount of dollars requested by academy teachers.	Number of students who have all supplies necessary for programs
3	Funds for online access to technology information.	Grant writing	teachers	Grant received	Number of students able to go online increases.
4	Computer lab access	Get more computers into the classrooms.	Administration and media specialist.	Distribute computers appropriately to classrooms using STEM programs	Count numbers of computers in technology driven rooms.

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
Provide materials for economically disadvantaged students	Materials for technology and medical academies	SAC	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of reading materials that will align NGSSS with Common Core Strateties	Scholastic Scope Magazine	SAC	$264.00
Reading	Training for teachers for Disseggregation Data Matrix	Training for Data Disseggregation Matrix	SAC	$500.00
Mathematics	Increase student awareness math around them in their world by painting a mural	Painting Supplies	SAC	$2,000.00
Mathematics	Disegregation Data Matrix	Training for Disegregration Matrix	SAC	$500.00
Science	Disegregation Data Matrix	Training for Teachers for Disegregation Data Matrix	SAC	$500.00
Civics	Support student learning, learning gains, and support learning styles.	History Alive	SAC	$900.00
Civics	Data Disegregation Matrix	Training for Teachers for Disegregation Matrix	SAC	$500.00
Attendance	Bring It 180	Program to help students attend school daily.	SAC	$0.00
STEM	Provide materials for economically disadvantaged students	Required medical and technical supplies (scrubs, shoes)	SAC	$1,000.00
CTE	Provide materials for economically disadvantaged students	Materials for technology and medical academies	SAC	$1,000.00
				Subtotal: $7,164.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Civics	Support Student testing online	On-line testing and activities	SAC	$360.00
				Subtotal: $360.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development Trainings	Teacher travel and registation fees	SAC	$1,000.00
Mathematics	Professional development and trainings	Teacher travel and registation fees	SAC	$1,000.00
Science	Professional development and trainings	Teacher travel and registation fees	SAC	$1,000.00
Writing	Professional development and training	Teacher travel and registation fees	SAC	$1,000.00
Suspension	A Time to Teach	1. 4 Day Training in Charleston, SC $675 for Vonetta Allen 2. Training Resource Manual for Facilitator $199.95 3. Training Resource Manual for Participants $40.95 X 70= $2866.50 4. Time to Teach Manual for Facilitator $89.95 5. Time to Teach Manual for Participants 10 X $39.95=$399.95 6.Empowerment Time	SAC and PBS	$4,248.55

		to Teach Resource Book $34.95 7. Empowerment Time to Teach Library Resource 6 X $19.95= $119.70 8. Facilitator Training Travel Expenses $353 round Trip Flight and $185 car rental		
STEM	Professional development and training	Teacher travel and registation fees	SAC	$1,000.00
				Subtotal: $9,248.55
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $16,772.55

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus ( ) Prevent ( ) NA

Are you a reward school: (•) Yes ( ) No

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

No Attachment (Uploaded on 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Art teachers requested funds to complete a mural project and art gallery.	$1,500.00
Professional development	$10,000.00
Academic supplies	$2,000.00
Travel and registration fees for teachers to attend professional development fees.	$5,000.00

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

The SAC committee's main goal for the upcoming year is to meet on monthly basis to provide input and oversight for FY2013.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Martin School District
DR. DAVID L. ANDERSON MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	74%	99%	61%	309	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	67%	66%			133	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?	72% (YES)	68% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Martin School District
DR. DAVID L. ANDERSON MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	77%	97%	61%	311	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	68%	75%			143	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?	64% (YES)	72% (YES)			136	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					590	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested