

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: APOPKA MIDDLE

District Name: Orange

Principal: Mrs. Kelly Pelletier

SAC Chair: Ms. Erika Wesley

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/12/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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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)
		Bachelor's of Science in Elementary Education			<p>2011-2012, Apopka Memorial Middle School, overall grade of B. Meeting high standards in R: 52% / M: 48% / W: 84% / SC: 39%. Making learning gains in R: 65% / M: 64%. Lowest 25% made learning gains in R: 70% / M: 69%. Made MS acceleration points.</p> <p>2010-2011, Apopka Memorial Middle School, overall grade of C, Meeting high standards in R: 63% / M: 58% / W: 89%. Making learning gains in R: 61% / M: 63%. Lowest 25% made learning gains in R: 64% / M: 64%. Did not meet AYP.</p> <p>2009-2010 Apopka Memorial Middle overall grade of an A grade with the following FCAT high standards being met: Math (62%), Reading (64%), Writing (90%), and Science (39%). Also, learning gains and the lowest 25%</p>

Assis Principal	Patrice Knowles	<p>Masters of Educational Leadership</p> <p>Certification(s)</p> <p>Elementary Education 1-6 Principal Certification all levels.</p>	5	7	<p>performance were as follows: Learning Gains (Math – 72%), Learning Gains (Reading – 65%), Lowest 25% Learning Gains (Math – 72%), and Lowest 25% Learning Gains (Reading – 64%)</p> <p>2007-2008 Apopka Memorial Middle overall grade of an A grade with the following FCAT high standards being met: Math (63%), Reading (66%), Writing (82%), and Science (34%). Also, learning gains and the lowest 25% performance were as follows: Learning Gains (Math – 72%), Learning Gains (Reading – 67%), Lowest 25% Learning Gains (Math – 70%), and Lowest 25% Learning Gains (Reading – 71%)</p> <p>2006-2007 Apopka Memorial Middle overall grade of an B grade with the following FCAT high standards being met: Math (63%), Reading (62%), Writing (95%), and Science (36%). Also, learning gains and the lowest 25% performance were as follows: Learning Gains (Math – 66%), Learning Gains (Reading – 62%), Lowest 25% Learning Gains (Math – 65%), and Lowest 25% Learning Gains (Reading – 64%)</p>
Principal	Kelly Pelletier	<p>Bachelor's of Science in secondary mathematics education</p> <p>Masters of Educational Leadership</p> <p>Currently working on Doctorate of Education in Educational Leadership (completion Aug. 2013)</p> <p>Certification in Secondary Mathematics 6-12 and Principal Certification</p>		11	<p>2011-2012, Engelwood Elementary School, overall grade of D. Meeting high standards in R: 47% / M: 45% / W: 79% / SC: 19%. Making learning gains in R: 58% / M: 36%. Lowest 25% made learning gains in R: 74% / M: 37%. Total points: 395.</p> <p>2010-2011, Engelwood Elementary School, overall grade of C, Meeting high standards in R: 54% / M: 53% / W: 72%/SC: 28%. Making learning gains in R: 56% / M: 62%. Lowest 25% made learning gains in R: 61% / M: 83%. Total points: 469 Did not meet AYP (79% of criteria).</p> <p>2009-2010, Engelwood Elementary School, overall grade of C. Meeting high standards in R: 66% / M: 66% / W: 68% / SC: 42%. Making learning gains in R: 60% / M: 65%. Lowest 25% made learning gains in R: 56% / M: 64%. Total points: 487. Did not meet AYP (72% of criteria).</p> <p>2008-2009, Engelwood Elementary School, overall grade of C, Meeting high standards in R: 63% / M: 58% / W: 57%/SC: 26%. Making learning gains in R: 80% / M: 75%. Lowest 25% made learning gains in R: 73% / M: 61%. Total points: 493 Did not meet AYP (95% of criteria).</p> <p>2007-2008, Union Park Elementary School, overall grade of A, Meeting high standards in R: 81% / M: 77% / W: 84%/SC: 42%. Making learning gains in R: 68% / M: 70%. Lowest 25% made learning gains in R: 70% / M: 66%. Total points: 558 Did not meet AYP (95% of criteria).</p> <p>2006-2007, Union Park Elementary School, overall grade of A, Meeting high standards in R: 81% / M: 82% / W: 92%/SC: 54%. Making learning gains in R: 80% / M: 79%. Lowest 25% made learning gains in R: 65% / M: 73%. Total points: 606 Did meet AYP (100% of criteria).</p> <p>2005-2006, Union Park Elementary School, overall grade of B, total points 427, Did not meet AYP(92% of criteria)</p> <p>2004-2005, Union Park Elementary School, overall grade of A, total points 427, Did meet AYP (100% of criteria).</p>
					<p>2011-2012, Apopka Memorial Middle School, overall grade of B. Meeting high standards in R: 52% / M: 48% / W: 84% / SC: 39%. Making learning gains in R: 65% / M: 64%. Lowest 25% made learning gains in R: 70% / M: 69%. Made MS</p>

					<p>acceleration points.</p> <p>2010-2011, Apopka Memorial Middle School, overall grade of C, Meeting high standards in R: 63% / M: 58% / W: 89%. Making learning gains in R: 61% / M: 63%. Lowest 25% made learning gains in R: 64% / M: 64%. Did not meet AYP.</p> <p>2009-2010, Cypress Creek High School, overall grade of B. Meeting high standards in R: 47% / M: 76% / W: 79%. Making learning gains in R: 53% / M: 76%. Lowest 25% made learning gains in R: 45% / M: 59%. Did not meet AYP.</p> <p>2005-2009, Freedom High School 2008-2009, Overall grade of B. Meeting high standards in R: 51% / M: 77% / W: 78%. Making learning gains in R: 58% / M: 80%. Lowest 25% made learning gains in R: 52% / M: 66%. Did not meet AYP. 2007-2008, Overall grade of D (made points for a C but lost a letter grade due to lowest 25% not making 50%+ gains). Meeting high standards in R: 43% / M: 75% / W: 72%. Making learning gains in R: 47% / M: 75%. Lowest 25% made learning gains in R: 41% / M: 62%. Did not meet AYP. 2006-2007, Overall grade of D. (made points for a high C but lost a letter grade due to lowest 25% not making 50%+ gains). Increased achievement in all areas from 2005-2006. Meeting high standards in R: 40% / M: 73% / W: 82%. Making learning gains in R: 53% / M: 75%. Lowest 25% made learning gains in R: 47% / M: 64%. Did not meet AYP. 2005-2006, Overall grade of C. Meeting high standards in R: 36% / M: 64% / W: 78%. Making learning gains in R: 45% / M: 72%. Lowest 25% made learning gains in R: 44%. Did not meet AYP.</p> <p>1995-2005, Dacula High School, Gwinnett County, Georgia. 2000-2005 Met or exceeded standards established for the Georgia High School Graduation Test. LA & MA: 97%, SS: 87%, SC: 82%. Met AYP some years during this time frame.</p>
Assis Principal	Kelly A Moss	<p>-Bachelor of Arts in Spanish with a minor in education</p> <p>- Master of Education in Foreign Language Education</p> <p>-Specialist in Education, major Educational Leadership</p> <p>Certification(s):</p> <p>-Spanish K-12 -Educational Leadership K-12 -School Principal</p>	2	17	

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)
					<p>2011-2012, Apopka Memorial Middle School, overall grade of B. Meeting high standards in R: 52% / M: 48% / W: 84% / SC: 39%. Making learning gains in R: 65% / M: 64%. Lowest 25% made learning gains in R: 70% / M: 69%. Made MS acceleration points.</p> <p>2010-2011, Apopka Memorial Middle School, overall grade of C, Meeting high standards in R: 63% / M: 58% / W: 89%. Making learning gains in R: 61% / M: 63%. Lowest 25% made learning gains in R: 64% / M: 64%. Did not meet AYP.</p> <p>2009-2010 Apopka Memorial Middle overall grade of an A grade with the following FCAT high standards being met: Math (62%), Reading (64%), Writing (90%), and Science (39%).</p>

Reading Coach/CRT	Hollie Pearce	Bachelors of Science in Elementary Education, holds certification in Elem. Education (1-6) ESOL certified Reading Endorsed	10	6	<p>Also, learning gains and the lowest 25% performance were as follows: Learning Gains (Math – 72%), Learning Gains (Reading – 65%), Lowest 25% Learning Gains (Math – 72%), and Lowest 25% Learning Gains (Reading – 64%)</p> <p>2007-2008 Apopka Memorial Middle overall grade of an A grade with the following FCAT high standards being met: Math (63%), Reading (66%), Writing (82%), and Science (34%). Also, learning gains and the lowest 25% performance were as follows: Learning Gains (Math – 72%), Learning Gains (Reading – 67%), Lowest 25% Learning Gains (Math – 70%), and Lowest 25% Learning Gains (Reading – 71%)</p> <p>2006-2007 Apopka Memorial Middle overall grade of an B grade with the following FCAT high standards being met: Math (63%), Reading (62%), Writing (95%), and Science (36%). Also, learning gains and the lowest 25% performance were as follows: Learning Gains (Math – 66%), Learning Gains (Reading – 62%), Lowest 25% Learning Gains (Math – 65%), and Lowest 25% Learning Gains (Reading – 64%)</p> <p>2005-2006 Apopka Memorial Middle overall grade of an A grade with the following FCAT high standards being met: Math (63%), Reading (64%), Writing (87%). Also, learning gains and the lowest 25% performance were as follows: Learning Gains (Math – 72%), Learning Gains (Reading – 68%), and Lowest 25% Learning Gains (Reading – 75%)</p>
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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	Opening our campus to college interns and volunteers allows us to promote our campus environment and let pre-service teachers know what our school can offer them as teachers.	CRT/Reading Coach	June 2013	
2	Interviews for open teaching positions happen with a committee of teachers and staff to be sure that the prospective new teacher will fit with our school needs and the grade level/departmental needs. Also, the prospective new teacher gets to meet the teachers on staff they would be working with if they were to join our school. Interview questions are standard for every applicant so that we can compare their answers to our identified needs.	Principal, Assistant Principals, Teachers	June 2013	
3	Once we have hired a new teacher, AMMS has an established teacher mentoring program. Our Instructional Coach meets with new teachers (new to teaching, new to AMMS and new to OCPs) once a month to provide school specific training and classroom management ideas.	CRT/Reading Coach, Assistant Principal	June 2013	
4	All new teachers are also assigned mentors: experienced teachers who meet with them on a daily basis to answer any questions and to provide guidance. Our Instructional Coach and mentors are available to answer any questions and to help them complete their New Teacher Competencies.	CRT/Reading Coach	June 2013	
5	The goal at AMMS is to train and retain our teachers through continuous support and professional development. Additionally, all teachers are provided with many opportunities to attend professional development training at the district, the school, and at professional conferences throughout the year.	Principal, Assistant Principal, CRT/Reading Coach	June 2013	
6	Teachers work in Professional Learning Communities to promote collaboration and collegial support as well as to analyze data in order to achieve student academic and behavioral success. Grade level subject areas have common planning time and work in their PLC to create common lessons and assessments.	Department Chairs, Assistant Principal, Principal	June 2013	
7	Teachers are recognized for contributing to the positive school learning environment through our "Bricks of Excellence" program. On a monthly basis, teachers are awarded a lego brick with a card describing their actions or behaviors that have contributed to our students achievement and to our school improvement.	Principal, Assistant Principal, CRT/Reading Coach, Teachers	June 2013	

8	The school climate includes opportunities for teachers to participate in activities outside of the school day together in order to build personal relationships and increase the feeling of belonging to Apopka Memorial Middle.	All staff	June 2013	
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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
Teachers teaching out of field: 2 (3%) Teachers with less than an effective rating: 4 (6%) Paraprofessionals out of field: 0 (0%)	1. Out of Field teachers are taking ESOL endorsement classes each year until they complete their ESOL endorsement and add it to their certificate. They are informed each semester of the availability of classes and can take them for free at the district. 2. Teachers with less than effective ratings will be observed and given feedback on their performance by an administrator. Professional Development will be provided along with coaching and modeling from our reading coach. 3. Teachers will be encouraged to work with their PLCs and observe other effective teacher's classrooms in order to build effective strategies for use in the classroom.

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
61	8.2%(5)	29.5%(18)	39.3%(24)	23.0%(14)	32.8%(20)	0.0%(0)	9.8%(6)	3.3%(2)	27.9%(17)

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
Patricia Green	Jessica Schweitzer	Ms. Green is a lead teacher in the elective PLC with Ms. Schweitzer. Ms. Green has a flexible schedule that	The teachers will participate in the following: welcome lunch during pre-planning; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on-one as needed. The mentor will assist with school specific

		will allow her to meet with and coach Ms. Schweitzer as needed.	happenings, planning curriculum, and professional development sessions. The mentor will be available to model, observe, and deliver side by side coaching with intruactional strategies.
Hollie Pearce	Thulasi Kharunannidhi; Laura Donlon, and Levicko Embry	These teachers are working through the OCPS Alternative Certification Program. Ms. Pearce is the instructional coach for AMMS and has previously mentored teachers through the ACP process. Ms. Pearce has completed the Clinical Educators Training as well as Coaching and Menotring training within the district.	The teachers will participate in the following: welcome lunch during pre-planning; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on-one as needed. The mentor will assist with school specific happenings, planning curriculum, and professional development sessions. The mentor will be available to model, observe, and deliver side by side coaching with intruactional strategies
Patricia Incantalupo	Sarah Gibson	Ms. Gibson is teaching 7th and 8th grade Language Arts this year. Ms. Incantalupo is a verteran teacher teaching 8th grade Langague Arts. They will serve on the same PLC and will collaborate on curriculum and instructional strategies.	The teachers will participate in the following: welcome lunch during pre-planning; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on-one as needed. The mentor will assist with school specific happenings, planning curriculum, and professional development sessions. The mentor will be available to model, observe, and deliver side by side coaching with intruactional strategies.
LaQuisha Childs	Argenis Melo	Ms. Childs is a veteran teacher teaching 6th grade Langague Arts this year along side of Mr. Melo. They will serve on the same PLC and will collaborate on curriculum and instructional strategies.	The teachers will participate in the following: welcome lunch during pre-planning; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on-one as needed. The mentor will assist with school specific happenings, planning curriculum, and professional development sessions. The mentor will be available to model, observe, and deliver side by side coaching with intruactional strategies.
Shannon Corey	Sean Wells	Ms. Corey is the math curriculum leader. Mr. Wells is a first year teacher teaching intensive math this year. They will serve on the same PLC and will collaborate	The teachers will participate in the following: welcome lunch during pre-planning; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on-one as needed. The mentor will assist with school specific happenings, planning curriculum, and professional development

		on curriculum and instructional strategies.	sessions. The mentor will be available to model, observe, and deliver side by side coaching with instructional strategies.
Lyle Heinz	Anthony Picone	Mr. Heinz is our administrative dean as well as the athletic director for AMMS. Mr. Picone is teaching PE this year. Mr. Heinz will be available to assist in school wide policy and procedures as well as athletics.	The teachers will participate in the following: welcome lunch during pre-planning; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on-one as needed. The mentor will assist with school specific happenings, planning curriculum, and professional development sessions. The mentor will be available to model, observe, and deliver side by side coaching with instructional strategies.
Jeanie Klinker	Kathryn Woellner	Ms. Klinker is a veteran teacher and former curriculum leader for Social Studies and is currently teaching 8th grade Social Studies. Ms. Woellner is teaching 8th grade Social Studies this year and will therefore be able to serve on the same PLC and will collaborate on curriculum and instructional strategies.	The teachers will participate in the following: welcome lunch during pre-planning; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on-one as needed. The mentor will assist with school specific happenings, planning curriculum, and professional development sessions. The mentor will be available to model, observe, and deliver side by side coaching with instructional strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kelly Pelletier, Principal
Lissette Villanueva, School Psychologist
Dana Rehm, School Social Worker
Patrice Knowles, Assistant Principal
Kelly Moss, Assistant Principal
Phyllis Stevens, Speech/Language Resource Teacher
Nicole Mirizio-Moody, Staffing Specialist
Karen King, Guidance Counselor
Anne Leatherbarrow, SAFE Coordinator
Sandra Martinez, Migrant Education Coordinator
Hollie Pearce, Reading Coach/Learning Resource Teacher
Sarah Gibson, Language Arts Teacher
Kimberly Honaker, Language Arts Teacher
Emily Thorpe, AVID Coordinator/Lang. Arts Teacher
Jennifer Meyer, Science Teacher
Darsani Sookdeo, Science Teacher
Laura Donlon, Social Studies Teacher
Anna Freemole, Social Studies Teacher

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?

Principal and Assistant Principal : Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and

communicates with parents regarding school-based RtI plans and activities.

Content Area Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education Support: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with content area teachers to implement IEPs and other accommodations for identified students.

School Psychologist: Provides guidance on K-12 reading plan, behavior and other academic interventions; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Instructional Coach(es)/Reading/LRT: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, also works with school social workers to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Arranges the meetings with the parents to keep them involved in the process and informed as to their child's progress toward goals.

Our RtI Leadership Team will meet at least monthly (more if necessary) to review the data on our targeted students and make instructional decisions or changes in their daily schedule as needed.

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The teachers will meet in grade level PLCs weekly and in department PLCs once a month with members of the RtI team to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

The RtI team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The RtI team will coordinate with the Curriculum Leaders Team as well as the Leadership Committee.

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

The MTSS team provided data for the SIP on: Tier 1, 2, and 3 interventions and goals; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The MTSS team will update the SAC at least once a 9-week period on the progress of SIP goals related to the RtI process.

Members of the RTI team are also members of SAC, Leadership and Curriculum leaders. Through communication with all the committees the RTI team will continue to develop and implement interventions for all students at AMMS.

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.

AMMS will use a variety of data to evaluate our students. All data will be monitored via the Education Data Warehouse (EDW) and the Instructional Management System (IMS). Data that will be collected include the following:

1. Baseline data: Progress Monitoring and Reporting Network (PMRN/FAIR), 2012 Florida Comprehensive Assessment Test (FCAT), AMMS Writing assessments, CELLA, content area pre-tests, Oral reading fluencies, attendance, tardies, behavior referrals, grades
2. Progress Monitoring: PMRN/FAIR, FCAT Simulation, classroom assessments, OCPS Benchmark assessments in Reading, Math and Science, OCPS mini-benchmark assessments, intervention group assessments, Oral Reading Fluencies, school wide writing assessments scored with rubrics once a 9-weeks, numbers of referrals, absences, and tardies. Progress monitoring graphs will be kept and reviewed at least twice a month.
3. End of year: PMRN/FAIR, 2013 FCAT, CELLA

Behavior: teachers have a behavior plan for the classroom that all students are expected to follow. When the classroom behavior expectations are not being met (Tier 1), the teacher will start a behavior folder on the student and start collecting data with a simple behavior plan (Tier 2), if the simple plan does not address the behavior issues, the RtI team will review the data and make suggestions as to a more detailed plan (Tier 3). Parents will be involved all along the way. Educational Planning Team meeting will be scheduled after enough data have been collected. Behavior coach from the District will be involved as well.

Behavior plans and options for intervention will be used from the resource books: Behavioral Response to Intervention: Creating a Continuum of Problem-solving and support and Interventions: Evidence-based behavioral strategies for individual students. Both books are by Randy Sprick, Ph.D.

All data for both behavior and academics will be collected by the classroom teachers and kept in a folder or notebook.

Describe the plan to train staff on MTSS.

Our school psychologist will work with the RtI team to develop professional development sessions for the rest of the staff. The teacher members of the committee will be used to help model and promote the methods and teaching strategies that will support our students. Whole group PD as well as small group/department PD will be planned and implemented in the following areas: RtI philosophy and overview of the process; differentiated instruction; making time for small group intervention; progress monitoring graphs and data collection; making instructional decisions based on your classroom data.

PD sessions will be delivered on Wednesday afternoons and during common planning time.

The RtI team will also evaluate the staff PD needs based on classroom observation and student observation throughout the school year. We will conduct a school self assessment and Belief survey to help guide the PD offered.

Describe the plan to support MTSS.

The members of the RtI team will serve as support to the classroom teachers as they implement the differentiated tiers of instruction. Our school psychologist is also available to help with delivering PD or working with teachers to develop effective intervention plans.

Teachers will meet with the principal twice a month to review classroom data and progress monitoring for students at Tier 2 and 3. Graphs will be reviewed and recommendations made for changes if needed.

Teachers can refer students to the team for further assistance. The team will meet with the teacher as well as the other teachers of the student and develop recommendations for the classroom teacher for new intervention techniques or possibly an outside of the classroom intervention group.

The School Advisory Council will be updated each 9-weeks on the progress of our interventions and the Leadership team as well as the Curriculum Leaders team will also be kept informed.

School-Based Literacy Leadership Team

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

Kelly Pelletier, Principal
Kelly Moss, Assistant Principal
Patrice Knowles, Assistant Principal
Kaye Brown, Dean
Lyle Heinz, Dean
Hollie Pearce, LRS/Reading coach
Brett Carrier, LA curriculum leader
Patricia Green, ESE team leader
Susan Townsend, Science curriculum leader
John Walsh, SS curriculum leader
Shannon Corey, Math curriculum leader
John Cloran, Electives department chair
Jodi Meinima, PE curriculum leader
Ann Nelson, Media Specialist
Nicole Mirizio-Moody, Staffing Specialist
Leslie Strenth, Guidance Chair

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

The Literacy Leadership Team meets monthly (or more often as needed) to discuss school wide literacy issues or projects. They are the decision makers for how our Accelerated Reader incentive program works; what school wide project we will undertake during the school year; organize and facilitate parent nights; work with the Media Specialist on Book Fair events and promotion; work with the RtI team to monitor the data on our Tier 1, 2 and 3 programs and give suggestions as needed; attend the SAC meetings to keep the committee updated on school initiatives; serve as the liaison to the grade level teams/departments and communicate ideas and initiatives back to the teachers.

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

- Planning and coordinating a school wide curriculum night that will highlight all curriculum areas and inform parents how they can assist in their child's education.
- Creating and initiating a school wide vocabulary plan (teacher collaboration for interactive word walls, word celebrations, word a week, etc.)
- Review data collected on our core language arts program to see how closely we are meeting the 80% expectation (OCPS Benchmark results and FAIR scores); review data from the Tier 2 and 3 interventions to evaluate the effectiveness of the programs and give suggestions to the RtI team.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers are expected to provide student with many opportunities to engage in strengthening their literacy skills. Teachers will participate in a variety of professional development activities as well as discussions in their PLCs to develop and refine their skills in teaching reading to middle school students. Administrators will be looking for the use of reading strategies in the classrooms while conducting informal and formal observations (previewing, writing for understanding, journals, KWL charts, think-pair-share, using vocabulary). All teachers will plan lessons together in their PLCs and will include Common Core Anchor

standards for reading comprehension. Reading is an expectation in all classrooms, from band to agriculture to content areas.

All social studies teachers are CARPD trained. Accelerated Reading program is a shared responsibility of all classroom teachers at Apopka Memorial Middle School. Elective teachers target vocabulary building to assist in improving reading for all students. Our LRS is also a Reading coach who incorporates reading strategies during professional development by modeling their appropriate use throughout the PD sessions.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By July 2013, 30% of all students at Apopka Memorial Middle School will score at a Level 3 on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (287)	30% (324)

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 fidelity with implementing high probability instructional strategies.	(Additional Objective) Use of PLC meetings to develop appropriate lesson plans that implement high impact strategies to increase student achievement and work to close the achievement gaps between subgroups.	Principal, AP's, LRS, Reading Coach All teachers	PLC minutes and discussions at meetings, common assessments, Lesson Plans, discussions at data meetings twice a month	FCAT scores, FAIR scores, Formative assessment data, Benchmark data, data meeting notes
2	Students not prepared to read complex text.	Implement training for all teachers in Common Core Standards and strategies for comprehension of higher levels of text complexity across content areas.	LRS, Administrators, Dept. Chairs, Black Belt CCSS team	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data
3	Inconsistent student engagement.	Implement training for Marzano's Design Questions 2, 5, and 8.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
4	Students not prepared for complex problem solving.	Implement training for all teachers on integrating problem based learning for all content areas.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
5	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Apopka Memorial Middle School has no students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By July 2013, 24% of Apopka Memorial Middle School students will score a level 4 or 5 on on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (230)	24% (259)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and enrichment.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
2	Advanced classes are not consistently more rigorous than regular classes.	Ensure teachers of advanced classes are incorporating higher text complexity, problem based learning experiences, independent reading at higher levels, and inquiry based activities.	Administrators, LRS, Dept. Chair, teachers	Discussions at common planning time and in PLCs as to how to challenge these students, review of lesson plans, classroom observation	Teacher observation data, PLC notes, lesson plans, student achievement 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:

2b. Florida Alternate Assessment:	
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Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Apopka Memorial Middle School does not have any students taking the FAA.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By July 2013, 64% of Apopka Memorial Middle School students will make learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (659)	64% (691)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
2	Time for students to read independently during the school day.	Implement a dedicated 80 minutes each week during content area classes for independent reading and taking AR tests. Implement content area reading in all classes.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
3	Students do not know how to set goals for themselves or reflect on their learning.	Establish NESTS (Nurturing Every Student to Succeed) in the Master Schedule, 4 days a week. Curriculum will include: goal setting, reflection, self progress monitoring, test taking skills and organizational skills.	NESTS Committee and writing team, teachers	Lesson plans for NESTS, classroom observation, PLC meetings and discussion	Teacher observation data, Student Surveys, lesson plans, student goal setting sheets

4	Teachers need time to pull targeted students for intervention.	Establish the Response to Intervention, Multi-Tiered System of Support in Reading, Math and Behavior. Require teachers to target specific students based on data for the IPDP and to monitor their progress.	Administrators, RTI Committee, teachers	RTI committee meeting discussions, PLC discussions, IPDP meetings with administrators, teachers meeting with students	RTI committee notes, PLC notes, Teacher observation data, IPDP supporting documents, progress monitoring data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Apopka Memorial Middle School does not have any students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By July 2013, 68% of students at Apopka Memorial Middle School will make learning gains with the lowest 25% of students in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (702)	68% (734)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
	Students do not know how to set goals for	Establish NESTS (Nurturing Every Student	NESTS Committee and writing team,	Lesson plans for NESTS, classroom observation,	Teacher observation data,

2	themselves or reflect on their learning.	to Succeed) in the Master Schedule, 4 days a week. Curriculum will include: goal setting, reflection, self progress monitoring, test taking skills and organizational skills.	teachers	PLC meetings and discussion	Student Surveys, lesson plans, student goal setting sheets
3	Teachers need time to pull targeted students for intervention.	Establish the Response to Intervention, Multi-Tiered System of Support in Reading, Math and Behavior. Require teachers to target specific students based on data for the IPDP and to monitor their progress.	Administrators, RTI Committee, teachers	RTI committee meeting discussions, PLC discussions, IPDP meetings with administrators, teachers meeting with students	RTI committee notes, PLC notes, Teacher observation data, IPDP supporting documents, progress monitoring data

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 # (Additional objective) By School year 2016-2017, the achievement gap in Reading will be reduced by 50% from the baseline year for the following sub-groups: Black, Hispanic, ELL, SWD, and Economically Disadvantaged.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	B: 46%; H: 48%	B: 51%; H: 53%	B: 56%; H: 57%	B: 61%; H: 62%	B: 66%; H: 67%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By July 2013, the subgroups will score a level 3 or higher as indicated: 51% of black students, 53% of hispanic students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% of black students, 41% of hispanic students	51% of black students, 53% of hispanic students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black and Hispanic students have higher rates of suspensions, discipline referrals and tardies.	Implement the RTI process along with Multi-tiered systems of support for behavior. Conduct training for teachers on classroom management, student engagement, and building relationships.	Administrators, LRS, RTI Committee	Review of discipline data, PLC discussions, RTI committee referrals, classroom observation, PD session and book study for all teachers	Discipline data, PLC notes, RTI notes, teacher observation data, sign in sheets and reflections from PD sessions
2	Need for additional teacher collaboration time.	PLC Collaboration during common planning time using the order of instruction and data as the focus for planning.	Administrators, LRS, ESOL advocate, Migrant advocate	Collaborative teacher planning, i.e. lesson plans, common assessments, review of student achievement data in PLCs.	Formative and summative assessments, benchmark assessments, FCAT test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By July 2013, 36% of the ELL students will score a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% of ELL students	36% of ELL students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack ESOL strategies and knowledge of how to assist non-English speaking students.	Conduct professional development for content area teachers on ESOL strategies.	LRS, Administrators	Classrooms observations, review of lesson plans, PLC discussions, attendance at the PD sessions	Teacher observation data, sign in sheets, PLC notes, lesson plans
2	Students lack background knowledge and vocabulary.	Post visuals on the word wall along with the vocabulary word. Utilize the Spanish-English translation dictionary. Check these out to the students to use all year. Use video clips to introduce new concepts.	LRS, Administrators, teachers	Classroom observations, word walls posted and pictures visible, students using the dictionaries during class	Student achievement data, Teacher observation data, Student surveys, lesson plans

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By July 2013, 38% of the SWD will score a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% of the SWD	38% (34) of the SWD

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need time to pull ESE students for intervention.	Establish the Response to Intervention, Multi-Tiered System of Support in Reading, Math and Behavior. Require teachers to target specific students	Administrators, RtI Committee, teachers	RtI committee meeting discussions, PLC discussions, IPDP meetings with administrators, teachers meeting with students, IEP meetings	RtI committee notes, PLC notes, Teacher observation data, IPDP supporting documents, progress monitoring data,

		based on data for the IPDP or the student's IEP and to monitor their progress.			IEP meeting notes
2	Teachers identify students for ESE programs at higher rates if they are black or hispanic.	(Additional Objective) Establish the Response to Intervention, Multi-Tiered System of Support in Reading, Math and Behavior. Conduct PD for teachers on planning, implementing, and monitoring these intervention programs.	Administrators, RTI Committee, Staffing Specialist, School psychologist	Rtl committee meeting discussions, PLC discussions, IPDP meetings with administrators, teachers meeting with students, IEP and 504 meetings	Rtl committee notes, PLC notes, Teacher observation data, IPDP supporting documents, progress monitoring data, IEP and 504 meeting notes

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:	By July 2013, 51% of the students qualifying for FRL will score a level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	51%

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	Inconsistent student engagement.	Implement training for Marzano's Design Questions 2, 5, and 8.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
2	Students not prepared for complex problem solving.	Implement training for all teachers on integrating problem based learning for all content areas.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
3	Students not prepared to read complex text.	Implement training for all teachers in Common Core Standards and strategies for comprehension of higher levels of text complexity across content areas.	LRS, Administrators, Dept. Chairs, Black Belt CCSS team	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data

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
Reading across the content area strategies (focus on vocabulary and comprehension)	Grades 6-8; all content areas	Reading Coach/CRT and LA Curriculum Leader(s)	All teachers	Quarterly	Classroom observations; PLC agendas and minutes; sign in sheets	Curriculum area assessing administrator
NGCARPD	grade 6-8 Social Studies Teachers	OCPS NGCARPD facilitator	We have two teachers who need trained in CARPD (Sara Garsh-grade 6; Katherine Woeller-grade 8)	September 2012-Jan. 2013	Classroom observations; review of inservice credits received	Reading Coach and Curriculum Area Assessing Administrator
ELA Common Core Standards	grades 6-8; all content areas	OCPS Black Belt Training	Reading Coach/CRT; Curriculum area Leader(s)	as offered through 2012-2013	PLC presentations; curriculum leader PLC agenda and minutes; inservice credits received	Assessing Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD sessions for teachers	materials and supplies	General Funds	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

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:	By July 2013, 84% of the ELL students will score at proficient in listening and speaking.
2012 Current Percent of Students Proficient in listening/speaking:	

81% (91)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not speak English at home.	Conduct Parent Leadership Council meetings each 9-weeks and teach the parents strategies to use at home. Send home invitations to meetings in Spanish.	ESOL Paraprofessional, Migrant Education Coordinator, Administration	Review of PLC notes and materials, parents of ELL students are attending the meetings	Parent survey, minutes and handouts from the PLC meetings
2	Teachers lack ESOL strategies and knowledge of how to assist non-English speaking students.	Conduct professional development for content area teachers on ESOL strategies.	LRS, Administrators	Classrooms observations, review of lesson plans, PLC discussions, attendance at the PD sessions	Teacher observation data, sign in sheets, PLC notes
3	Students need repetition of English vocabulary and multiple times to listen to content.	Utilize the on-line textbooks and websites with audio and give students multiple exposures to oral language and vocabulary. Utilize more small group or pairing in the classroom to give opportunities to orally communicate.	Dept. Chairs, teachers, ESOL paraprofessional	Classroom observations, monitor student grades, tracking students usage of the on-line textbook, students participating in classroom discussions	Student achievement data, Teacher observation data, Student surveys

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:

By July 2013, 26% of the ELL students will score at proficient in reading.

2012 Current Percent of Students Proficient in reading:

23% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not speak English at home.	Conduct Parent Leadership Council meetings each 9-weeks and teach the parents strategies to use at home. Send home invitations to meetings in Spanish.	ESOL Paraprofessional, Migrant Education Coordinator, Administration	Review of PLC notes and materials, parents of ELL students are attending the meetings	Parent survey, minutes and handouts from the PLC meetings
2	Teachers lack ESOL strategies and knowledge of how to	Conduct professional development for content area teachers	LRS, Administrators	Classrooms observations, review of lesson plans, PLC	Teacher observation data, sign in sheets,

	assist non-English speaking students.	on ESOL strategies.		discussions, attendance at the PD sessions	PLC notes, lesson plans
3	Students need repetition of English vocabulary and multiple times to comprehend content.	Utilize the on-line textbooks and websites with audio and give students multiple exposures to oral language and vocabulary. Utilize more small group or pairing in the classroom to give opportunities to orally communicate.	Dept. Chairs, teachers, ESOL paraprofessional	Classroom observations, monitor student grades, tracking students usage of the on-line textbook, students participating in classroom discussions	Student achievement data, Teacher observation data, Student surveys
4	Students lack background knowledge and vocabulary.	Post visuals on the word wall along with the vocabulary word. Utilize the Spanish-English translation dictionary. Check these out to the students to use all year. Use video clips to introduce new concepts.	LRS, Administrators, teachers	Classroom observations, word walls posted and pictures visible, students using the dictionaries during class	Student achievement data, Teacher observation data, Student surveys, lesson plans

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By July 2013, 38% of the ELL students will score at proficient on the CELLA writing.

2012 Current Percent of Students Proficient in writing:

35% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not speak English at home.	Conduct Parent Leadership Council meetings each 9-weeks and teach the parents strategies to use at home. Send home invitations to meetings in Spanish.	ESOL Paraprofessional, Migrant Education Coordinator, Administration	Review of PLC notes and materials, parents of ELL students are attending the meetings	Parent survey, minutes and handouts from the PLC meetings
2	Teachers lack ESOL strategies and knowledge of how to assist non-English speaking students.	Conduct professional development for content area teachers on ESOL strategies including using writing frames.	LRS, Administrators	Classrooms observations, review of lesson plans, PLC discussions, attendance at the PD sessions	Teacher observation data, sign in sheets, PLC notes, lesson plans
3	Students lack background knowledge and vocabulary.	Post visuals on the word wall along with the vocabulary word. Utilize the Spanish-English translation dictionary. Check these out to the students to	LRS, Administrators, teachers	Classroom observations, word walls posted and pictures visible, students using the dictionaries during class	Student achievement data, Teacher observation data, Student surveys, lesson plans

		use all year. Use video clips to introduce new concepts.		
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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

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:	By July 2013,30% of Apopka Memorial Middle School students will score a level 3 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (287)	30% (324)

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 fidelity with implementing high probability instructional strategies.	(Additional Objective) Use of PLC meetings to develop appropriate lesson plans that implement high impact strategies to increase student achievement and work to close the achievement gaps between subgroups.	Prinicpal, AP's, LRS, Reading Coach All teachers	PLC minutes and discussions at meetings, common assessments, Lesson Plans, discussions at data meetings twice a month	FCAT scores, FAIR scores, Formative assessment data, Benchmark data, data meeting notes
2	Students not prepared to read complex text.	Implement training for all teachers in Common Core Standards and strategies for comprehension of higher levels of text complexity across content areas.	LRS,Administrators, Dept. Chairs, Black Belt CCSS team	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data
3	Inconsistent student engagement.	Implement training for Marzano's Design Questions 2, 5, and 8.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
4	Students not prepared for complex problem solving.	Implement training for all teachers on integrating problem based learning for all content areas.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
5	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Apopka Memorial Middle School has no students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By July 2013, 21% of the students at Apopka Memorial Middle School will score a Level 4 or 5 on the FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (197)	21% (227)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and enrichment.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
2	Advanced classes are not consistently more rigorous than regular classes.	Ensure teachers of advanced classes are incorporating higher text complexity, problem based learning experiences, independent reading at higher levels, and inquiry based activities.	Administrators, LRS, Dept. Chair, teachers	Discussions at common planning time and in PLCs as to how to challenge these students, review of lesson plans, classroom observation	Teacher observation data, PLC notes, lesson plans, student achievement 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	Apopka Memorial Middle School has no students taking the FAA.
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Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By July 2013, 64% of the students at Apopka Memorial Middle School will make learning gains on the FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (659)	64% (691)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
2	Time for students to read independently during the school day.	Implement a dedicated 80 minutes each week during content area classes for independent reading and taking AR tests. Implement content area reading in all classes.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
3	Students do not know how to set goals for themselves or reflect on their learning.	Establish NESTS (Nurturing Every Student to Succeed) in the Master Schedule, 4 days a week. Curriculum will include: goal setting, reflection, self progress monitoring, test taking skills and organizational skills.	NESTS Committee and writing team, teachers	Lesson plans for NESTS, classroom observation, PLC meetings and discussion	Teacher observation data, Student Surveys, lesson plans, student goal setting sheets
	Teachers need time to pull targeted students for intervention.	Establish the Response to Intervention, Multi-Tiered System of Support in	Administrators, RtI Committee, teachers	RtI committee meeting discussions, PLC discussions, IPDP	RtI committee notes, PLC notes, Teacher

4	Reading, Math and Behavior. Require teachers to target specific students based on data for the IPDP and to monitor their progress.	meetings with administrators, teachers meeting with students	observation data, IPDP supporting documents, progress monitoring data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	Apopka Memorial Middle School has no students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By July 2013, 68% of students at Apopka Memorial Middle School will make learning gains with the lowest 25% of students in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (702)	68% (734)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
	Students do not know how to set goals for themselves or reflect on their learning.	Establish NESTS (Nurturing Every Student to Succeed) in the Master Schedule, 4 days	NESTS Committee and writing team, teachers	Lesson plans for NESTS, classroom observation, PLC meetings and discussion	Teacher observation data, Student Surveys, lesson plans,

2		a week. Curriculum will include: goal setting, reflection, self progress monitoring, test taking skills and organizational skills.			student goal setting sheets
3	Teachers need time to pull targeted students for intervention.	Establish the Response to Intervention, Multi-Tiered System of Support in Reading, Math and Behavior. Require teachers to target specific students based on data for the IPDP and to monitor their progress.	Administrators, RtI Committee, teachers	RtI committee meeting discussions, PLC discussions, IPDP meetings with administrators, teachers meeting with students	RtI committee notes, PLC notes, Teacher observation data, IPDP supporting documents, progress monitoring data

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 # (Additional Objective) By the school year 2016-2017 the achievement gap will drop by 50% from the baseline year for the following sub-groups: Hispanic, ELL, SWD, and Economically Disadvantaged.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	H: 46%; ELL: 2	H: 51%; ELL: 3	H: 56%; ELL: 4	H: 61%; ELL: 4	H: 66%; ELL: 5	

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:	By July 2013, the subgroups will score a level 3 or higher as indicated: 51% of hispanic students.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
44% of hispanic students	51% of hispanic students				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black and Hispanic students have higher rates of suspensions, discipline referrals and tardies.	Implement the RtI process along with Multi-tiered systems of support for behavior. Conduct training for teachers on classroom management, student engagement, and building relationships.	Administrators, LRS, RtI Committee	Review of discipline data, PLC discussions, RtI committee referrals, classroom observation, PD session and book study for all teachers	Discipline data, PLC notes, RtI notes, teacher observation data, sign in sheets and reflections from PD sessions
2	Need for additional teacher collaboration time.	PLC Collaboration during common planning time using the order of instruction and data as the focus for planning.	Administrators, LRS, ESOL advocate, Migrant advocate	Collaborative teacher planning, i.e. lesson plans, common assessments, review of student achievement data in PLCs.	Formative and summative assessments, benchmark assessments, FCAT test, PLC notes

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:	By July 2013, 36% of the ELL students will score a level 3 or higher in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% ELL students	36% ELL students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack ESOL strategies and knowledge of how to assist non-English speaking students.	Conduct professional development for content area teachers on ESOL strategies.	LRS, Administrators	Classrooms observations, review of lesson plans, PLC discussions, attendance at the PD sessions	Teacher observation data, sign in sheets, PLC notes, lesson plans
2	Students lack background knowledge and vocabulary.	Post visuals on the word wall along with the vocabulary word. Utilize the Spanish-English translation dictionary. Check these out to the students to use all year. Use video clips to introduce new concepts.	LRS, Administrators, teachers	Classroom observations, word walls posted and pictures visible, students using the dictionaries during class	Student achievement data, Teacher observation data, Student surveys, lesson plans
3	Need for additional teacher collaboration time.	PLC Collaboration during common planning time using the order of instruction and data as the focus for planning.	Administrators, LRS, ESOL advocate, Migrant advocate	Collaborative teacher planning, i.e. lesson plans, common assessments, review of student achievement data in PLCs.	Formative and summative assessments, benchmark assessments, FCAT test, PLC notes

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:	By July 2013, 37% of the ESE students will score a level 3 or higher in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% SWD	37% SWD

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
	Teachers need time to pull ESE students for	Establish the Response to Intervention, Multi-Tiered	Administrators, RtI Committee,	RtI committee meeting discussions, PLC	RtI committee notes, PLC notes,

1	intervention.	System of Support in Reading, Math and Behavior. Require teachers to target specific students based on data for the IPDP or the student's IEP and to monitor their progress.	teachers	discussions, IPDP meetings with administrators, teachers meeting with students, IEP meetings	Teacher observation data, IPDP supporting documents, progress monitoring data, IEP meeting notes
2	Teachers identify students for ESE programs at higher rates if they are black or hispanic.	(Additional Objective) Establish the Response to Intervention, Multi-Tiered System of Support in Reading, Math and Behavior. Conduct PD for teachers on planning, implementing, and monitoring these intervention programs.	Administrators, RtI Committee, Staffing Specialist, School psychologist	RtI committee meeting discussions, PLC discussions, IPDP meetings with administrators, teachers meeting with students, IEP and 504 meetings	RtI committee notes, PLC notes, Teacher observation data, IPDP supporting documents, progress monitoring data, IEP and 504 meeting notes
3	Need for additional teacher collaboration time.	PLC Collaboration during common planning time using the order of instruction and data as the focus for planning.	Administrators, LRS, Classroom teacher, Placement Specialist, ESE Advocate teacher,	Collaborative teacher planning, i.e. lesson plans, common assessments, review of student achievement data in PLCs.	Formative and summative assessments, benchmark assessments, FCAT test, PLC notes

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By July 2013, 47% of the students who qualify for FRL will score a level 3 or higher in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% FRL students	47% FRL students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent student engagement.	Implement training for Marzano's Design Questions 2, 5, and 8.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
2	Students not prepared for complex problem solving.	Implement training for all teachers on integrating problem based learning for all content areas.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
3	Students not prepared to read complex text.	Implement training for all teachers in Common Core Standards and strategies for comprehension of higher	LRS, Administrators, Dept. Chairs, Black Belt CCSS team	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student

		levels of text complexity across content areas.			achievement data
4	Need for additional teacher collaboration time.	PLC Collaboration during common planning time using the order of instruction and data as the focus for planning.	Administrators, LRS, Classroom teacher, Homeless Liaison, Guidance Counselor	Collaborative teacher planning, i.e. lesson plans, common assessments, review of student achievement data in PLCs.	Formative and summative assessments, benchmark assessments, FCAT test, PLC notes

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:	By July 2013, 65% of the students taking Algebra I will score a Level 3 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (52)	65% (55)

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 fidelity with implementing high probability instructional strategies.	(Additional Objective) Use of PLC meetings to develop appropriate lesson plans that implement high impact strategies to increase student achievement and work to close the achievement gaps between subgroups.	Principal, AP's, LRS, Reading Coach All teachers	PLC minutes and discussions at meetings, common assessments, Lesson Plans, discussions at data meetings twice a month	FCAT scores, FAIR scores, Formative assessment data, Benchmark data, data meeting notes
2	Students not prepared to read complex text.	Implement training for all teachers in Common Core Standards and strategies for comprehension of higher levels of text complexity across content areas.	LRS, Administrators, Dept. Chairs, Black Belt CCSS team	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data
3	Inconsistent student engagement.	Implement training for Marzano's Design Questions 2, 5, and 8.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
4	Students not prepared for complex problem solving.	Implement training for all teachers on integrating problem based learning for all content areas.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student

					survey results
5	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
6	Teachers do not have time to tutor students during the day.	Implement an Algebra I support class as an elective for extra time and instruction.	Administrators, LRS, Math Dept. Chair, Algebra I teachers	Classroom observation, PLC discussions, common lesson plans, student surveys	Teacher observation data, lesson plans, PLC notes, Student achievement data, Student survey results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By July 2013, 38% of the students taking Algebra I will score a Level 4 or 5 on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (29)	38% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and enrichment.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
2	Advanced classes are not consistently more rigorous than regular classes.	Ensure teachers of advanced classes are incorporating higher text complexity, problem based learning experiences, independent reading at higher levels, and inquiry based activities.	Administrators, LRS, Dept. Chair, teachers	Discussions at common planning time and in PLCs as to how to challenge these students, review of lesson plans, classroom observation	Teacher observation data, PLC notes, lesson plans, student achievement data

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.	By July 2013, 100% of the students taking the Geometry
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Geometry Goal #1:	EOC will score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(30)	100%(31)

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 fidelity with implementing high probability instructional strategies.	(Additional Objective) Use of PLC meetings to develop appropriate lesson plans that implement high impact strategies to increase student achievement and work to close the achievement gaps between subgroups.	Principal, AP's, LRS, Reading Coach All teachers	PLC minutes and discussions at meetings, common assessments, Lesson Plans, discussions at data meetings twice a month	FCAT scores, FAIR scores, Formative assessment data, Benchmark data, data meeting notes
2	Students not prepared to read complex text.	Implement training for all teachers in Common Core Standards and strategies for comprehension of higher levels of text complexity across content areas.	LRS, Administrators, Dept. Chairs, Black Belt CCSS team	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data
3	Inconsistent student engagement.	Implement training for Marzano's Design Questions 2, 5, and 8.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
4	Students not prepared for complex problem solving.	Implement training for all teachers on integrating problem based learning for all content areas.	Administrators, LRS, Dept. Chairs, teachers	Classroom observation, PLC discussions, common lesson plans, attendance at PD sessions, student surveys	Teacher observation data, Sign in sheets, lesson plans, PLC notes, Student achievement data, Student survey results
5	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
6	Teachers do not have time to tutor students during the day.	Implement a Geometry support class as an elective for extra time and instruction.	Administrators, LRS, Math Dept. Chair, Geometry teachers	Classroom observation, PLC discussions, common lesson plans, student surveys	Teacher observation data, lesson plans, PLC notes, Student achievement data, Student survey results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	In 2011-2012, scores were only reported in thirds and no
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Geometry Goal #2:		levels were indicated.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
97% (30) scored in the top third		100% (31) will score in the top third			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student achievement data in PLCs in order to identify focus areas for instruction and enrichment.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
2	Advanced classes are not consistently more rigorous than regular classes.	Ensure teachers of advanced classes are incorporating higher text complexity, problem based learning experiences, independent reading at higher levels, and inquiry based activities.	Administrators, LRS, Dept. Chair, teachers	Discussions at common planning time and in PLCs as to how to challenge these students, review of lesson plans, classroom observation	Teacher observation data, PLC notes, lesson plans, student achievement data

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
Mathematics Common Core Standards	6-8 math teachers	OCPS Black Belt Training	Curriculum leader and lead teachers from each grade level in math	as offered throughout 2012-2013	PLC presentations; curriculum leader PLC agenda and minutes; inservice credits received	Curriculum area assessing administrator
Research Based Instructional Strategies in teaching math including Algebra, Geometry and MS math.	6-8 math teachers	Math Curriculum Area Leader and grade level lead math teachers	all math teachers grade 6-8	Weekly	PLC agenda and minutes; sign in sheets, classroom observations	Curriculum area assessing administrator
Research Based Instructional Strategies in teaching math including Algebra,	6-8 math teachers	Florida council of Teachers of Mathematics	math curriculum leaders and lead math teachers	Oct. 18-20	PLC presentations with agenda and minutes; record of attendance; classroom observations	curriculum area assessing administrator

Geometry and MS math.						
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers attending FCTM or NCTM Conference to gain strategies	Conference Registration fee	General Funds	\$400.00
Teachers attending FCTM or NCTM Conference to gain strategies	Substitutes	General Funds	\$500.00
PD sessions for teachers	Materials and supplies	General Funds	\$100.00
			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 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.		By July 2013, 32% of 8th grade students at Apopka Memorial Middle School will score a Level 3 on FCAT Science.		
Science Goal #1a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
29% (92)		32%(115)		
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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Apopka Memorial Middle School has no students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By July 2013, 12% of 8th graders at Apopka Memorial Middle School will score a Level 4 or 5 on FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(29)	12%(43)

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Apopka Memorial Middle School has no students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SIM question exploration Routine	6-8 science teachers	FDLRS	science curriculum leader and lead science teachers	Oct. 18 2012	PLC agenda and minutes; classroom observations; record of attendance	curriculum area assessing administrator
Research Based Instructional Strategies in teaching science.	6-8 science teachers	science curriculum leader and grade level science lead teachers	All science teachers	weekly	PLC agenda and minutes; sign in sheets; classroom observations	curriculum area assessing administrator
SIM course organizer and framing routines	6-8 science teachers	FDLRS	science curriculum leader and lead science teachers	Nov. 15 2012	PLC agenda and minutes; classroom observations; record of attendance	curriculum area assessing administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers to attend SIM training	substitutes	General Funds	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

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:	By July 2013, 89% (319) of 8th grade students at Apopka Memorial Middle School will score a level 3.0 or higher and 37% (117) will score a 4.0 or higher on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (266) at a level 3.0 32% (101) at a level 4.0	89% (319) at a level 3.0 37% (117) at a level 4.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Florida Writing test has changed the scoring rubric.	Implement writing plan developed by the Language Arts PLC along with a progress monitoring and intervention plan.	Administrator, LA Dept. Chair, teachers	PLC discussions, calendar for writing prompts, common lesson plans and writing assessments, monthly calibration meeting	Student data from monthly writing prompts, PLC notes, lesson plans
2	Teachers lack knowledge of the changes to the writing test.	Provide all teachers information on the writing standards and Common Core standards to be taught and assessed including changes to the FCAT Writing.	Administrators, LRS, LA Dept. Chair	Provide PD for the teachers on Common Core Standards, integrating writing into the content area, classroom observations, PLC discussions, common lesson plans	Sign in sheets, Teacher observation data, lesson plans, PLC notes, presentation handouts
3	Teachers are not consistently using student achievement data to drive instruction.	Analyze and discuss student writing data in PLCs in order to identify focus areas for instruction and develop calendars, lesson plans and common assessments.	Administrators, LRS, Dept. Chairs, teachers	Discussions at data meetings twice a month, PLC discussions, common lesson plans and assessments, IPDP progress meetings, classroom observation	Teacher observation data, data meeting minutes, IPDP supporting documents, student achievement data
4	Content area teachers are not consistently using writing to process learning.	Provide training for all teachers on writing in the content areas. To include: journals, writing to process thinking, writing to communicate ideas and show evidence of learning.	Administrators, LRS, teachers	Provide PD for the teachers, classroom observation, discussion in PLCs, common lesson plans	Sign in sheets, Teacher observation data, lesson plans, PLC notes, presentation handouts

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:	Apopka Memorial Middle School has no students taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing across the content area	6-8 all content areas	LA curriculum leader	all teachers	quarterly	Classroom observations; PLC agendas and minutes; sign in sheets	curriculum area assessing administrator
Writing standards and instructional practices	6-8 Language Arts	LA curriculum leader	Grades 6-8 LA teachers	monthly	PLC Anchor Meeting agenda and minutes; sign in sheets; classroom observations	curriculum area assessing administrator

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
Writing across the content areas and other PD sessions	Materials and Supplies	General Fund	\$100.00
Black Belt Common Core Standards training	Substitutes	General Fund	\$800.00
			Subtotal: \$900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$900.00

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.		N/A		
Civics Goal #1:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.		N/A		
Civics Goal #2:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The daily attendance rate for Apopka Memorial Middle school will increase by 1% to a rate of 96%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%(999)	96% (1009)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
374 (36%)	334 (31%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

160 (15%)					108 (10%)
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are missing instructional time due to repeated tardies and absences due to skipping class.	Teachers will stand in the hallways to help get students in class on time to maximize student time on Task.	Classroom teachers, administrators, deans, attendance clerk, discipline clerk	Decrease in the absentee and tardy percentage rates. Less referrals for skipping classes.	Plasco tardies Report, number of discipline referrals for skipping
2	Parents are not aware when students are missing class.	Have system make calls to parents of absent students. Deans and clerks will notify parents of students who skip class during the day. Parents will be notified of frequent tardies.	Teachers, deans, attendance clerk	Decrease in the absentee, tardy and skipping rates.	Discipline, attendance and PLASCO Reports.
3	Student motivation to be in school and form connections to the adults in the school.	<p>Create a climate that encourages students to become connected to their schools.</p> <p>Establish a community norm for school attendance.</p> <p>Establish discipline policies that bring students back into schools.</p> <p>Establish schoolwide Positive Behavior Systems to encourage and recognize students for good attendance, behavior, and academics.</p>	Principal, AP, SAFE Coordinator, Deans, PBS/Rtl Committee, Teachers	Increase in the number of student Brag Sheets written, certificates for perfect attendance, and high GPAs; increase the number of students in fine arts classes	Attendance and tardy rates, discipline referrals for skipping, number of certificates awarded, teacher monitoring, numbers of students scheduled into fine arts classes
4	Student illness or other family situation that takes them out of school.	<p>Conduct Child Study Team meetings with the student, parents and teachers as soon as a problem is indicated.</p> <p>Refer the student to the Rtl Committee for further study and intervention support.</p>	SAFE Coordinator, Guidance Counselor, Attendance Clerk, Social Worker, Rtl Committee	Contracts with students and parents, decrease in the number of days absent, intervention data collected for monitoring by the Rtl Committee	Attendance rates, Grades, Progress Monitoring data
5	Students do not have opportunities to feel successful and achieve in a non-academic area.	(Additional Objective) Increase the number of fine arts electives offered.	Administrators, Fine Arts teachers, Guidance Counselors	Recruit additional fine arts teachers and offer additional sections of existing classes; survey students to see what they are interested in as an elective; increase the number of students in fine arts classes	Enrollment numbers, number of sections of each fine arts class, student survey results

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
Response to Intervention for Behavior; Positive Behavior Systems	All grades and subjects	Administrators, Dept. Chairs, RTI Committee, LRS	School-wide	Planning period sessions, Wednesday afternoons, Faculty meetings	Periodic review of the attendance data and numbers of tardies; review of discipline data for skipping; PLC notes discussing interventions	Administrators, Deans, Attendance Clerk

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Tracking tardies and attendance	PLASCO computer system	General Funds	\$1,500.00
			Subtotal: \$1,500.00
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
Student recognition programs	Brag Sheets and certificates, supplies and materials for other recognition programs	General Fund	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$4,500.00

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 school goal is to reduce the in and out of school suspensions by 10% by July 2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
254	229 (Decrease by 10%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

120	108 (Decrease by 10%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
446	401 (Decrease by 10%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
177	159 (Decrease by 10%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack knowledge of how to manage students with repeating unacceptable behaviors.	Establish the RTI committee as a resource to teachers in order to provide the students with several interventions to change the behavior.	Administrators, Deans, RTI Committee, classroom teachers, district behavior coach	Progress monitoring with data collection forms to monitor changes in behavior. Such as the PASS, BASF, tally sheets and discipline referrals.	Discipline data, progress monitoring data, teacher observation data
2	Students not sure of the procedures and therefore breaking the rules.	Work on school wide announcements and policies to communicate the expectations to all students. Posters with the consequences for breaking the rules are posted around campus and in classrooms. Each 9-weeks the Code of Conduct is reviewed in NESTS classes.	Deans, Media Production Teacher, NESTS teachers, classroom teachers	Lesson plans for NESTS classes will include topics for discussion, posters are visible around campus, announcements have been shown. When asked, students can verbalize what is expected.	Discipline data, videos, lesson plans, posters
3	Lack of consistency in the enforcement of school rules and expectations.	Develop school wide rules and expectations through the Leadership committee. Ensure all staff and teachers are informed of the rules and expectations.	Administrators, Deans, Department Chairs	Rules and expectations are posted and students are reminded on a regular basis. Discipline referrals are being written for consistent types of issues. When asked, students can verbalize the rules or expectations.	Discipline data and logs of calls for the Dean to visit classrooms, also teacher observation data
4	Lack of Culturally Relevant Training for Teachers.	Culturally relevant PD for teachers. Provide professional development to teachers to help them better understand ways to de-escalate behavior.	Administrators, LRS, Deans, SAFE Coordinator, Migrant Education Coordinator, Guidance Counselors	Student Surveys, Teacher Surveys, Parent Surveys, Monitoring the number of In and out of school suspensions based by ethnicity	Discipline Data, school survey results, teacher observation data

(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
De-escalation training	all teachers	principal / FDLRS representative	all teachers	Fall 2012, Wednesday afternoon	sign in sheets; classroom observations; student referral data	Administrators, deans
Implementation of Positive Behavior Support	all teachers	principal/PBS site team/ RtI Committee	all teachers	fall/winter 2012, Wednesday afternoons, common planning time	sign in sheets; classroom observations; student referral data	Administrators, RtI Committee, Deans
Book Study: Discipline in the Secondary Classroom	all teachers	RtI Committee, LRS	all teachers	common planning time, Wednesday mornings	Department PLCs will discuss chapters of the book at each PLC meeting, PLC notes, teacher observation data will be collected	Administrators, Deans, Department Chairs
What is RtI for behavior?	all teachers	RtI Committee, LRS	all teachers	Faculty meeting in Fall 2012	sign in sheets; classroom observations; referrals to the RtI committee; PLC notes discussing student behavior and intervention	Administrators, Deans, LRS

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
PD sessions on PBS, RtI, and de-escalation skills	Materials and supplies	General Fund	\$200.00
Discipline in the Secondary Classroom, by Randy Sprick, book study	purchase of the book	General Fund	\$1,100.00
Teachers use a resource for behavior interventions	purchase of the flip books to use as a resource: Behavior Strategies Guide	General Fund	\$500.00
			Subtotal: \$1,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,800.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The school goal is for at least 75% of our families to be involved in more than one school activity during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
According to our annual parent survey, 70% of the parents reported they were involved in more than one school activity during the 2011-2012 school year.	The annual parent survey will show that 75% of the parents report being involved in more than one school activity during the 2012-2013 school year.

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	Making sure the parents are aware of when meetings, activities, and events are happening.	<p>Establish regular communication of meeting times and locations for parents.</p> <p>Send weekly announcement messages via Connect Orange.</p> <p>Advertise dates and times on the Marquee.</p> <p>Update the calendar on the website regularly.</p> <p>Send home a school newsletter at least 3 times a year with important dates listed.</p> <p>Teachers include events and meeting information in their classroom newsletters, websites and e-mails to parents.</p>	Administration, teachers, Website coordinator, Newsletter editor	Increased number of parents attending meetings and other school events.	SAC roster, PTSA roster, PLC roster, Open House attendance, Curriculum Night sign in sheets, parent survey results
2	Parents can not come to multiple evening meetings in a month.	Consolidate meetings on one night where possible so parents can attend multiple meetings. (PTSA, SAC and PLC).	Administration, SAC chair, PTSA President, PLC Coordinator	Increased number of parents attending meetings.	SAC roster, PTSA roster, PLC roster, parent survey results
3	Language barrier exists and parents are not comfortable attending events.	<p>Establish a group of teachers and staff members to attend meetings and events who can translate for parents who may need it.</p> <p>Translate important school information into Spanish before sending it home.</p>	Migrant Education Coordinator, Teachers, ESOL paraprofessional	Increased attendance at events by parents who do not speak English.	Sign in sheets, rosters for committees, parent survey results

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
Migrant Education Program	All teachers	Migrant Education Coordinator, LRS	All teachers	September 2012 at a Faculty meeting	Coordinating assistance through the Migrant Ed coordinator, PLC notes discussing strategies	Administrators, Migrant Ed Coordinator
Successful Parent conferences and student led conferences	All teachers	LRS, Department Chairs, Administrators	All teachers	Fall 2012 on a Wednesday afternoon	Logs and sign in sheets from conferences, conference notes	Administrators
Creating a classroom website	Interested teachers	District training	Interested teachers all grade levels	on going throughout the year	link the classroom website to the school website, visiting websites, parent surveys	Administrators, Tech Coordinator, Website Coordinator

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
Teachers attend a PD session on creating classroom websites	Substitutes	General Fund	\$1,300.00
			Subtotal: \$1,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School newsletter mailed home at least 3 times a year.	postage	General Fund	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$2,800.00

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:		All teachers (100%) will be trained in STEM activities and implement these strategies and teaching methods in the classroom. The school will establish a committee to investigate expanding our elective offerings and adding STEM courses to our master schedule next school year. Offering STEM courses will also enhance our students College and Career readiness.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not embedding STEM activities in their lessons.	(Additional Objective) Engage students in problem based learning experiences in math, science, health and agriculture classes to enhance their College and Career readiness skills.	Administrators, LRS, Department Chairs	Classroom observations will be conducted, PLCs will plan these activities together and PLC notes will reflect discussions	Teacher Observation data, Lesson plans, PLC notes
2	Teachers lack training in STEM strategies and teaching methods.	Send teachers to workshops, conferences and other training opportunities to gain knowledge of STEM programs and teaching methods.	Administrators, Department Chairs, teachers, LRS	Teachers who attend workshops or conferences will develop PD sessions for the rest of the staff. They will also share their new knowledge with their PLCs.	Handouts and copies of the presentations, sign in sheets for attendance, PLC notes
3	The Master Schedule does not currently offer STEM courses as electives.	Investigate adding STEM courses to our Master Schedule for 2013-2014. Recruit teachers who are qualified to teach STEM courses. Coordinate with the UCF Middle School program to train STEM teachers (RTP3).	Administrators, Guidance Counselors, Department chairs	Teachers are hired who are qualified to teach STEM classes, new courses are added to our Master Schedule, survey students for classes they would be interested in taking	Personnel rosters, certification reports, student survey results, Master Schedule 2013-2014

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
Research based instructional strategies in math and science education	6-8 math and science	FCR-STEM conference	curriculum leaders and lead teachers of math and science curriculum areas (representatives in grades 6-8)	Dec. 6-8	PLC presentations; PLC collaboration on lesson planning; classroom observations; record of inservice credits	curriculum area assessing administrators, LRS, Dept. Chairs
Integrating problem based learning activities into your lessons	all teachers	LRS, Math/Science Dept. Chairs	all teachers	Wednesday afternoon and PLC meetings in the morning	PLC notes will reflect the discussions, classroom observations, lesson plans will include the	Administrators, Dept. Chairs

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Building the knowledge of teachers in STEM methods and strategies.	Attending the FCR-STEM conference	Title II and General Funds	\$6,000.00
Integrating STEM problem based activities into lessons.	Substitutes	General funds	\$1,300.00
			Subtotal: \$7,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,300.00

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:	Establish communication with our feeder high school in order to articulate what career and technical courses they offer for our students. AMMS will offer courses that will feed into these career-based courses so our students can get an early start on programs offered at postsecondary institutions and technical centers. AMMS will investigate expanding our current agriscience courses in coordination with the High school. (Additional Objective)				
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	Our feeder high school may not offer a continued course of study for our students.	Establish regular communication with the high school to discuss current and future course offerings that we can support at AMMS.	Principal, AP for Instruction, Agriculture teacher	Communicate at high school consortium meetings, API training and Ag teacher forums	Notes from consortium meetings, e-mail communication, Master Schedule
	Master Schedule does not have the room to add new courses.	(Additional Objective) Investigate adding new courses as electives and high school credit	Administrators	Screen resumes for teachers who would be qualified to teach one or more sections of CTE	Personnel records, interview notes, Master Schedule 2013-

2	options and to enhance College and Career readiness options. Recruit teachers qualified to teach these courses.		course along with other subject areas, work on the Master Schedule to find room, survey the students for interest in the new courses	2014, student survey results
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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
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Increase enrollment and performance in Advanced programs (AVID) Goal:

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. Increase enrollment and performance in Advanced programs (AVID) Goal I ncrease enrollment and performance in Advanced programs (AVID) Goal #1:		Our goal at AMMS is to expand our AVID course offerings and to integrate AVID strategies into all content areas. In order to expand the program, we will implement a feeder class called RISE which will be offered through Language Arts. Expanding the RISE program will give more students the opportunity to be accepted into AVID the next school year and keep their grades above a C average. AVID promotes College and Career readiness skills.			
2012 Current level:		2013 Expected level:			
Currently we offer: 2 AVID classes in 8th grade 1 AVID class in 7th grade 1 AVID class in 6th grade		In the year 2013-2014 we will plan to offer: 2, 8th grade AVID 2, 7th grade AVID 2, 6th grade AVID 1, in each grade level 6th, 7th and 8th, RISE language arts class			
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	Having enough qualified students for the AVID classes.	Establish the RISE program through Language Arts and promote it as a pre-AVID program.	Assistant Principal for Instruction, AVID coordinator, AVID site team	Monitoring of the RISE classes and checking the students grades, make changes to the classes as needed, AVID site team notes will reflect discussion of the program	Grades, AVID site team minutes, Master Schedule
2	Lack of teachers trained to teach the AVID elective class.	Recruit and train new teachers for the elective class by sending them to the summer institute.	Administrators, AVID Coordinator, interested teachers	Teachers who are interested in being trained will be added to the AVID site team and will participate in planning sessions, information on the summer training will be shared so they can plan to attend	Attendance at the summer institute, AVID site team minutes
3	All teachers are not trained in AVID strategies to use in the classroom.	Conduct training for all teachers in the WICOR process. Conduct PATH training for content area teachers.	Administrators, LRS, AVID Coordinator, AVID site team	Classroom observations, PLCs are discussing the strategies and how to incorporate them into common lessons	Teacher observation data, teacher and student surveys, PLC notes, Lesson plans
4	Students not able to maintain a C or higher average in AVID classes.	Keep parents informed of students progress every 2 weeks. Establish tutoring opportunities for struggling students.	Administrators, LRS, AVID Coordinator, AVID site team, AVID and RISE teachers	Monitoring of the RISE classes and checking the students grades, make changes to the classes as needed, AVID site team notes will reflect discussion of the program. Inform all students of tutoring options available.	Grades, AVID site team minutes, tutoring logs and sign in sheets

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
WICOR strategies	6-8 all content areas	AVID site team leader	AVID site team and teachers of AVID classes	Wednesdays, common planning time	PLC minutes and agendas; classroom observations	curriculum area assessing administrators
Building upon students strengths to make connections to students areas of need	6-8 all content areas	AVID site team leader	AVID site team	Wednesdays, common planning time	AVID site team minutes and agenda; book study reflections; classroom observations	curriculum area assessing administrators
Recruiting and training new teachers for AVID elective	Selected teachers	AVID Summer Institute	Selected teachers and administrators	July 2013	Teachers who are trained will have at least one AVID elective class during the next school year, they will also make presentations to the faculty on using strategies	Principal, AVID coordinator

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
Recruiting and training new teachers for the AVID elective	Conference registration fees for AVID Summer Institute	General Funds	\$3,000.00
Teachers learning new strategies for AVID students	Book for book study	General Funds	\$350.00
			Subtotal: \$3,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,350.00

End of Increase enrollment and performance in Advanced programs (AVID) Goal(s)

Increase enrollment and performance in High School courses Goal:

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. Increase enrollment and performance in High School courses Goal Increase enrollment and performance in High School courses Goal # 1:	AMMS will increase the percentage of students in 7th and 8th grade who are participating in a high school credit course and earning a C or higher in class performance. The goal is to have 60% of the 8th graders and 14% of the 7th graders meet this criteria.
2012 Current level:	2013 Expected level:
11% of 7th graders 54% of 8th graders	14% of 7th graders 60% of 8th graders

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not identifying and recommending average students for advanced or HS credit classes.	Review 6th and 7th grade student data in order to identify students who could be encouraged and challenged with higher level tasks to prepare them for advanced or HS courses. Administer the Algebra readiness instrument to all 6th grade students.	Administrators, teachers, guidance counselors, Dept. Chairs	Data meeting discussions concerning students who need to be challenged and pushed, PLC discussions, AVID teacher input, review of student grades and achievement data	Benchmark test results, screening instruments, grades, PLC notes, data meeting notes
2	Teachers are not qualified to teach the HS credit courses.	Recruit teachers who are certified to teach the HS credit courses in order to expand the number of classes offered.	Administrators	Review of resumes when an opening occurs on staff, interview candidates with certification to teach HS, actively recruit HS teachers to come to the middle school level	Personnel rosters, Certification reports, Master Schedule
3	Number of advanced courses offered for students to prepare for HS level classes the next academic year.	Target students who with additional support could handle advanced level work and create additional advanced sections of content area classes.	Administrators, Guidance Counselors, teachers	Data meeting discussions concerning students who need to be challenged and pushed, PLC discussions, AVID teacher input, review of student grades and achievement data	Track numbers of students from advanced classes who move on to HS classes the next school year, grades and achievement data, Master Schedule

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 meeting	

Identifying and targeting students for advancement	6th and 7th grade teachers, Guidance Counselors	LRS, Guidance Counselors, Administrators	6th and 7th grade teachers, elective teachers	Wednesday afternoon in January 2013	discussions will revolve around looking at the data for these students and creating lists of names	Assistant Principal for Instruction, Dept. Chairs
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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 Increase enrollment and performance in High School courses Goal(s)

Decrease the achievement gap for identified subgroups by 10% by 2016 Goal:

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. Decrease the achievement gap for identified subgroups by 10% by 2016 Goal		This additional objective is addressed in goal #1a of reading, math, algebra I, geometry and science.		
Decrease the achievement gap for identified subgroups by 10% by 2016 Goal #1:				
2012 Current level:		2013 Expected level:		
See objectives under goal #1a.		See objectives under goal #1a.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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 Decrease the achievement gap for identified subgroups by 10% by 2016 Goal(s)

Increase College and Career readiness Goal:

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. Increase College and Career readiness Goal Increase College and Career readiness Goal #1:	This additional objective is addressed in goal #1 of STEM, CTE and AVID.
2012 Current level:	2013 Expected level:
See objectives under goal #1 of STEM, CTE and AVID.	See objectives under goal #1 of STEM, CTE and AVID.
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

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 Increase College and Career readiness Goal(s)

Increase Fine Arts enrollment Goal:

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. Increase Fine Arts enrollment Goal Increase Fine Arts enrollment Goal #1:	This additional objective is addressed in goal #1 of Attendance.		
2012 Current level:	2013 Expected level:		
See objectives under goal #1 of attendance.	See objectives under goal #1 of attendance.		
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
No Data Submitted			

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

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

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

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

Decrease disproportionate classification in ESE programs Goal:

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. Decrease disproportionate classification in ESE programs Goal Decrease disproportionate classification in ESE programs Goal #1:	This additional objective is addressed in goal #5d of the reading and math sections.
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2012 Current level:	2013 Expected level:
See objectives under #5d.	See objectives under #5d.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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 Decrease disproportionate classification in ESE programs Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Tracking tardies and attendance	PLASCO computer system	General Funds	\$1,500.00
				Subtotal: \$1,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PD sessions for teachers	materials and supplies	General Funds	\$100.00
Mathematics	Teachers attending FCTM or NCTM Conference to gain strategies	Conference Registration fee	General Funds	\$400.00
Mathematics	Teachers attending FCTM or NCTM Conference to gain strategies	Substitutes	General Funds	\$500.00
Mathematics	PD sessions for teachers	Materials and supplies	General Funds	\$100.00
Science	Teachers to attend SIM training	substitutes	General Funds	\$400.00
Writing	Writing across the content areas and other PD sessions	Materials and Supplies	General Fund	\$100.00
Writing	Black Belt Common Core Standards training	Substitutes	General Fund	\$800.00
Suspension	PD sessions on PBS, RtI, and de-escalation skills	Materials and supplies	General Fund	\$200.00
Suspension	Discipline in the Secondary Classroom, by Randy Sprick, book study	purchase of the book	General Fund	\$1,100.00
Suspension	Teachers use a resource for behavior interventions	purchase of the flip books to use as a resource: Behavior Strategies Guide	General Fund	\$500.00
Parent Involvement	Teachers attend a PD session on creating classroom websites	Substitutes	General Fund	\$1,300.00
STEM	Building the knowledge of teachers in STEM methods and strategies.	Attending the FCR-STEM conference	Title II and General Funds	\$6,000.00
STEM	Integrating STEM problem based activities into lessons.	Substitutes	General funds	\$1,300.00
Increase enrollment and performance in Advanced programs (AVID)	Recruiting and training new teachers for the AVID elective	Conference registration fees for AVID Summer Institute	General Funds	\$3,000.00
Increase enrollment and performance in Advanced programs (AVID)	Teachers learning new strategies for AVID students	Book for book study	General Funds	\$350.00
				Subtotal: \$16,150.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Student recognition programs	Brag Sheets and certificates, supplies and materials for other recognition programs	General Fund	\$3,000.00

Parent Involvement	School newsletter mailed home at least 3 times a year.	postage	General Fund	\$1,500.00
				Subtotal: \$4,500.00
				Grand Total: \$22,150.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/12/2012)

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
Funding for mini-grants for teacher projects. Teachers will write a proposal and submit it to the committee. Individual grants will be limited to \$200.00 each.	\$2,000.00
Class sets of Student Responders that can be checked out for classroom use or shared within a department.	\$2,400.00

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

The School Advisory Council meets on a monthly basis in the evening in the Media Center of AMMS.

The main purpose of the School Advisory Council is to evaluate, monitor and create our School Improvement Plan. The School Advisory Council discusses curriculum materials and issues related to the School Improvement Plan's Reading, Writing, Math, Science, and all additional goals. The School Advisory Council also makes recommendations for the use of School Improvement funds. They will review student data each month so they can see how we are improving our academic skills. This committee will also review the school effectiveness survey results and make suggestions on how we can improve next school year. The members of the committee will also receive training through conferences, discussions, analyzing data and learning about all the curriculum we use at AMMS. The committee serves in an advisory role each year when the school budget is discussed and they have to help decide how the school recognition money will be spent. They will give input into the decisions of where we need to put our emphasis and money for the next school year. The school did not receive any additional SIP funds this year. We do have funds that rolled over from last year and will spend them as listed.

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

Orange School District APOPKA MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	58%	89%	31%	241	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	61%	63%			124	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)	64% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					493	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Orange School District APOPKA MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	62%	90%	39%	255	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	65%	72%			137	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					528	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested