

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RAYMOND B. STEWART MIDDLE SCHOOL

District Name: Pasco

Principal: Shae L. Davis

SAC Chair: Cole Duffy

Superintendent: Heather Fiorentino

Date of School Board Approval:

Last Modified on: 9/18/2012

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

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Shae L. Davis	Educational Leadership, Elementary Education, ESOL Endorsed, Secondary Language Arts, School Principal	1	14	Thomas E. Weightman Middle School; School Grade of an "A" for last eight years, during which time AYP was not achieved. During the last four years, the average achievement in the areas of reading, math, writing, and science respectively: % Meeting high standards: Reading 71%, Math 68%, Writing 86%, Science 51% % of Lowest 25% Making Learning Gains: 67%, 70% % Making Learning Gains: 66%, 73%
Assis Principal	Laurie Johnson	Educational Leadership, Mentally Handicapped, Specific Learning Disabilities, Elementary Education, School Principal	1	15	Pasco Middle School, 2012 School Grade of a C, 2011 school grade of B, 2010 school grade of C, 2009 school grade of A. During this time AYP was not achieved. The last four years average performance of students meeting high standards in Reading 65%, Math 54%, Science 40%, Writing 69%, The average percent of students in the lowest 25% making learning gains in Reading 64%.

Assis Principal	Shalonda H. Brooks	Educational Leadership, Specific Learning Disabilities, School Principal	6	15	Raymond B. Stewart Middle School, 2012 School Grade of a "C", 2011 school grade of "C", 2010 school grade of "B", and 2009 school grade of "B". During this time AYP was not achieved. The last four years average performance of students meeting high standards in Reading was 62%, Math 52%, Science 41%, Writing 74%, Lowest 25% reading 63% , Lowest 25% math 64%.
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
K12 Literacy Coach	Kim Rulison	K-12 Reading, Elementary Education, ESOL Endorsement	1	6	Pasco Middle School, 2012 School Grade of a C, 2011 school grade of B, 2010 school grade of C, 2009 school grade of A. During this time AYP was not achieved. The last four years average performance of students meeting high standards in Reading 65% ,Math 54%, Science 40%, Writing 69%,The average percent of students in the lowest 25% making learning gains in Reading 64%.

## 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	Bulldog Roundtable (new teacher training/ discussion meetings)	Administration, K-12 Literacy Coach, District Personnel	June 2013	
2	New teacher mentor program.	Administration, K-12 Literacy Coach	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

## 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
78	10.3%(8)	20.5%(16)	32.1%(25)	25.6%(20)	25.6%(20)	44.9%(35)	10.3%(8)	3.8%(3)	19.2%(15)

### 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
Tara Rio	Stephanie Schmidt	Language Arts	K12 Literacy Meetings, Bulldog Round Table Meetings
Tracy Jennings	Brian Clum	Math	K12 Literacy Meetings, Bulldog Round Table Meetings
Vicky Horton	Novelette Walters	Language Arts	K12 Literacy Meetings, Bulldog Round Table Meetings
Ellen Mobley	Stephanie Erdmann	Social Studies	K12 Literacy Meetings, Bulldog Round Table Meetings
Kim Rulison	Holly Murdico	Reading	K12 Literacy Meetings, Bulldog Round Table Meetings
Karlene Whidden	Susan O'Farrell	Math	K12 Literacy Meetings, Bulldog Round Table Meetings

## 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 funds will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the students at Raymond B. Stewart Middle School. Title I funds will also provide extra support by offering parent education opportunities. Level 1 and 2 students will be given the opportunity to attend tutoring sessions after school in the core subject areas. Additional opportunities for academic support will be coordinated through extended school day, and extended school year for any student in need of recovering courses.

#### Title I, Part C- Migrant

#### Title I, Part D

#### Title II

Title II and Title I funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of students at RBSMS. IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Instruction/Intervention and positive behavior supports (RTI) strategies. These strategies are research based and proven to work with all students, including students with disabilities and students with behavior concerns.

#### Title III

Title X- Homeless

Title X will coordinate with Title I funds to support Students in Transition. The goal is to provide as much stability as possible for homeless students and their families to help education continue to be a priority in these students live.

Supplemental Academic Instruction (SAI)

The extended school day program is designed to meet the needs of students who are pursuing a standard diploma and who are most in need of academic support. As a middle school, we have designed the program to prioritize placement for students who have failed any of the core subjects(Math, Language Arts, Science, and Social Studies) and are in need of recovering prior to moving on to high school.

Violence Prevention Programs

Anti-Bullying policies will be taught and enforced by the administration with the cooperation of the local police department to support a policy of zero tolerance. Cyber safety will also be taught along with our school-wide expectations for student safety.

Nutrition Programs

Title I funds will be coordinated with nutrition programs to provide healthy snacks and free breakfast for all students, along with a free and reduced lunch program for qualified students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

A career and technical education component will be integrated into the 7th grade electives as part of the standard curriculum. Eighth grade students will be provided the opportunity to complete a needs assessment focusing on a choice of career focus post middle and high school.

Job Training

Career Central and other job training programs will be offered to support families in need.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, assesses RTI skills of staff, ensures implementation of intervention support and documentation, provides professional development to support RTI implementation, communicates RTI activities within the school to parents.

Select General Education Teachers: Participate in data collection and analysis, development of Tier 1 instruction/intervention, collaborates with other staff to implement, integrate, and analyze the effectiveness of Tier 1, 2, 3 interventions.

K-12 Literacy Specialist and Assistant Principals: Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Develop, lead, and evaluate school data analysis processes. Identify patterns of student need and assist with school wide identification of "at risk" students for early intervention services. Assists in the design and implementation for progress monitoring, data collection and analysis, provides support for assessment and implementation monitoring.

School Psychologist and Behavior Specialists: Participates in discussion and interpretation of data; facilitates development of intervention plans / Problem-solving worksheets (PSW); provides support for intervention fidelity and documentation; facilitates data-based decision making activities.

Guidance Counselor(s) and Social Worker: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans and PSW's; provides support for intervention fidelity and documentation; facilitates databased decision making activities. Provides expertise on program design and individualized student services. Provide connection between the school and families in regards to supporting the student's academic, emotional, and behavioral success.

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?

1. FAIR data will be used to strengthen TIER 1 curriculum in literacy and provide TIER 2 supports to struggling students.
2. Read 180, AMP, and Triumphs are the research based reading programs being implemented in intensive reading courses. Each program comes with formative assessment reports that will be analyzed for further TIER 2 and TIER 3 supports.
3. The Core K-12 program will be used in math and science. Students will be assessed three times a year and planning time will be provided for both departments to decide on appropriate responses across the TIERED curriculum.
4. RBSMS is in its fourth year of implementation of a writing across the curriculum portfolio program. This program allows students to write in many different forms in each of their courses. Samples are then selected by the Language Arts teachers to be included in their official portfolio which tracks growth over time.
5. Behavior, attendance, and academics will be monitored using the PSRTI Database that was crated by the District last school year. The SSAP Teacher on a bi-weekly basis will pull pertinent data and students will be grouped in the Early Warning System Triangle where TIERED supports will be provided.
  - Develop professional development/technical assistance plan to support RtI implementation.

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 2012-2013 School Improvement Plan focuses on providing TIER 2 and 3 supports to students who are not responding to TIER 1 curriculum in the areas of behavior, attendance, and academics. As such, the RTI Leadership Team developed our Early Warning System that will enable us to provide support to students as soon as they need it. That proactive approach will be supported by the RTI Leadership team who will be modeling this school wide so it can be replicated for smaller groups of students within professional learning communities.

As a part of the problem solving process, the RTI Committee will facilitate a Connect program to support our Teir 3 students. This program will provide students with daily face to face mentor interaction. Students will be provided guidance and encouragement academically as well as socially.

The team will assist in the development of the school improvement plan in the following ways:

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of schoolwide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of RtI implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI)).
- Assessment of school staff's skill development (RtI Skills Survey).
- Development of professional development/technical assistance plan to support RtI implementation.

#### 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.

- FCAT
- FAIR
- Formative/Summative Classroom Assessment
- Common Assessments
- CORE K-12 Benchmark Assessments
- Pasco Star

Describe the plan to train staff on MTSS.

The MTSS/RTI Committee participated in the year two summer training and will continue to participate in such opportunities throughout the 2012-2013 school year. The team will in turn be actively training the rest of the staff starting with cluster groups trainings during the 2012-2013- planning week. All Professional Learning Communities will be trained to utilize the Early Warning System by the RTI-B Committee and RTI Leadership Team.

- Ensure plan includes action steps for the development of absent or partially present Rti infrastructure components

Describe the plan to support MTSS.

A collaboration of meetings will be held for horizontal and vertical planning. In accordance with the K12 Literacy Plan, our teachers will meet four times per month to collaborate on Best Practice, data analysis, creation of common assessments, and discussion of students in need of additional assistance. This continuous cycle of collaboration and action planning will support the MTSS process at RBSMS. Each team of teachers will also meet monthly as a Student Success Team. During this meeting teachers will identify students who are struggling and interventions they have documented to help these students to be successful.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The members of the LLT include representation from each grade and discipline, providing a balanced cross section of our staff. In addition, the team will include the Literacy Coach and administrative support.

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

The LLT officially meets monthly to develop strategies to improve literacy instruction across the curriculum. The primary functions include designing and implementing a literacy action plan, supporting teachers to improve literacy instruction, using walkthrough data to make decisions, and building literacy leadership capacity.

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

The Lead Literacy Team will focus on the integration of literacy strategies across all content areas with an emphasis on the introduction of Common Core Standards. They will work to ensure that each classroom provides a literacy rich environment. Members will also provide resources for literacy interventions across content areas in an effort to sustain school wide literacy development.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/6/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Lead Literacy Committee will work with departments to monitor the implementation of all SIP goals pertaining to reading. A collaboration of meetings will be held for horizontal and vertical planning. In accordance with the K12 Literacy Plan, our teachers will meet four times per month to collaborate on Best Practice, data analysis, creation of common assessments, and

discussion of students in need of additional assistance. This continuous cycle of collaboration and action planning will support the expectation that literacy is the responsibility of all teachers.

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal # 1a:	During the 2012-2013 school year the number of students with a Level 3 FCAT score will increase by 5% (52) as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (197)	24% (249)

#### 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	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Administration, Math Resource Teacher	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Administration, Technology Specialist, Math Resource Teacher	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	Student's lack of knowledge and/or comfort level of teacher implementation of strategy.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing. Students have a lack of motivation to write.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
	A system has not been provided to staff that	RBSMS will implement a school-wide systematic	Teachers, Administrators	Student Database System	Data of students identified as on



6	effectively tracks and celebrates student growth.	approach to track and celebrate student growth (Punch cards, Portfolios).			track, at-risk, or off track
7	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	There will be a 5%(1) increase of students scoring at levels 4,5, and 6 in Reading as measured by the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(6)	40%(7)

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	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, common formative assessments	Summative assessments, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
3	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline	Data MTSS/RTI Reports

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The number of students performing at a level 4 or 5 on the 2013 FCAT will increase by 5% (49).
2012 Current Level of Performance:	2013 Expected Level of Performance:

12% (127)	17%(176)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not have adequate time to collaborate regarding the implementation of best practices.	Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, data analysis, and common assessments.	Teachers, Literacy Coach, Department Chairs, and Administration	Common Assessments, Formative Assessment, FAIR,CORE K-12, Collaboration meetings, Data Meetings, Informal Observations	Summative Assessments, Grades, Formal Observations
2	Teachers have not received adequate staff development to facilitate the use of cooperative learning, depth of knowledge, and instructional technology strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Teachers, Department Chairs, Literacy Coach, Administration	Common Assessments, Formative Assessment, Collaboration Meetings, Data Meetings, Informal Observations	Staff Development Rosters, Formal Observations
3	It is challenging for teachers to meet the divers needs of students in their classroom.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meeting the diverse needs of students.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
4	Adequate professional development has not been provided for teachers to apply Webb's Depth of Knowledge in determining the appropriate way to model higher order thinking and questioning skills.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule, allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
6					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	There will be a 5% increase in students scoring at or above achievement level 7 in Reading. as measured by the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(7)	46%(8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, common formative assessments	Summative assessments, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
3	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports
4	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, formative Assessment data	Summative Assessment, Observations

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:	We will increase the number of students making learning gains by 5%(52) as measured by the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (507)	54% (559)

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	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis	FAIR, CORE K-12, Summative Assessment, Observations
	Teachers have not received adequate professional development to support the	Teachers will participate in focused staff development to include cooperative learning,	Literacy Coach, Math Resource Teacher, Administration,	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common	FAIR, Core K12, summative assessments, Observations

2	implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	depth of knowledge, and use of instructional technology.	Technology Specialist	assessments	
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	PLC Data Meetings, Common Assessments Student Grades	Student Grades
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System Data of students identified as on track, at-risk, or off track. Team meetings	MTSS/RTI Early Warning System Data
7	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track.
8	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	There will be a 5%(1) increase in the number of students making learning gains in reading as measured by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(14)	87%(15)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
2	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	We will increase the number of students in the lowest 25% making learning gains by 5% as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	65%

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	A balanced support system needs to be established to support the diverse needs of students with disabilities in mainstream courses.	RBSMS will create a better system of support for students with disabilities by adding an appropriate mixture of support facilitation and co-teach courses to meet students needs.	ESE Department Teachers, Regular Ed Teachers, Administration	Formative assessments, Core k12, FAIR, Common Assessments	Grade Distribution, Formal observation Data
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, FAIR, CORE K12,	Summative Assessment, Observations
3	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Formal Observations
4	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations

		outcomes and meet the diverse needs of learners.			
5	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	Summative assessments, observations
6	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments, Core k12, FAIR	Student Grade Distribution

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 # The percentage of non proficient students in reading is currently 48%(497). We will reduce the number of students non proficient in Reading to 24%(248) as measured by the 2017 FCAT.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48% non profici	43% non profici	39%	34%	29%	

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:	We will reduce the number of non proficient students in each subgroup by 5% as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 50% proficient Hispanic 50% proficient Economically Disadvantaged 48% proficient Students With Disabilities 40% proficient	White 55% proficient Hispanic 55% proficient Economically Disadvantaged 53% proficient Students With Disabilities 45% proficient

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	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
	It is challenging for teachers to meet the	Classroom activities will be structured to	Teachers, Literacy	PLC collaboration meetings, PLC data	FAIR, Core K12, summative

3	diverse needs of students in their classroom using conventional processes.	incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Coach, Math Resource Teacher, Administration	meetings, FAIR, Core K12, common assessments	assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Quarterly Grade Distribution
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A balanced support system needs to be established to support the diverse needs of students with disabilities in mainstream courses.	RBSMS will create a better system of support for students with disabilities by adding an appropriate mixture of support facilitation and co-teach courses to meet students needs.	ESE Department Teachers, Regular Ed Teachers, Administration	Formative assessments, Core k12,FAIR, Common Assessments	Grade Distribution, Formal observatio Data
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, FAIR, CORE K-12	Summative Assessment, Formal Observations, FCAT
3	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12,common assessments	FAIR, Core K12, summative assessments, Observations

4	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, Summative assessments, Observations
5	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
6	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
7	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments, FAIR, Core K12	Student Grade Distribution
8	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	MTSS/RTI data, Student Database System	Data analysis of students identified as on track, at-risk, or off track
9	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI student data reports (grades, attendance, discipline)

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:	We will increase the percentage of Students With Disabilities (SWD) meeting proficiency by 14% as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (51)	43% (76)

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	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI data analysis



		interventions will be utilized and student responses evaluated.			
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
6	Teachers do not adequately adjust instruction to meet the needs of all students.	Teachers will adjust/differentiate instruction as needed to meet the learning needs of all students.	K-12 Literacy Coach, Teachers	Formative assessment data	Summative data, FAIR

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 June 2012, there will be a 5% (38) increase in the percentage of economically disadvantaged students that are proficient in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (411)	60% (449)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All teachers are not differentiating instruction to meet the needs of high performing students.	Language Arts, Social Science, Math, Reading, and Science Teachers will engage students in cognitively complex tasks that involve hypothesis generation and analysis.	Teachers, Literacy Coach, Administration	Formative Assessment, FAIR, CORE K-12, Action Research Meetings, Team Meetings	Lesson Plans, Summative Assessments, Grades, FCAT, Walkthroughs
2	Students are not engaged in activities that require them to utilize background knowledge to make decisions.	Teachers will use strategies that will connect students background knowledge and experiences to new content.	Teachers, Literacy Coach	Formative Assessment, Department Action Research Meetings	Lesson Plans, Walkthroughs, Grades

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Positic Responsible for Monitoring
Gradual Release	6-8	Staff Development	Grades 6-8 Teachers	October	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K- Literacy Coach
Depth of Knowledge	6-8	Rebecca Musselman	Grades 6-8 Teachers	October/November	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K- Literacy Coach
DRAPES	6-8	District Staff Development	Grades 6-8 Language Arts Teachers	September/October	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K- Literacy Coach
Pathways to the Common Core (Book Study)	6-8	K-12 Literacy Coach	Grades 6-8 Teachers	On-Going/Monthly	Collaboration Meetings	Administration, K-1 Literacy
MTSS/RTI	6-8	K-12 Literacy Coach, Math Resource Teacher	Grades 6-8 Teachers	On-Going	Collaboration Meetings, Data Meetings, Student Success Team Meetings	Administration, K- Literacy Coach, Math Resource Teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Staff Development, Materials, and Department Planning	Title I	\$6,291.46
Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Reading Resource Kit	Title I	\$1,000.00
			Subtotal: \$7,291.46
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Web based technology programs, technology resources	Title I	\$2,400.00
			Subtotal: \$2,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will meet by department			

on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Book Study, Pathways to the Common Core	Title I	\$650.00
			Subtotal: \$650.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meeting the diverse needs of learners.	Teacher conferences, consultants	Title I	\$4,234.84
			Subtotal: \$4,234.84
<b>Grand Total: \$14,576.30</b>			

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.		There will be a 10%(3) increase in the number of students proficient in listening/speaking as measured by the 2013 FCAT.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
The percent of students currently proficient in listening and speaking is 55% (16). 6th Grade=3 7th Grade=7 8th Grade=6					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist, Teachers, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations

4	Students have limited access to native language support (both at home and at school)	ESOL teacher will utilize Tell Me More language learning software to support students listening and speaking skills.	ESOL Teacher, ESOL Para, Classroom teacher	Student data from language learning software, Administrative observations, AMAO data	CELLA, FCAT, Tell Me More Assessments
5	Students have limited opportunities to practice speaking through out the day.	ESOL teacher will provide access to additional language development resources in students classrooms.	ESOL teacher, Regular Teachers	Student data from language learning software, Administrative observations, AMAO data	CELLA, FCAT, Tell Me More Assessments
6	Students have limited formal schooling prior to entering our school.	Teachers will complete an ESOL endorsement course to better facilitate the learning process.	Teachers, Administration	Student data from language learning software, Administrative observations, AMAO data	Lesson plans,CELLA, FCAT, Tell Me More Assessments

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

2. Students scoring proficient in reading. CELLA Goal #2:	The number of students proficient in reading will increase by 10%(3) as measured by the 2013 CELLA test.
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2012 Current Percent of Students Proficient in reading:

The current percentage of students proficient in Reading as measured by the 2012 CELLA test is 14%(4)  
6th Grade=0  
7th Grade=2  
8th Grade=2

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist, Teachers, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
		ESOL teacher will utilize Tell Me More language	ESOL Teacher, ESOL Para,	Student data from language learning	CELLA, FCAT, Tell Me More

4	Students have limited access to native language support (both at home and at school)	learning software to support students reading.	Classroom teacher	software, Administrative observations, AMAO data	Assessments
5	Students have limited opportunities to practice speaking through out the day.	ESOL teacher will provide access to additional language development resources in students classrooms.	ESOL teacher, Regular Teachers	Student data from language learning software, Administrative observations, AMAO data	CELLA, FCAT, Tell Me More Assessments
6	Students have limited formal schooling prior to entering our school.	Teachers will complete an ESOL endorsement course to better facilitate the learning process.	Teachers, Administration	Student data from language learning software, Administrative observations, AMAO data	CELLA, FCAT, Tell Me More Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Students scoring proficient in writing will increase by 10% (3) as measured by the 2013 CELLA test.

2012 Current Percent of Students Proficient in writing:

The current percent of students scoring proficient on the CELLA writing exam is 21%(6).

6th grade=0

7th grade=3

8th grade=3

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations

		mastery of material.			
5	Students have limited access to native language support (both at home and at school)	ESOL teacher will utilize Tell Me More language learning software to support students writing.	ESOL Teacher, ESOL Para, Classroom teacher	Student data from language learning software, Administrative observations, AMAO data	CELLA, FCAT Writes, Tell Me More Assessments
6	Students have limited opportunities to practice speaking through out the day.	ESOL teacher will provide access to additional language development resources in students classrooms.	ESOL teacher, Regular Teachers	Student data from language learning software, Administrative observations, AMAO data	CELLA, FCAT Writes, Tell Me More Assessments
7	Students have limited formal schooling prior to entering our school.	Teachers will complete an ESOL endorsement course to better facilitate the learning process.	Teachers, Administration	Student data from language learning software, Administrative observations, AMAO data	Lesson plans,CELLA, FCAT Writes, Tell Me More Assessments

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
			<b>Grand Total: \$0.00</b>

## 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:	At least 20%(207) of students at RBSMS will score a level 3 in Mathematics as measured by the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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15% (151)	20% (207)
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### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Administration, Math Resource Teacher	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Administration, Technology Specialist, Math Resource Teacher	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	Student's lack of knowledge and/or comfort level of teacher implementation of strategy.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing. Students have a lack of motivation to write.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track

7	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	There will be a 5% increase in the number of students scoring at levels 4, 5, and 6 in mathematics as measured by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10 out of 18 56%(10)	61%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not have adequate time to collaborate regarding the implementation of best practices.	Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, data analysis, and common assessments.	Teachers, Literacy Coach, Department Chairs, and Administration	Formative Assessment, Collaboration meetings, Data Meetings	Informal Observations Summative Assessments, Grades, Formal Observations
2	It is challenging for teachers to meet the diverse needs of students in their classroom.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meeting the diverse needs of students.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings, formative assessments	Lesson plans, Formal Observations, summative assessments
3	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule, allowing additional time to support students in meeting academic goals.	Teachers, Literacy Coach	Collaboration Meetings, Data Meetings	Student grades, Formal Observations

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:	At least 16%(166) of students at RBSMS will score at levels 4 and 5 as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (91)	16% (166)

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 do not have adequate time to collaborate regarding the implementation of best practices.	Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, data analysis, and common assessments.	Teachers, Literacy Coach, Department Chairs, and Administration	Common Assessments, Formative Assessment, FAIR, CORE K-12, Collaboration meetings, Data Meetings, Informal Observations	Summative Assessments, Grades, Formal Observations
2	Teachers have not received adequate staff development to facilitate the use of cooperative learning, depth of knowledge, and instructional technology strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Teachers, Department Chairs, Literacy Coach, Administration	Common Assessments, Formative Assessment, Collaboration Meetings, Data Meetings, Informal Observations	Staff Development Rosters, Formal Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meeting the diverse needs of students.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
4	Adequate professional development has not been provided for teachers to apply Webb's Depth of Knowledge in determining the appropriate way to model higher order thinking and questioning skills.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule, allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	There will be a 5%(1) increase in the number of students scoring at level 7 or higher in math, as measured by the 201 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7 out of 18 39% (7)	44% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is challenging for teachers to meet the diverse needs of students in their classroom using	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, common formative assessments	Summative assessments, Observations

	conventional processes.	improve educational outcomes and meet the diverse needs of learners.			
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
3	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports
4	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, formative Assessment data	Summative Assessment, Observations

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:	A 5% (51) increase of students in the lowest quartile will make learning gains as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (435)	47% (486)

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	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
	It is challenging for teachers to meet the diverse needs of	Classroom activities will be structured to incorporate cooperative	Teachers, Literacy Coach, Math Resource Teacher,	PLC collaboration meetings, PLC data meetings, FAIR, Core	FAIR, Core K12, summative assessments,

3	students in their classroom using conventional processes.	learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Administration	K12, common assessments	Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	PLC Data Meetings, Common Assessments Student Grades	Student Grades
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System Data of students identified as on track, at-risk, or off track. Team meetings	MTSS/RTI Early Warning System Data
7	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track.
8	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	There will be a 5%(1) increase in the number of students making learning gains in math as measured by the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(11)	66%(12)

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	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, formative assessments	summative assessments, Observations

2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Formative Assessment data	Summative Assessment, Observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	An increase of 5%(7) of the students in the lowest quartile will make learning gains in Math as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(82)	57%(89)

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	A balanced support system needs to be established to support the diverse needs of students with disabilities in mainstream courses.	RBSMS will create a better system of support for students with disabilities by adding an appropriate mixture of support facilitation and co-teach courses to meet students needs.	ESE Department Teachers, Regular Ed Teachers, Administration	Formative assessments, Core k12,FAIR, Common Assessments	Grade Distribution, Formal observation Data
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, FAIR, CORE K12,	Summative Assessment, Observations
3	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12,common assessments	FAIR, Core K12, summative assessments, Formal Observations
4	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
5	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR,Core K12, common assessments	Summative assessments, observations

6	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments, Core k12, FAIR	Student Grade Distribution
7	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline	Student Grades, Attendance, Discipline Data, Student Database System Report Analysis

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 # The percentage of non proficient students in math is currently 60%(621). We will reduce the number of students non proficient in Math by 6% annually to equal 30%(310) by 2017 as measured by the 2017 FCAT.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	54%	46%	38%	36%	

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:	There will be at least a 5% increase in the performance of ethnic subgroups as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 41% White 57%	Hispanic 46% White 62%

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	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI data analysis
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
	It is challenging for teachers to meet the	Classroom activities will be structured to	Teachers, Literacy Coach, Math	PLC collaboration meetings, PLC data	FAIR, Core K12, summative

3	diverse needs of students in their classroom using conventional processes.	incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Resource Teacher, Administration	meetings, FAIR, Core K12, common assessments	assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios). Student Grades	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
6	Level 1 Math students need additional support mastering basic math skills.	The Master schedule will be developed in a manner that reinforces basic skills in intensive math courses for most students scoring at level 1 on the FCAT.	Administration, Math Teachers	PLC Collaboration Meetings, Data Meetings, Core K12	Grades

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A balanced support system needs to be established to support the diverse needs of students with disabilities in mainstream courses.	RBSMS will create a better system of support for students with disabilities by adding an appropriate mixture of support facilitation and co-teach courses to meet students needs.	ESE Department Teachers, Regular Ed Teachers, Administration	Formative assessments, Core k12,FAIR, Common Assessments	Grade Distribution, Formal observation Data
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, FAIR, CORE K-12	Summative Assessment, Formal Observations, FCAT
3	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12,common assessments	FAIR, Core K12, summative assessments, Observations

	order thinking strategies.				
4	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, Summative assessments, Observations
5	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
6	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
7	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments, FAIR, Core K12	Student Grade Distribution
8	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	MTSS/RTI data, Student Database System	Data analysis of students identified as on track, at-risk, or off track
9	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI student data reports (grades, attendance, discipline)

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:	At least 35%(55) of students with disabilities will make learning gains equal to one year's growth as measured by th 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(47) of students with disabilities made learning gains in math on the 2012 FCAT.	35%(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
Adequate professional development has not been provided to staff that focuses on a tiered	A school-wide early warning system will be implemented to categorize students as	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI data analysis

1	intervention system.	on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.			
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
6	Level 1 Math students need additional support mastering basic math skills.	The Master schedule will be developed in a manner that reinforces basic skills in intensive math courses for most students scoring at level 1 on the FCAT.	Administration, Math Teachers	PLC Collaboration Meetings, Data Meetings	Student Grades

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	There will be at least a 5%(8) increase in the performance of economically disadvantaged students as measured by the Spring 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(64) of economically disadvantaged students were proficient on the 2012 FCAT.	46%(72)

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	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, Core k12, FAIR	Summative Assessment, Observations
	Teachers have not received adequate	Teachers will participate in focused staff	Literacy Coach, Math Resource	PLC collaboration meetings, PLC data	FAIR, Core K12, summative



2	professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	development to include cooperative learning, depth of knowledge, and use of instructional technology.	Teacher, Administration, Technology Specialist	meetings, FAIR, Core K12, common assessments	assessments, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System, attendance data, discipline data, grade distribution	Data of students identified as on track, at-risk, or off track
7	Professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline	Discipline data, attendance data, grade distribution MTSS/RTI Reports

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:	All students taking the Algebra EOC in 2012 scored at 3.0 or above, therefore the number of students at 3.0 will be consistent or show a decrease in students at 3.0 with an increase of students at 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(26)	55%(26)

### 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
Time constraints impact	Teachers will meet by	Teachers, Literacy	PLC Collaboration	FAIR, CORE K-12,

1	teachers opportunities to meet collaboratively in professional learning communities.	department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Coach, Administration, Math Resource Teacher	meetings, PLC Data meetings, Common Assessment data analysis.	Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Administration, Technology Specialist, Math Resource Teacher	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	Student's lack of knowledge and/or comfort level of teacher implementation of strategy.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing. Students have a lack of motivation to write.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
7	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	We will increase the number of students scoring at 4 or 5 on the Algebra EOC exam to 55% (26) as measured by the Spring 2013 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (21)	55% (26)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not have adequate time to collaborate regarding the implementation of best practices.	Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, data analysis, and common assessments.	Teachers, Literacy Coach, Department Chairs, and Administration	Common Assessments, Formative Assessment, FAIR, CORE K-12, Collaboration meetings, Data Meetings, Informal Observations	Summative Assessments, Grades, Formal Observations
2	Teachers have not received adequate staff development to facilitate the use of cooperative learning, depth of knowledge, and instructional technology strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Teachers, Department Chairs, Literacy Coach, Administration	Common Assessments, Formative Assessment, Collaboration Meetings, Data Meetings, Informal Observations	Staff Development Rosters, Formal Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meeting the diverse needs of students.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
4	Adequate professional development has not been provided for teachers to apply Webb's Depth of Knowledge in determining the appropriate way to model higher order thinking and questioning skills.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule, allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
6	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment	FAIR, CORE K-12, Summative Assessment, Observations
7	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, formal Observations
8	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teachers, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # There is no current achievement gap. All students at RBSMS administered the Algebra EOC earned a proficient score of 3 or better. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Each ethnic subgroup taking the Algebra EOC exam will score at or above proficiency as measured by the Spring 2013 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, CORE K-12	Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, Core K12, common assessments	Core K12, summative assessments, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, Data meetings, Core K-12, common assessments	Lesson Plans, Formal/Informal Observation

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A balanced support system needs to be established to support the diverse needs of students with disabilities in mainstream courses.	RBSMS will create a better system of support for students with disabilities by adding an appropriate mixture of support facilitation and co-teach courses to meet students needs.	ESE Department Teachers, Regular Ed Teachers, Administration	Formative assessments, Core k12,FAIR, Common Assessments	Grade Distribution, Formal observatio Data
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, FAIR, CORE K-12	Summative Assessment, Formal Observations, FCAT
3	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12,common assessments	FAIR, Core K12, summative assessments, Observations
4	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, Summative assessments, Observations
5	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
6	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
7	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments, FAIR, Core K12	Student Grade Distribution
8	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	MTSS/RTI data, Student Database System	Data analysis of students identificed as on track, at-risk, or off track
	Adequate professional development has not	A school-wide early warning system will be	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI student data reports

9	been provided to staff that focuses on a tiered intervention system.	implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.		(grades, attendance, discipline)
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	All Students with Disabilities taking the Algebra EOC exam will make satisfactory progress on the 2013 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI data analysis
2	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth (Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
6	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis,	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis	CORE K-12 Summative Assessment, Observations

		and common assessments.			
7	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, Core K12, common assessments	Core K12, summative assessments, Observations
8	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, Data meetings, Core K-12, common assessments	Lesson Plans, Formal/Informal Observation

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	All economically disadvantaged students taking the 2013 Algebra EOC exam will perform at or above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis, CORE K-12	Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, Core K12, common assessments	Core K12, summative assessments, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, Data meetings, Core K-12, common assessments	Lesson Plans, Formal/Informal Observation





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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  
 Geometry Goal #3B:

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  
 Geometry Goal #3C:

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  
 Geometry Goal #3D:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

*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
Gradual Release	6-8	Staff Development	Grades 6-8 Teachers	October	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
Depth of Knowledge	6-8	Rebecca Musselman	Grades 6-8	October/November	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
Writing In Math	6-8, Math	District Personnel	Grades 6-8	TBD	Observations, quarterly writing	Math Resource Teacher, Administration
MTSS/RTI	6-8	K-12 Literacy Coach, Math Resource Teacher	Grades 6-8 Teachers	On-Going	Collaboration Meetings, Data Meetings, Student Success Team Meetings	Administration, K-12 Literacy Coach, Math Resource Teacher

Common Core	6-8	K-12 Literacy Coach, Math Resource Teacher	Grades 6-8 Teachers	On-Going	Collaboration Meetings, Student Success Team Meetings	Administration, K-12 Literacy Coach, Math Resource Teacher
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Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The master schedule will be developed in a manner that reinforces basic skills in intensive math courses for most students scoring at level 1 on the FCAT .	Math Resource Teacher	Title I	\$55,224.86
Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Math Resource Kit	Title I	\$1,000.00
			Subtotal: \$56,224.86
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Lap top Computer	Title 1	\$1,300.00
			Subtotal: \$1,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Staff development time for all Math teachers(Writing in Math).	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$58,524.86

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	There will be at least a 5%(16) increase in the number of students proficient on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (136)	47% (152)

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	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Administration, Math Resource Teacher	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Administration, Technology Specialist, Math Resource Teacher	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	Student's lack of knowledge and/or comfort level of teacher implementation of strategy.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing. Students have a lack of motivation to write.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth(Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
7	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science.

There will be a 33%(2) increase in the number of

Science Goal #1b:	students proficient in Science as measured by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 out of 6 17%(1)	3 out of 6 50% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
3	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports
4	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, formative Assessment data	Summative Assessment, Observation

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:	At least 10% (13 more students) of our 8th grade students will exceed proficiency in Science as measured by the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(19)	10% (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 do not have adequate time to collaborate regarding the implementation of best practices.	Teachers will meet by department on a regular basis to collaborate and discuss implementation of best practices, data analysis, and common assessments.	Teachers, Literacy Coach, Department Chairs, and Administration	Common Assessments, Formative Assessment, FAIR, CORE K-12, Collaboration meetings, Data Meetings, Informal Observations	Summative Assessments, Grades, Formal Observations
2	Teachers have not received adequate staff development to facilitate the use of cooperative learning, depth of knowledge, and instructional technology strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Teachers, Department Chairs, Literacy Coach, Administration	Common Assessments, Formative Assessment, Collaboration Meetings, Data Meetings, Informal Observations	Staff Development Rosters, Formal Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meeting the diverse needs of students.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
4	Adequate professional development has not been provided for teachers to apply Webb's Depth of Knowledge in determining the appropriate way to model higher order thinking and questioning skills.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	Collaboration Meetings, Data Meetings	Lesson plans, Formal Observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule, allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades

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:	There will be a 12%(1) increase in the number of students scoring at or above achievement level 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5 out of 6 83%(5)	95%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, common formative assessments	Summative assessments, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
3	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports
4	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, formative Assessment data	Summative Assessment, Observations

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
Gradual Release	6-8	Staff Development	Grades 6-8 Teachers	October	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
Depth of Knowledge	6-8	Rebecca Musselman	Grades 6-8 Teachers	October/ November	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
DRAPES	6-8	District Staff Development	Grades 6-8 Teachers	September/ October	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
Common Core	6-8	K-12 Literacy Coach, Math Resource Teacher	Grades 6-8 Teachers	November/December	Observations, Collaboration Meetings	K-12 Literacy Coach, Math Resource Teacher Administration

MTSS/RTI	6-8	K-12 Literacy Coach, Math Resource Teacher	Grades 6-8 Teachers	On-Going	Collaboration Meetings, Data Meetings, Student Success Team Meetings	Administration, K-12 Literacy Coach, Math Resource Teacher
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Science Budget:

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

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:			A 5%(16) increase of 8th grade students at RBSMS will achieve a 3.0 or higher as measured by the 2013 FCAT.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
61%(197)			66% (213)		
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	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations



2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
3	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, formal observations

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:	All Students (100%) at RBSMS performed at a level 4 or higher in writing on the 2012 FAA. RBSMS will maintain 100% of its students scoring at level 7 or higher in writing, as measured by the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6 out of 6 100%(6)	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is challenging for teachers to meet the diverse needs of students in their classroom using conventional processes.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Math Resource Teacher, Administration, Technology Specialist	PLC collaboration meetings, PLC data meetings, formative assessments	Summative assessments, Observations
	Adequate professional development has not been provided to staff that focuses on a	A school-wide early warning system will be implemented to categorize students as	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

3	tiered intervention system.	on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.			
4	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC Data meetings, formative Assessment data	Summative Assessment, Observation
5	Students struggle to demonstrate mastery of content through extended and short response writing.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC Collaboration meetings, PLC data meetings, formative assessments	summative assessments, observations

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
Gradual Release	6-8	Staff Development	Grades 6-8 Teachers	October	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
Depth of Knowledge	6-8	Rebecca Musselman	Grades 6-8 Teachers	October/ November	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
DRAPES	6-8	District Staff Development	Grades 6-8	September/ October	Informal Observations, Collaboration Meetings, Data Meetings	Administration, K-12 Literacy Coach
Common Core	6-8	K-12 Literacy Coach, Math Resource Teacher	Grades 6-8 Teachers	November/December	Informal Observations, Collaboration Meetings	K-12 Literacy Coach, Math Resource Teacher, Administration
MTSS/RTI	6-8	K-12 Literacy Coach, Math Resource Teacher	Grades 6-8 Teachers	On-Going	Collaboration Meetings, Data Meetings, Student Success Team Meetings	Administration, K-12 Literacy Coach, Math Resource Teacher

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Writing Camp	Title I	\$2,471.00

			Subtotal: \$2,471.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
All teachers will be trained in DRAPES to provide a consistent language of writing instruction for our school community.	Professional Development and activities	Title I	\$1,500.00
			Subtotal: \$1,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,971.00</b>

*End of Writing Goals*

## Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics.					
Civics Goal # 1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints impact teachers opportunities to meet collaboratively in professional learning communities.	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Teachers, Literacy Coach, Administration, Math Resource Teacher	PLC Collaboration meetings, PLC Data meetings, Common Assessment data analysis.	FAIR, CORE K-12, Summative Assessment, Observations
2	Teachers have not received adequate professional development to support the implementation of innovative technology, cooperative learning structures, and higher order thinking strategies.	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Literacy Coach, Administration, Technology Specialist, Math Resource Teacher	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations

3	Student's lack of knowledge and/or comfort level of teacher implementation of strategy.	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies to improve educational outcomes and meet the diverse needs of learners.	Teachers, Literacy Coach, Math Resource Teacher, Administration	PLC collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, Observations
4	Students struggle to demonstrate mastery of content through extended and short response writing. Students have a lack of motivation to write.	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Teachers, Literacy Coach, Administration	PLC Collaboration meetings, PLC data meetings, FAIR, Core K12, common assessments	FAIR, Core K12, summative assessments, observations
5	Students need additional support to meet academic goals.	Structured homeroom time will be built into the master schedule allowing additional time to support students in meeting academic goals.	Teachers	Common Assessments	Student Grades
6	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth(Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
7	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By June 2013, the total number of days absent will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.4%(ADA)	93%(ADA)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

53% (547)	43%(445)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
97	80

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 are not always aware of the frequency and impact of excessive absences on students success.	An attendance policy has been established to inform and educate parents and students of the school's expectations for attendance and the affects of excessive absences (loss of engagement time)on success at school.	Teachers, Parent Involvement Assistant, Administrators, and School Psychologist.	MTSS/RTI Early warning system. Attendance data.	Attendance Data
2	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth(Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
3	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline Data	MTSS/RTI Reports

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

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

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

Attendance Budget:

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

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

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		By June 2013, The total number of students suspended in and out of school will decrease by 5%.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
575 (incidents)		518(incidents)			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
249(students)		237 (students)			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
235(incidents)		211(actions)			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
78(students)		74 (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
	Some students are not	RBSMS will implement a	MTSS/RTI	Students will	Discipline Data

1	taught appropriate behavior for school.	schoolwide behavior expectations matrix that is taught through core classes using like Lesson Plans for each expectation.	Committee, Guidance, Administration	participate in class activities to demonstrate knowledge of expectations.	
2	A system has not been provided to staff that effectively tracks and celebrates student growth.	RBSMS will implement a school-wide systematic approach to track and celebrate student growth(Punch cards, Portfolios).	Teachers, Administrators	Student Database System	Data of students identified as on track, at-risk, or off track
3	Adequate professional development has not been provided to staff that focuses on a tiered intervention system.	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Teachers, Administrators	Grades, Attendance, Discipline	DataMTSS/RTI Reports

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.	SSAP Teacher	Title I	\$55,224.86
A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.	PBS Incentives	Title I	\$1,000.00
A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Lap Top Computer for SSAP Teacher	Title I	\$1,300.00
A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	PBS Incentives	Title I	\$250.00
Subtotal:			\$57,774.86



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: \$57,774.86

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:		We will increase the active participation of parents with school related activities to support our students reaching their highest academic and social potential.		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
There is no numerical data available for baseline calculations at this time.		We will develop a system for calculating parent participation in order to measure growth from year to 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
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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
An attendance policy has been established to inform and educate parents and students of the school's expectations for attendance and the affects of excessive absences (loss of engagement time)on success at school.	Parent Involvement Assistant	Title I	\$25,231.78
A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Lap Top for Parent Involvement Assistant	Title I	\$1,300.00
Subtotal:			\$26,531.78
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
An attendance policy has been established to inform and educate parents and students of the school's expectations for attendance and the affects of excessive absences (loss of engagement time)on success at school.	Parent Involvement Assistant Supplies	Title I	\$1,660.80
Subtotal:			\$1,660.80
Grand Total:			\$28,192.58

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE

CTE Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

CTE Budget:

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



## Additional Goal(s)

### Technology Integration 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. Technology Integration Goal  Technology Integration Goal #1:			At least 70% of students at RBSMS will know and understand the basic functions of word processing, communication, and media production as measured by a school-wide survey in May of 2013.		
2012 Current level:			2013 Expected level:		
There is no baseline data for this goal at this time.			70%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students do not have access to computers and or internet outside of school.	Students will complete an elective course of business education in 6th grade that partly focuses on the basic skills of keyboarding and media production.	Business Education Teacher, Administration	Master Schedule, formative assessments, student projects/products	summative assessments, student projects/products
2	Students don't understand the liability and affects of cyber media.	Students will learn to appropriately use media networks to collaborate with peers regarding curriculum.	Teachers, Administration, Media Specialist, Technology Specialist	Monitoring of class blogs, moodle forums, and student surveys	Student survey, Student products/project
3	Some teachers are not comfortable utilizing moodle or social networks for students to collaborate with peers regarding curriculum.	Teachers will receive professional development for the use of moodle and social networks to support students academic collaboration with peers.	Teachers, Technology Specialist, Media Specialist	Teacher/student projects and/or product	Student survey, Student products/project
4	Some teachers have not received professional development in order to be able to utilize technology based projects in their curriculum.	Teachers will receive professional development on basic media technology (imovie, powerpoint, wikkis, moodle).	Teachers, Technology Specialist, Media Specialist	Teacher/student projects and/or products	Student survey, Student products/projects
5	The Technology Specialist has not had an opportunity to attend a sufficient amount of professional development activities or conferences that support the implementation of innovative technology into our classroom curriculum.	The technology specialist and members of the technology committee will attend professional development activities/conferences that support the implementation of innovative technology into our classrooms.	Administration, Technology Specialist	Content of Technology Talks, support for teacher implementation	Observation, Teacher/student products

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
Technology Talks	6-8 All subjects	Technology Specialist, Media Specialist	All teachers and staff	On-Going	Teachers will complete a feedback form following each technology talk. Upon request, Teachers will receive additional support as they implement technology into their classroom instruction.	Technology Specialist, Media Specialist, Administration

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
Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Projectors	Title I	\$1,051.00
Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Media books, consumables	Title I	\$1,399.00
Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	software, ipads, ipods, projector bulbs	Media Technology Budget, Title I	\$10,000.00
			Subtotal: \$12,450.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will receive professional development for the use of moodle and social networks to support students academic collaboration with peers.	software, cameras, ipod	Media Technology Budget, SAC, Title I	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$17,450.00





# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Staff Development, Materials, and Department Planning	Title I	\$6,291.46
Reading	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Reading Resource Kit	Title I	\$1,000.00
Mathematics	The master schedule will be developed in a manner that reinforces basic skills in intensive math courses for most students scoring at level 1 on the FCAT .	Math Resource Teacher	Title I	\$55,224.86
Mathematics	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Math Resource Kit	Title I	\$1,000.00
Writing	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.	Writing Camp	Title I	\$2,471.00
Suspension	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.	SSAP Teacher	Title I	\$55,224.86
Suspension	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.	PBS Incentives	Title I	\$1,000.00
Suspension	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Lap Top Computer for SSAP Teacher	Title I	\$1,300.00
Suspension	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	PBS Incentives	Title I	\$250.00

Parent Involvement	An attendance policy has been established to inform and educate parents and students of the school's expectations for attendance and the affects of excessive absences (loss of engagement time)on success at school.	Parent Involvement Assistant	Title I	\$25,231.78
Parent Involvement	A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off track. Tiered interventions will be utilized and student responses evaluated.	Lap Top for Parent Involvement Assistant	Title I	\$1,300.00
				Subtotal: \$150,293.96
<b>Technology</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Web based technology programs,technology resources	Title I	\$2,400.00
Mathematics	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	Lap top Computer	Title 1	\$1,300.00
Technology Integration	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Projectors	Title I	\$1,051.00
Technology Integration	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Media books, consumables	Title I	\$1,399.00
Technology Integration	Teachers will participate in focused staff development to include cooperative learning, depth of knowledge, and use of instructional technology.	software, ipads, ipods,projector bulbs	Media Technology Budget, Title I	\$10,000.00
				Subtotal: \$16,150.00
<b>Professional Development</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will meet by department on a regular basis to collaborate and discuss the implementation of Best Practices, data analysis, and common assessments.	Book Study, Pathways to the Common Core	Title I	\$650.00
Mathematics	Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of	Staff development time for all Math teachers (Writing in Math).	Title I	\$1,000.00

	writing to demonstrate mastery of material.			
Writing	All teachers will be trained in DRAPES to provide a consistent language of writing instruction for our school community.	Professional Development and activities	Title I	\$1,500.00
Technology Integration	Teachers will receive professional development for the use of moodle and social networks to support students academic collaboration with peers.	software, cameras, ipod	Media Technology Budget, SAC, Title I	\$5,000.00
				Subtotal: \$8,150.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meeting the diverse needs of learners.	Teacher conferences, consultants	Title I	\$4,234.84
Parent Involvement	An attendance policy has been established to inform and educate parents and students of the school's expectations for attendance and the affects of excessive absences (loss of engagement time)on success at school.	Parent Involvement Assistant Supplies	Title I	\$1,660.80
				Subtotal: \$5,895.64
				Grand Total: \$180,489.60

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 8/29/2012)

## 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
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SAC funds will be used to support the implementation of Best Practice strategies for highest student achievement.	\$2,000.00
SAC funds will be used to support teacher's participation in staff development and attendance at conferences focusing on the implementation of our SIP as well as the academic and social well being of our students.	\$1,500.00

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

The School Advisory Council will meet monthly to discuss school data, current events, and community news. The SAC will provide input and suggestions into the school improvement plan focus as they receive updates on the progress of implementation of SIP strategies, CORE K12, FAIR, and common assessments.

## 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

Pasco School District RAYMOND B. STEWART MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	58%	69%	46%	239	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	57%	63%			120	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	59% (YES)	64% (YES)			123	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					482	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Pasco School District RAYMOND B. STEWART MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	57%	79%	41%	242	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	71%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	75% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					517	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested