FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOMESTEAD MIDDLE SCHOOL

District Name: Dade

Principal: Rachelle A. Surrancy

SAC Chair: Bernita Lewis

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rachelle A. Surrancy	Degrees: Bachelor of Arts, English and Education Master of Science, English Education Certificate in Educational Leadership K-12 Certifications: English	4	10	HOMESTEAD MIDDLE SCHOOL School Year '12'11'10 '09 '08 School Grade D C C N/A AYP N High Standards Reading 34 49 51 High Standards Math 35 45 49 High Standards Writing 53 83 87 High Standards Science 27 25 30 Learning Gains-Reading 61 62 60 Learning Gains-Math 63 63 61 Gains-Reading- 25% 70 70 67 Gains-Math- 25% 67 68 58 ROBERT MORGAN EDUCATIONAL CENTER School Year '09 '08 School Grade B A C AYP N N N High Standards Reading 51 55 51 High Standards Math 79 80 77 High Standards Writing 88 89 90 High Standards Science 45 46 29 Learning Gains-Reading 54 63 53 Learning Gains-Math 71 79 72 Gains-Reading-25% 50 59 47

| Assis Principal | Isabel Tamayo-Oramas | Degrees: Bachelor Degrees: Bachelor of Science, Education Master of Science, Urban Education/TESOL Educational Specialist, Educational Leadership

Certifications: Elementary Education ESOL Educational Leadership K-12 | 1 | 3 | Gains-Math-25% 59 71 59

HOMESTEAD MIDDLE SCHOOL
School Year '12'11'10
School Grade D C C
AYP N
High Standards Reading 34 49
High Standards Math 35 45
High Standards Writing 53 83
High Standards Science 27 25
Learning Gains-Reading 61 62
Learning Gains-Math 63 63
Gains-Reading- 25% 70 70
Gains-Math- 25% 67 68

MANDARIN LAKES K-8
School Year '10
N/A
School Grade C
AYP N
High Standards Reading 51
High Standards Math 60
High Standards Writing 81
High Standards Science 23
Learning Gains-Reading 60
Learning Gains-Math 66
Gains-Reading-25% 55
Gains-Math-25% 65

IRVING & BEATRICE PESCOE
School Year '10 '09 '08
School Grade N/A A N/A N/A
AYP Y
High Standards Reading 71
High Standards Math 78
High Standards Writing 99
High Standards Science 31
Learning Gains-Reading 54
Learning Gains-Math 71
Gains-Reading-25% 50
Gains-Math-25% 59
SOUTH DADE MIDDLE SCHOOL
School Year '10 '09 '08
School Grade N/A
N/A C
N/A
AYP N
High Standards Reading 61
High Standards Math 58
High Standards Writing 86
High Standards Science 25
Learning Gains-Reading 58
Learning Gains-Math 56
Gains-Reading-25% 55
Gains-Math-25% 59

CLAUDE PEPPER ELEMENTARY
School Year '10 '09 '08
School Grade N/A
N/A
N/A A A
AYP Y Y
High Standards Reading 83 84
High Standards Math 76 78
High Standards Writing 94 89
High Standards Science 46 N/A
Learning Gains-Reading 79 71
Learning Gains-Math 68 79
Gains-Reading-25% 68 64
Gains-Math-25% 71 N/A |

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)
					HOMESTEAD MIDDLE SCHOOL School Year '12'11'10 '09 '08 School Grade D C C N/A AYP N High Standards Reading 34 49 51 High Standards Math 35 45 49

Reading	Katori Wisdom	Degrees: Bachelor of Arts, English Master of Science, Reading/Literacy Certifications: Middle Grades English (5-9) Reading Endorsement	4	3	High Standards Writing 53 83 87 High Standards Science 27 25 30 Learning Gains-Reading 61 62 60 Learning Gains-Math 63 63 61 Gains-Reading- 25% 70 70 67 Gains-Math- 25% 67 68 58 JORGE MAS CANOSA MIDDLE SCHOOL School Year '10 '09 '08 School Grade N/A A C AYP N N High Standards Reading 65 64 High Standards Math 61 51 High Standards Writing 94 92 High Standards Science 37 39 Learning Gains-Reading 68 58 Learning Gains-Math 71 55 Gains-Reading-25% 74 56 Gains-Math-25% 72 52 HOMESTEAD SENIOR HIGH SCHOOL School Year '10 '09 '08 School Grade F D AYP N N High Standards Reading 16 17 High Standards Math 34 36 High Standards Writing 79 77 High Standards Science 21 NA Learning Gains-Reading 44 44 Learning Gains-Math 59 62 Gains-Reading-25% 56 50 Gains-Math-25% 72 52 65 NA
Science	Ronda Cobb	Degrees: Bachelor of Science, Criminal Justice Master of Science, Mathematics Educational Specialist, Educational Leadership Certifications: ESE K-12, Middle Grades Science 5-9, Educational Leadership K-12	13	2	HOMESTEAD MIDDLE SCHOOL School Year '12'11'10 '09 '08 School Grade D C C N/A AYP N High Standards Reading 34 49 51 High Standards Math 35 45 49 High Standards Writing 53 83 87 High Standards Science 27 25 30 Learning Gains-Reading 61 62 60 Learning Gains-Math 63 63 61 Gains-Reading- 25% 70 70 67 Gains-Math- 25% 67 68 58
Mathematics	Samuel Smith	Degrees: Bachelor of Science, Mathematics Master of Science, Educational Leadership Certifications: Mathematics 6-12	1	1	MIAMI-SOUTHRIDGE SENIOR HIGH SCHOOL School Year '12'11'10 School Grade A D AYP N N N High Standards Reading 29 25 High Standards Math 60 55 High Standards Writing 73 84 High Standards Science 31 23 Learning Gains-Reading 45 44 Learning Gains-Math 68 75 Gains-Reading- 25% 49 40 Gains-Math- 25% 57 72 ROBERT MORGAN EDUCATIONAL CENTER School Year '09 School Grade B AYP N High Standards Reading 51 High Standards Math 79 High Standards Writing 88 High Standards Science 45 Learning Gains-Reading 54 Learning Gains-Math 71 HOMESTEAD SENIOR HIGH SCHOOL School Year '08 School Grade D AYP N High Standards Reading 22 High Standards Math 51 High Standards Writing 76 High Standards Science 25 Learning Gains-Reading 41 Learning Gains-Math 70

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	Promote school educational programs (The International Baccalaureate Program)	Magnet Lead Teacher	6/7/2013	
2	Provide meaningful professional development opportunities focused on curriculum development and alignment of instructional activities	Leadership Team	6/7/2013	
3	Applaud teachers for their achievements (data, extracurricular activities, breakfasts, gift cards...)	Leadership Team	6/7/2013	
4	All new teachers are provided with buddy teachers or mentors to assist them as they begin their career through biweekly Professional Growth Team (PGT) meetings.	Leadership Team	6/7/2013	
5	Advertise available positions through the district and participate in career fairs	Leadership Team	6/7/2013	

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
2	• Provide meaningful professional development opportunities focused on curriculum development and alignment of instructional activities • Provide information about certification test opportunities • Provide information about district based course offerings

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
40	10.0%(4)	20.0%(8)	47.5%(19)	22.5%(9)	55.0%(22)	62.5%(25)	12.5%(5)	5.0%(2)	20.0%(8)

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
Keisha McIntyre-McCullough	Alicia Edwards	• Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.	• Effective Planning, Classroom Management, Procedures, Differentiated Instruction, and Data Analysis
Dr. Adewale Alonge	Laura Collins Remmen	• Certified at the same level (e.g. primary, intermediate, etc.) or in the	• Effective Planning, Classroom Management, Procedures, Differentiated Instruction, and Data

		subject area as the new teacher.	Analysis

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP — which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers

- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

Title X- Homeless
- 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Homestead Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1) Homestead Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) Homestead Middle School's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

> • Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
> • Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
> • HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
> • HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
> • HCiOS enhances the health education activities provided by the schools and by the health department.
> • HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Homestead Middle School's Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) Team consists of the Principal, the Assistant Principal for Curriculum and the Curriculum Coaches in Reading, Mathematics and Science, the School Psychologist, Social Worker, PBS Coordinator, and the SPED Department Chair.

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?

> Homestead Middle School will utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
>
> The Leadership Team will:
>
> 1. 1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
> • What will all students learn? (curriculum based on standards)
> • What progress is expected in each core area?
> • How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
> • How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and
> monitoring progress of interventions)
> • How will we respond when students have learned or already know? (Enrichment opportunities).
> 2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
>
> 3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
>
> 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
>
> 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
>
> 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
>
> 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
> 8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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?

> 1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
> 2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
> 3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The Leadership Team will consider data the end of year Tier 1 problem solving

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.

. 1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance

Describe the plan to train staff on MTSS.

1. Training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder pattern

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Homestead Middle School Literacy Leadership Team for 2012-2013 are as follows:
> Katori Wisdom, Facilitator (Reading Coach); Rachelle A. Surrancy, Principal; Isabel Tamayo-Oramas, Assistant Principal;
> Cynthia Hammet, Science; Richard Foster, Language Arts; Samuel Smith, Mathematics; and Nancy Madrigal, Social Studies

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

> The team meets once a month to engage in the following activities:
> • Plan for effective implementation of the model and maintain the quality and integrity of the program
> • Make decisions about the best practices for literacy instruction in the school based on a common understanding of literacy theory and current research
> • Develop efficient schedules for collecting, submitting and analyzing assessment data
> • Coordinate the initial training and continue professional development for classroom teachers
> • Communicate with stakeholders about the implementation of the model and students' progress
>
> The following steps are the phases of Implementation:
> Phase 1: Investigating the Areas of Concern
> Phase 2: Studying and Planning a Course of Action
> Phase 3: Implementing Course of Action
> Phase 4: Determining Effectiveness of Course of Action
> The following steps are the phases of Implementation:
> Phase 1: Investigating the Areas of Concern
> Phase 2: Studying and Planning a Course of Action
> Phase 3: Implementing Course of Action
> Phase 4: Determining Effectiveness of Course of Action

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

> The LLT will develop a plan to infuse literacy practices throughout the school in an infusion method with
> (1) The Word of the Week
> (2) Literacy Night/Writing Night
> (3) Team Read Week
> (4) Photo of Administrator Reading
> (5) Video (favorite book)
> (6) Spelling Bee
> (7) Grade Level AR competition
> (8) Book Talk (after school at off campus location)
> (9) Real Students Read
> (10) Model reading (consistently for students)
>
> The team will also focus on monitoring the data; the data will provide direction based on targeted benchmarks, which will address rigor and relevance, by implementing best practices across content areas. Homestead Middle School has developed and continues to improve a productive literacy program that employs different approaches to achieving success.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

Not 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.

Homestead Middle School will implement a comprehensive Reading Plan called the Literacy Block (LB). The reading plan provides a single, comprehensive school plan to improve the performance of all students across the curriculum. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, school wide instructional focus calendars, and ongoing monitoring of results.
Best practice strategies may also include:
• Interactive word walls
• Math journals
• Science lab notebooks
• Non-fiction reading materials for content topics
• Common reading comprehension strategies across all subject areas
• Implementation of effective vocabulary instruction in all content areas.
• Promote participation in reading books through the school-wide Accelerated Reader Program

*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?

Not Applicable

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?

Not Applicable

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

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading test indicate that 21% (127) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 10 percentage points. to 31% (185) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (127)	31% (185)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited vocabulary which impedes reading comprehension.	The students will receive additional instruction on a continuous basis utilizing the Frayer Model to build vocabulary in each Language Arts, Social Studies, Science and Special Area class.	Administration Reading Coach Department Chairs	Monitor the use of the Frayer Model through the implementation of the Coaching Cycle.	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment
2	The students need additional support in utilizing the Comprehension Instructional Sequence (CIS).	The students will receive additional instruction utilizing the Comprehension Instructional Sequence on a weekly basis during the school-wide Literacy Block and Language Arts and Reading classes	Administration Reading Coach Department Chairs	Develop a plan and conduct classroom walkthroughs to ensure CIS implementation.	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment
3	The teachers need additional training and support utilizing CIS	The teachers will receive monthly training during faculty meetings through the Coaching corner.	Administration Reading Coach Department Chairs	Develop a plan and conduct classroom walkthroughs to ensure CIS implementation.	Teachers' Reflections

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the Spring 2012 Florida Alternate Assessment Report in Reading indicate that 40% (4) of students achieved a proficiency Level of 4-6. Our goal for the 2013 administration is to maintain our proficiency level of 4,5 & 6 at 40% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	40% (4)

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	The students need additional instruction utilizing picture walks to make predictions.	The teachers will allow students the opportunity for continuous practice and review in making predictions of a reading selection.	SPED Chair Administration	Monitor proper implementation by conducting classroom walkthroughs as evidenced by teachers' lesson plans and student work.	Informal Assessments Florida Access Points
2	The students need additional instruction utilizing read alouds, auditory tapes and text that provide print with visuals and or prints	The teachers will allow students the opportunity to participate in read alouds, auditory tapes and text readers that provide print with visuals and or symbols	Administration SPED Chair	Monitor proper implementation by conducting classroom walkthroughs.	Informal Assessments Florida Access Points

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading test indicate that 10% (62) of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 proficiency by 5 percentage points to 15% (90).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (62)	15% (90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited access to computers at home.	Proficient students will participate in the Reading Plus program during Early Bird Enrichment sessions	Administration Reading Coach Department Chair	Collect, desegregate and analyze data from Reading Plus's weekly and monthly score reports.	Reading Plus Reports Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment
2	Students receive limited exposure to Higher Order Thinking questions (HOTs).	Utilize Florida Achieves to provide exposure to high complexity level questions.	Administration Reading Coach Department Chair	Assist teachers to develop lesson plans during Common Planning sessions to include Florida Achieves. Monitor proper implementation by conducting classroom walkthroughs	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment

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

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the Spring 2012 Florida Alternate Assessment Report in Reading indicate that 60% (6) of students achieved a proficiency Level of 7-9. Our goal for the 2013 administration is to maintain our proficiency level of 60% (6).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	60% (6)	60% (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	The students have difficulty identifying differences in fiction, nonfiction and informational text	The teachers will guide students in reading fiction, nonfiction and informational text to identify the differences.	SPED Chair Administration	Co-plan with teachers as part of Coaching Cycle. Monitor proper implementation by conducting classroom walkthroughs as evidenced by teachers' lesson plans and student work.	Informal Assessments Florida Access Points

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the On the 2011-2012 FCAT 2.0 Reading test 61% (330) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 66% (357).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (330)	66% (357)

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	As evidenced by the 2012 FCAT 2.0 Reading Administration, the percentage of students making learning gains decreased by 1 percentage point. Students have limited exposure to non-fiction text.	Utilize non-fiction text during the school-wide Literacy Block across all curriculum areas.	Administration Reading Coach Department Chairs	Develop a Content-Based Literacy Plan to infuse the use of non-fiction text. Monitor proper implementation and adjust plan as needed	Formative: Formal and Informal Assessments Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The 2011-2012 FCAT 2.0 Reading Test 70% (104) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase learning gains by 5 percentage points to 75% (111).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (104)	75% (111)

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	As noted on the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains remained the same as compared to the 2011 FCAT 2.0 Reading Test. Teachers are not effectively utilizing differentiated instruction to meet the needs of individual students.	Model how to effectively differentiate instruction during the Reading/Language Arts instructional block.	Administration Reading Coach Department Chair	Monitor proper implementation by conducting classroom walkthroughs as evidenced by teachers' lesson plans and student work. Review and reflect in Coaching Log.	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments FAIR Assessments Summative: 2013 FCAT 2.0 Assessment

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	48%	53%	58%	63%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 36% (80) of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 45% (100). 73% (9) of students in the White subgroup achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 75% (10) . 32% (115) of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 47% (168) by providing appropriate interventions. And remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% (9) Black: 36% (80) Hispanic: 32% (115)	White: 75% (10) Black: 45% (100) Hispanic: 47% (168)

	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	White/Black/Hispanic: Students have a limited ability to effectively use reading strategies to construct meaning from text.	Ensure effective use of active reading strategies to scaffold understanding of complex text through pre-reading, during and after reading strategies.	Administration Reading Coach Department Chair	Review lesson plans and conduct classroom walkthrough to observe teacher modeling of strategy and student use of selected reading strategies	Lesson plans and classroom walkthroughs.
2	Students have a limited ability to effectively use reading strategies to construct meaning from text.	Ensure selected reading strategies that increase metacognition, such as Reciprocal Teaching, Think Aloud, and Marginal Notes are implemented in reading intervention courses after explicit modeling of each strategy	Administration Reading Coach Department Chair	Review lesson plans and conduct classroom walkthrough to observe teacher modeling of strategy and student use of selected reading strategies	Lesson plans and classroom walkthroughs.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT reading 2.0 Test indicate that 13% (9) of English Language Learners achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 20% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (9)	20% (14)

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack the ability to monitor comprehension across various genres of	Scaffold instruction that leads to synthesizing and evaluating texts,	Administration Reading Coach Department Chair	Analyze the students' understanding of the text through various	Student folders, classroom observations,

				strategies: SWAG and WIN	lesson plans, student discourse.
1	texts.	exposure to various types of texts. Provide explicit instruction in reading, language arts, content area and intervention classes.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT reading 2.0 Test indicate that 23% (18) of Students with Disabilities achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 33% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (18)	33% (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
1	Limited vocabulary impedes student reading comprehension	Increase vocabulary acquisition through use of interactive word walls, read alouds and word of the week activities. Increase evidence based vocabulary instruction.	Administration Reading Coach Department Chair	Classroom walkthroughs, student logs and review of lesson plans.	Student logs, lesson plans, word walls.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT reading 2.0 Test indicate that 33% (188) of Economically Disadvantage achieved proficiency. Our goal is to increase student proficiency by 13percentage points to 46% (262).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (188)	46% (262)

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	As noted on the 2012 FCAT Reading Test, the Economically Disadvantaged Subgroup has an anticipated barriers such as the successful implementation of Computer Assisted Programs (CAP) for Intervention.	Develop a computer lab schedule to implement the Computer Assisted Programs (CAP) with fidelity and monitor progress monthly.	Administration Reading Coach Department Chairs	Review computer lab sign-ins and analyze CAP on a biweekly basis.	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments FAIR Assessments Summative: 2013 FCAT 2.0 Assessment
	Inadequate amount of	Use EESAC Fund to	Administration	Review computer lab	Formative: Formal

2	research-based materials for interventions	acquire research-based materials.	Reading Coach Department Chairs	sign-ins and analyze CAP on a biweekly basis.	and Informal Assessments Interim Assessments Monthly Benchmarks Assessments FAIR Assessments Summative: 2013 FCAT 2.0 Assessment

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
Frayer Model/Essential Questions	6-8	Instructional Coaches/ Department Chairs	School-wide	August 29, 2012	Classroom observation done by Administration	Administration, PD Liaison & Instructional Coaches
Cornell Note taking	6-8	Instructional Coaches/ Department Chairs	School-wide	Follow- up activity (student's work/end product)	Follow- up activity (student's work/end product)	Administration, PD Liaison & Instructional Coaches
Comprehension Instructional Sequence Model	6-8	Instructional Coaches/ Department Chairs	School-wide	September 4, 2012	Follow- up activity (student's work/end product)	Administration, PD Liaison & Instructional Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase research-based materials for interventions	Intervention Resources	EESAC	$200.00
			Subtotal: $200.00
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: $200.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the Spring 2012 CELLA Report in Listening/Speaking indicate that 64% (46) of the students achieved Proficiency.

2012 Current Percent of Students Proficient in listening/speaking:

64% (46)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unwilling to speak in Standard American English.	Promote a safe non-judgmental print rich environment where students can use the information learned in authentic daily language building practices in all their classes; dialogues, questioning and responses.	ELL teacher Literacy Coach Language Arts Chair	Monitoring monthly scores on Oral questioning results	Oral questioning exams

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 results of the Spring 2012 CELLA Report in Reading indicate that 19% (14) of the students achieved Proficiency.

2012 Current Percent of Students Proficient in reading:

19% (14)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a difficult time transferring their knowledge of language to the English language	Teach students using the CIS Model to activate prior knowledge, build reading skills through directed note-taking and vocabulary strategies.	ELL teacher Literacy Coach Language Arts Chair	Classroom walkthroughs, student logs and review of lesson plans	CELLA Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments FAIR Assessments

					Summative: 2013 FCAT 2.0 Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the Spring 2012 CELLA Report in Writing indicate that 23% (16) of students achieved Proficiency.

2012 Current Percent of Students Proficient in writing:

23% (16)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not practice enough writing in their classes daily, and many of them lack the basic foundation necessary to engage in grade level writing.	Provide daily opportunities for students to write in all of their core academic classes.	ELL teacher Literacy Coach Language Arts Chair	Classroom walkthroughs, student logs and review of lesson plans	CELLA Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments FAIR Assessments Summative: 2013 FCAT 2.0 Assessment
2	Students do not practice enough writing in their classes daily, and many of them lack the basic foundation necessary to engage in grade level writing.	In their Language Arts classes, provide opportunities to go through process writing (Pre-Writing, Drafting, Revising, Editing and Publishing)	ELL teacher Literacy Coach Language Arts Chair	Classroom walkthroughs, student logs and review of lesson plans	CELLA Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments FAIR Assessments Summative: 2013 FCAT 2.0 Assessment

CELLA Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of CELLA Goals

Middle School Mathematics Goals

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 22% (132) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 7 percentage points to 29% (172).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (132)	29% (172)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional time to participate in applying mathematical processes (problem solving).	Implement the use of the STEP It Up Problem Solving Protocol	Administration Math Coach Department Chair	Focused Administrative walk-throughs to monitor the use of the STEP It Up Problem Solving Protocol.	Student folders Teacher Lesson Plans Progress Monitoring Assessment Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 27% (3) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain Levels 4-6 proficiency at 27% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (3)	27% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty understanding math concepts	Provide students with opportunities to learn using manipulatives, visuals, and assistive technology.	Administration Math Coach SPED Chair	Conduct classroom walkthroughs and review lesson plans.	Informal Assessments Florida Access Points

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 10% (62) of students achieved Level 4 and 5 proficiency. Our goal is to increase student proficiency by 3 percen-tage points to 13% (77).

2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (62)	13% (77)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of higher order thinking strategies into lesson delivery.	Utilize Florida Achieves to provide exposure to high complexity level questions.	Administration Math Coach Department Chair	Focused Administrative walk-throughs to monitor the use of the Florida FOCUS website. Progress Monitoring and Departmental Data Dialogues	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments FAIR Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the Spring 2012 Florida Alternate Assessment Report in Mathematics indicate that 73% (8) of students achieved a proficiency Level of 7-9. Our goal for the 2013 adminis-tration is to maintain our proficiency level of 73% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (8)	73% (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	Students have difficulty applying math concepts.	Review for long term learning math concepts such as note counting, fact fluency, and tools for measurement	Administration Math Coach SPED Chair	Conduct classroom walkthroughs and review lesson plans.	Informal Assessments Florida Access Points

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics test 63% (336) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 68% (363).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (336)	68% (363)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to extend and apply mathematical concepts when responding to high complexity level questions.	A variety of instructional formats such as inquiry – based instruction, individual exploration, hands-on activities, and technology-based activities will be provided to develop exploration and inquiry.	Administration Math Coach Department Cha	Assist teachers in planning lessons that include varied instructional formats to develop exploration and inquiry activities.	Formative: CAP reports; District Interim data reports Summative: Results from 2013 2.0 FCAT Mathematics Assessment Computer Lab sign-in sheet
2	Students are unable to extend and apply mathematical concepts when responding to high complexity level questions.	Integrate the use of technology in mathematics by creating a computer lab schedule to enable students to explore, visualize, solve and describe concepts while utilizing Computer Assisted Programs (CAP) such as FCAT Explorer, Riverdeep, CompassLearning, and Gizmos.	Administration Math Coach Department Chair	Assist teachers in planning lessons that include varied instructional formats to develop exploration and inquiry activities.	Formative: CAP reports; District Interim data reports Summative: Results from 2013 2.0 FCAT Mathematics Assessment Computer Lab sign-in sheet

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Test 67% (101) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase learning gains by 5 percentage points to 72% (108).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	67% (101)	73% (110)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack or limited time students spend during the mathematics instructional block in differentiated small group instruction to address the area of deficiency.	Increase the time of differentiated instruction (DI) at different levels based on data and depending on students' needs in order to increase student achievement.	Administration Math Coach Department Chair	Coaches provide feedback to teachers and model lessons which incorporate DI as needed. Focused classroom-walkthroughs to ensure proper implementation of DI	Formative: Student portfolios; District Interim data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	Student engagement is low in Intensive Math classes.	Provide teachers with the breakdown of the recommended secondary mathematics instructional block and scaffold instruction to increase student engagement.	Administration Math Coach Department Chair	Conduct Coaching Cycle and effectively plan lessons that scaffold instruction and keep students engaged during the instructional block. Focused classroom-walkthroughs to monitor proper student engagement.	Coach's Log Formative: Student portfolios; District Interim data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39%	44%	50%	55%	61%	

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:	results of the 2012 FCAT 2.0 Mathematics Test indicate that 64% (8) of students in the White subgroup achieved profi-ciency. Our goal is to increase student proficiency by 3 percen-tage points to 67% (9) by providing appropriate interventions and remediation. Additionally, 34% (74) of the students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percen-tage points to 44% (96) by providing appropriate interventions and remediation. In the Hispanic subgroup, 35% (125) of the students achieved proficiency. Our goal is to increase student proficiency by 8percen-tage points to 43% (154) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% (8) Black: 34% (74) Hispanic: 35% (125)	White: 67% (9) Black: 44% (96) Hispanic: 43% (154)

	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	White/Black/Hispanic: Difficulty processing information with higher-level mathematics that require reasoning and problem solving skills.	Teach prerequisite skills and mathematics vocabulary and provide direct instruction in problem representation and problem solution.	Administration Math Coach Mathematics Teachers	Provide professional development in prerequisite skills and mathematics vocabulary. Focused Administrative walktroughs to monitor instruction of prerequisite skills and mathematics vocabulary lessons.	Formative: Authentic assessments; District Interim data reports Summative Results form 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics 2.0 Test indicate that 16% (11) of ELL students achieved proficiency. Our goal is to increase student proficiency by 12 percentage points to 28% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (11)	16% (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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
2	Students are unable to make real-world connections in mathematics.	Provide exploration/investigation activities through the use of CompassLearning Odyssey to promote exploration/investigation	Administration Math Coach Teacher	Provide teachers with professional development to successfully implement CompassLearning Odyssey. Monitor student progress by analyzing CompassLearning reports.	Formative: CompassLearning Reports; District Interim data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics 2.0 Test indicate that 27% (22) of Students with Disabilities achieved proficiency. Our goal is to increase student proficiency by 6 percen-tage points to 33% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (22)	33% (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
1	Students are unable to make real-world connections in mathematics	Provide exploration/investigation activities through the use of CompassLearning Odyssey to promote exploration/investigation twice a week.	Administration Math Coach Teacher	Provide teachers with professional development to successfully implement CompassLearning Odyssey. Monitor student progress by analyzing CompassLearning reports.	Formative: CompassLearning Reports; District Interim data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics 2.0 Test indicate that 35% (198) of Economically Disadvantaged students achieved proficiency. Our goal is to increase student proficiency by 9 percen-tage points to 44% (249).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (198)	44% (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
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1	Difficulty processing information with higher-level mathematics that require reasoning and problem solving skills.	Teach prerequisite skills and mathematics vocabulary and provide direct instruction in problem representation and problem solution.	Administration Math Coach Mathematics Teachers	Provide professional development in prerequisite skills and mathematics vocabulary. Focused Administrative walk-throughs to monitor instruction of prerequisite skills and mathematics vocabulary lessons	Formative: Authentic assessments; District Interim data reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 Algebra 1 EOC test indicate that 73% (16) of students achieved level 3 in mathematics. We expect to maintain the number of students that scored a level 3 at 73% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (16)	73% (16)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of use of manipulative in the performance-based activities.	Develop conceptual understanding of topics by providing hands-on learning experiences.	Administration Math Coach Mathematics Teachers	Monitor the use of manipulatives and technology in the completion of performance-based activities during instruction. Conduct Classroom Observations to monitor the implementation of manipulatives.	Formative: Student portfolios; District Interim data reports Summative: Results from 2013 EOC Mathematics Assessment
2	Students have difficulty understanding polynomial and the incorporation of such in the mathematical expression.	Teachers include direct and systematic vocabulary instruction to develop meaning of mathematics vocabulary and term/concepts.	Administration Math Coach Mathematics Teachers	Conduct Classroom Observations to monitor the implementation of vocabulary instruction and evidence of word walls.	Formative: Student portfolios; District Interim data reports Summative: Results from 2013 EOC Mathematics Assessment
3	Students have difficulty organizing classroom information	Teachers will implement school-wide use of Cornell Note system	Administration Math Coach Mathematics Teachers	Focused Administrative walk-throughs to monitor use of Cornell Note system	Student composition notebooks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra 1 EOC Test indicate that 27% (6) of students achieved level 4 and 5 in mathematics. We expect maintain the number of students that scored a level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (6)	27% (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	Teachers did not incorporate a variety of higher order thinking strategies into lesson delivery	Use questioning techniques such as probing, wait-time and re-directing. and accountable talk to justify correct answers and explain incorrect answers.	Administration Math Coach Mathematics Teachers	Feedback from Coach's Log. Focused Administrative walk-throughs.	Formative: Student portfolios; District Interim data reports Summative: Results from 2013 EOC Mathematics Assessment
2	Students have difficulty organizing classroom information.	Students have difficulty organizing classroom information.	Administration Math Coach Mathematics Teachers	Focused Administrative walk-throughs to monitor use of Cornell Note system.	Student composition notebooks

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 #
	N/A
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	17%	25%	33%	42%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of the 2011-2012 Algebra 1 EOC Test indicate that 35% (5) of students achieved proficiency in mathematics. We expect to increase the proficiency level by 8 percentage points to 43% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 35% (5)	Hispanic: 43% (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	Teachers did not incorporate a variety of higher order thinking strategies into lesson delivery.	Use questioning techniques such as probing, wait-time and re-directing. and accountable talk to justify correct answers and explain incorrect answers.	Administration Math Coach Mathematics Teachers	Feedback from Coach's Log. Focused Administrative walk-throughs.	Formative: Student portfolios; District Interim data reports Summative: Results from 2013 EOC Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted	

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

| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.

Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.	

Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry 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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 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 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
Cornell Note Taking System	6-8	Mathematics Chair/Reading Coach	School-wide	September 5, 2012	Follow- up activity (student's work/end product)	Mathematics Chair/Administration
Compass Learning	6-8	Mathematics Chair	6-8th Grade Mathematics Teachers	October 25, 2012	Follow- up activity (student's work/end product)	Mathematics Chair/Administration
STEP IT Up Problem Solving	6-8	Mathematics Chair	6-8th Grade Mathematics Teachers	August 29, 2012	Follow- up activity (student's work/end product)	Mathematics Chair/Administration
Pre-Requisite Math Skills	6-8	Mathematics Chair	6-8th Grade Mathematics Teachers	October 30, 2012	Follow- up activity (student's work/end product)	Mathematics Chair/Administration

Mathematics Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	On the 2012 administration of the Science FCAT 2.0 20% (41) of the students achieved proficiency (Level 3). The expected level of performance for the 2013 FCAT 2.0 is 25% (52) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (41)	25% (52)

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	The area of deficiency according to the 2012 FCAT 2.0 Administration was Nature of Science. Limited time to review the Fair Game benchmarks.	Provide the students opportunities to develop higher order thinking skills by comparing, contrasting, interpreting, analyzing and explaining science concepts and vocabulary during hands-on lab activities and classroom discussions to reinforce the Nature of Science benchmarks. Utilize the Nature of Science benchmarks as the secondary benchmark to address areas of deficiency during bell-ringer. Co-plan with teachers as part of Coaching	Administration Science Coach	Monitor use of the Science lab weekly and review student lab reports bi-weekly. Review Science Instructional Focus Calendar and Coaching Log.	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment

	Cycle to infuse Fair Game benchmarks

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	OnOn the 2011 administration of the Science FCAT, 4% (9) of the students achieved proficiency (FCAT Levels 4 and 5). The expected level of performance for the 2013 FCAT 2.0 Science Assessment is 7% (14) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (9)	7% (14)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 FCAT 2.0 Administration was Nature of Science. Limited time to review the Fair Game benchmarks	Integrate the use of technology-based programs to include Gizmos, FCAT Explorer, Discovery Education, and Study Jams to target instruction in the Nature of Science benchmarks. Students will be provided explicit enrichment activities to maintain or improve achievement. Students will participate in exploratory/inquiry labs in order to increase student academic	Administration Science Coach	Review technology-based program reports to monitor students' progress. Collect, desegregate, and analyze student assessment data monthly.	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment

		performance.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A.	N/A.

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

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

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

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

Science Budget:

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

			Subtotal: $0.00

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of 2012 administration of the FCAT Writing Test indicate that 50% (105) of the students scored a level 3.0 or higher. The goal for the 2013 administration of the FCAT Writing Test is to increase students scoring a level 3.0 5 percentage points to 55% (116).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (105)	55% (116)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient in elaboration and figurative language	Utilize the Anchor papers released by the State as a teaching tool to assist teachers for the purposes of instruction, with identifying strengths and weaknesses in Expository and Persuasive writing modes.	Literacy Coach Magnet Lead Teacher Language Arts Chair	Student Writing Folders Teachers' Lesson Plans	Formative: District Baseline data and quarterly prompts. Summative: 2013 FCAT Writing Test
2	Students are deficient in elaboration and figurative language.	Teachers will participate in a book study to supplement their writing instruction.	Language Arts Chair Magnet Lead Teacher	Collaborative Lesson Plan Lesson Study	Formative: District Baseline data and quarterly prompts. Summative: 2013 FCAT Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using the anchor papers & the FCAT rubric to drive instruction	6-8	Language Arts Department Chair	Language Arts teachers	Weekly Department Meetings (Every Wednesday)	Scores on the quarterly assessments	Language Arts Department Chair
Monthly Elaboration/Figurative Language Foci	6-8	Language Arts Department	School-wide	Monthly Faculty Meetings (Second Tuesday of each month)	Scores on quarterly assessments	Language Arts Department Chair
Book Study	6-8	Magnet Lead Teacher	6th through 8th grade Language Arts teachers	Weekly Book Study	Scores on quarterly assessments	Language Arts Department Chair
Professional Learning Community	6-8	Magnet Lead Teacher	6th through 8th grade Language Arts teachers	Monthly Writing PLC	Monthly Writing PLC	Language Arts Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Observations for Lesson Study	Substitute Coverage (4 times)	Magnet	$800.00
			Subtotal: $800.00
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

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:	The results of 2012 administration of the Civics Baseline indicate that 0% (0) of the students scored at 70% or above. The goal for the 2013 administration of the Civics EOC is to increase students scoring at 70% or above by 10 percentage points to 10% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not motivated to pass the Civic EOC.	Motivate students with bimonthly virtual field trips to governmental buildings and historical sites.	Social Studies Chair Administration	Monthly monitoring of the Computer Lab schedule Monthly monitoring and disaggregating of formal assessments.	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 Civics EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of 2012 administration of the Civics Baseline indicate that 0% (0) of the students scored at 70% or above. The goal for the 2013 administration of the Civics EOC is to increase students scoring at 70% or above by 10 percentage points to 10% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (18)

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

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
Prizes for in-house Civics Bowl	Gift Certificates	EESAC	$280.00
Social Studies Clubs to motivate students	Club Allocations for Project Citizen or Model United Nations	General Purpose	$650.00
			Subtotal: $930.00
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: $930.00

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:	Our goal for the 2012-2013 school year is to increase attendance to 95.00%.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (630)	95 % (633)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
231	219
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
273	259

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy increased by 10% from the previous year.	Identify and refer students who may be developing a pattern of non-attendance to the Truancy child study team (TCST) for intervention services.	Identify and refer students who may be developing a pattern of non-attendance to the Truancy child study team (TCST) for intervention services.	Weekly updates by the TCST and to the entire faculty during faculty meetings	TCST logs and attendance rosters

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
Student Orientation	6-8	Administrative Team	6th -8th Grade students	August 22-24, 2012	Attendance Reports	Administrative Team
Parent Academy Orientation	6-8	Administrative Team	Parents	September 21, 2012	Attendance Reports	Administrative Team

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
274	247
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
153	138
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
366	329
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
151	136

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
	The incoming sixth graders and new faculty members are not versed in Positive	Utilize the Code of Student Conduct by providing incentives for compliance through the	Conduct trainings in Positive Behavior Support for faculty	Monitor Spot Success report by grade level and monitor COGNOS report on student	Participation Log for students who are recognized for complying with

1	Behavior Support and discipline procedures.	use Positive Behavior Support and the interdisciplinary teaming concept.	members. Administrative Team.	outdoor suspensions rate.	the Student Code of Conduct along with the monthly COGNOS suspension report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Orientation	6-8	Administrative Team	School-wide First Weeks of School	August 20, 2012 – June 6, 2013	Utilize classrooms walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Positive Behavior Support dollar usage and the Suspension reports	Administrative Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Gator dollars to students to be used in Gator Club	Incentives for students	Fundraisers	$400.00
			Subtotal: $400.00
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: $400.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35%	45%

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
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**

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:	Our goal for this year is to increase the number of students participating in the STEM courses by 10% and to infuse STEM curricula school-wide

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation for maintaining participation in the STEM courses.	STEM Contests on morning announcements (September through February)	Science Coach Mathematics Coach Administration	Monitoring and disaggregation of scores on the Progress Monitoring Assessment in Science and Mathematics Student participation in the announcements	Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment
2	Student motivation for maintaining participation in the STEM courses.	Create a SECME Club to motivate students to participate in Science/Math Enrichment Activities	Science Coach Mathematics Coach Administration	Monitoring and disaggregation of scores on the Progress Monitoring Assessment in Science and Mathematics Student participation in the club and club projects	1.2 Formative: Formal and Informal Assessments Interim Assessments Monthly Benchmarks Assessments Summative: 2013 FCAT 2.0 Assessment Club Rosters Participation in community events

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-8	Curriculum Coaches	6th -8th Grade Science/Mathematics Teachers	September 12, 2012	Weekly Professional Learning Community	Science Coach Mathematics Coach IB Coordinator

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:	Our goal for the 2012-2013 school year is to increase the number of students participating in the CTE courses by 10%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrollment is not strong enough for student completion of CTE program.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses as outlined within CTE professional development activities.	Administration	Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Articulation

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

International Baccalaureate Program 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. International Baccalaureate Program Goal International Baccalaureate Program Goal #1:	Our goal for the 2012-2013 school year is to increase the number of students and teachers participating in the International Baccalaureate Program's principles and philosophy.
2012 Current level:	2013 Expected level:
22% (123)	(25%)143

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are unaware of the International Baccalaureate Program's principles and philosophy.	Train teachers new to the school/IB in-house and formally. Reward teachers for successfully implementing IB principles and philosophy	Administration IB Lead Teacher	Teacher created IB Unit Plans Walk-throughs	IB Unit Plans Clinical Walk-throughs Reward the Risk Board
2	Students are unaware of the International Baccalaureate Program's principles and philosophy.	Announce IB Principles on the Morning and Afternoon Announcements Reward students for understanding the IB Principles and Philosophy	Administration IB Lead Teacher	Student participation Teacher motivation Homeroom competitions	Student participation Teacher motivation Homeroom competitions
3	Promote the IB Program at HMS	Announce prominent school news in the community newspaper Leave rack cards in community businesses	Administration IB Lead Teacher	Monitor parent/community involvement in school functions	Magnet applicants School visitation logs

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
IB for New Teachers	6-8	IB Lead Teacher	Teachers new to Homestead Middle	August 27-28, 2012	Unit Plans	IB Lead Teacher Administration

MYP Coordinator Collaboration	6-8	MYP Coordinators	MYP Coordinators	On-going	Refined Assessment Protocols, school-wide IB infusion	Administration
Recruiting	5th grade	IB Lead Teacher	5th Grade Students in the Elementary Schools around Homestead	October 1, 2012 through January 15, 2013	Magnet Enrollment	IB Lead Teacher Administration

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Incentives for IB Monthly	Gift Certificates	Magnet	$400.00
Student Incentives for IB Weekly	Gift Certificates	Magnet	$500.00
Magnet/School Promotional Items	Rack cards, Newspaper Announcements	Magnet	$1,000.00
			Subtotal: $1,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,900.00

End of International Baccalaureate Program Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase research-based materials for interventions	Intervention Resources	EESAC	$200.00
Writing	Teacher Observations for Lesson Study	Substitute Coverage (4 times)	Magnet	$800.00
Civics	Prizes for in-house Civics Bowl	Gift Certificates	EESAC	$280.00
Civics	Social Studies Clubs to motivate students	Club Allocations for Project Citizen or Model United Nations	General Purpose	$650.00
Suspension	Provide Gator dollars to students to be used in Gator Club	Incentives for students	Fundraisers	$400.00
International Baccalaureate Program	Teacher Incentives for IB Monthly	Gift Certificates	Magnet	$400.00
International Baccalaureate Program	Student Incentives for IB Weekly	Gift Certificates	Magnet	$500.00
International Baccalaureate Program	Magnet/School Promotional Items	Rack cards, Newspaper Announcements	Magnet	$1,000.00
				Subtotal: $4,230.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $4,230.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the

statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Intervention Resources Truancy Incentives Civics Bowl Incentives	$1,480.00

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

Provide support monetarily for school-wide incentives, assist school leadership team with the development of the SIP, help with reviewing the performance data.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District HOMESTEAD MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	45%	83%	25%	202	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	63%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	68% (YES)			138	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					465	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District HOMESTEAD MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	49%	87%	30%	217	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	60%	61%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	58% (YES)			125	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					463	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested