

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PALMETTO MIDDLE SCHOOL

District Name: Dade

Principal: John C. Lux

SAC Chair: Georgette Mondesire

Superintendent: Alberto Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/11/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	John C. Lux	Elementary Education Education Leadership	2	13	Year 12 11 10 09 08 School Grade A A A B High Standards Rd_ 74 85 75 75 73 High Standards Mth_ 71 83 72 73 67 High Standards W_ 85 94 87 94 84 High Standards Sc._ 61 73 41 45 37 Learning Gains Rdg_ 74 71 70 75 67 Learning Gains Mth_ 77 77 57 68 63 Gains R 25_____ 71 68 66 74 59
Assis Principal	Tiffany D. Anderson	Business Education, Education Leadership	6	6	Palmetto Middle School Year 12 11 10 09 08 School Grade A A A A A High Standards Rd_ 74_ 85 86 83_ 83 High Standards Mth_71_ 83 84 83 81_ High Standards W_ 85_94 87_ 95 96 High Standards Sc._ 61 73 69 63 63 Learning Gains Rdg_74_ 71 70 71 70 Learning Gains Mth_ 77 77 77 80 83 Gains R 25_____ 71 68 68 68 69 Gains M 25_____ 63 63 69 76 74

Assis Principal	Randall Cromer	Political Science Economics Middle Grade Social Science	14	14	Palmetto Middle School Year 12 11 10 09 08 School Grade A A A A A High Standards Rd_ 74_ 85 86 83_ 83 High Standards Mth_ 71_ 83 84 83 81_ High Standards W_ 85_ 94 87_ 95 96 High Standards Sc_ 61 73 69 63 63 Learning Gains Rdg_ 74_ 71 70 71 70 Learning Gains Mth_ 77 77 77 80 83 Gains R 25_____ 71 68 68 68 69 Gains M 25_____ 63 63 69 76 74
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

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	1. Monthly meeting with new teachers	Tiffany Anderson, Assistant Principal	August 2012- June 2013	
2	2. New Teacher Mentor Program	Tiffany Anderson, Assistant Principal	August 2012- June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5(9%) Non-highly effective	Provide on-going professional development in effective instructional strategies.

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
58	1.7%(1)	13.8%(8)	41.4%(24)	43.1%(25)	46.6%(27)	81.0%(47)	10.3%(6)	10.3%(6)	22.4%(13)

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
Vivian Taylor	N/A		
Salvador Avila	N/A		
Michael Hoadley	Diana Valido	New Teacher	Diana Valido

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal of Curriculum
Assistant Principal
Language Arts Instructor and Team Leader
Science Department Chair
Mathematics Teacher and Department Chair
Social Studies Department Chair
Mathematics teacher
Language Arts Department Chair
Language Arts Teacher and Team Leader
S.C.S.I Instructor
Professional Development Liaison
SPED teacher and Department Chair
Media Specialist
Student Service Department Member

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

The MTSS team will meet once a month and will focus on data analysis from the FAIR assessment, school-wide mini assessments and Benchmark Assessments. Based on the data, the team will identify students for Tier 2 and Tier 3 intervention that are performing below mastery. Professional development will be provided for teachers whose students are performing below mastery. Tier 3 students will be reviewed for academic success across the curriculum and behavior issues. The MTSS Leadership Team will review parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective instructional strategies and restructure ineffective strategies. During weekly team meetings, teachers will recommend struggling students for Tier 2 intervention to the MTSS team.

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

The MTSS Leadership Team elicited ideas from all stakeholders to identify major academic weaknesses and suggested strategies to address these weaknesses. The Leadership Team will be responsible for problem identification, analyzing the problem, and developing and implementing evidence-based intervention indicated by assessment data. Additionally, the MTSS Leadership Team will measure the effectiveness of the goals and strategies outlined in the SIP on a monthly basis and make necessary adjustments.

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.

The data management systems and source used for baseline data are:

- Progress Monitoring and Reporting System (PMRN)
- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)

- Voyager Benchmark Assessment
- Assessments from Language!
- Baseline Assessment in Reading, Science and Math through Edusoft
- Reading Plus
- Achieve 3000
- Florida Achieve
- CELLA

The data management systems and source used for midyear are:

- Florida Assessment for Instruction in Reading (FAIR)
- Interim Assessment for Reading, Math, and Science
- Voyager Benchmark Assessment
- Assessment from Language!

The data management systems and source used for end of year:

- FAIR
- FCAT
- Voyager Benchmark Assessment
- Assessment from Language!
- Assessments for Reading, Math, and Science through Edusoft

Writing pre and post test.

- Data analysis will be done on a monthly basis.
- Easy Smart

The data management system and source used for behavior:

- Student Case Management System Data

Tier 2-Reading, Mathematics, Science, and Writing

The data management systems and sourced used for tier 2 instruction are:

- Reading Plus
- Compass Learning for reading, math, science, and writing

The data management systems and source used for behavior:

- Student Case Management System Data
- Office referrals per week/month
- Suspensions
- Team meeting agendas

Writing pre and post test.

- Easy Smart

Tier 3-Reading, Mathematics, Science, and Writing

The data management systems and source used for tier 3 instruction are:

- Reading Plus
- Compass Learning for reading, math, science, and writing
- Gizmos for science and math
- Progress Monitoring and Reporting System (PMRN) intervention activities for reading
- Florida Achieve
- Florida Focus

The data management systems and source used for behavior:

- Student Case Management System Data
- Office referrals per week/month
- Suspensions
- Team meeting agendas
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

Describe the plan to train staff on MTSS.

All curriculum leaders and student service personnel will be trained and receive a manual in the MTSS problem solving and data analysis process at beginning of the 2012-2013 school year. Instructional personnel will participate in MTSS professional development activities to understand the basic MTSS principles and procedures during faculty, team, and department meetings. Two PD sessions entitled: "MTSS" Using Data to Drive Instruction and "MTSS": Sharing Best Practices for Effective Intervention will be provided during early release days and professional development work days throughout the school year. The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Team meetings based on monthly assessments in reading and math. Additionally, the articulation processes will now include a MTSS component to assist the articulation program with our feeder pattern schools.

Describe the plan to support MTSS.

Describe the plan to train staff on MTSS.

There will be an ongoing collaboration with stakeholders who provide educational services. Decision making regarding the student will take place at all levels and ongoing data driven professional development activities that align to core student goals and staff needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

John Lux, Principal, will promote the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.

Tiffany Anderson, Assistant Principal of Curriculum, will provide professional development opportunities for teachers and establish Professional Learning Communities to foster collaboration and sharing best practices among teachers. Additionally, Mrs. Anderson will provide training in the use of data to improve teaching and student achievement. Mrs. Anderson will conduct daily walk-throughs to ensure literacy is being infused across the curriculum.

Randall Cromer, Assistant Principal, will assist with providing professional development opportunities for teachers and establish Professional Learning Communities to foster collaboration and sharing best practices among teachers. Additionally, Mr. Cromer will provide training in the use of data to improve teaching and student achievement.

Cristine O'Hara, Language Arts Department Chair, will collaborate with the reading coach to identify professional development needs for the language arts department and assist with creating and adjusting the Instructional Focus Calendar based on results of the Interim Assessment. Mrs. O'Hara will provide a copy of the School-wide Literacy Plan to all content area teachers and assist with implementation.

Frankie Hurlburt, Math Department Chair, will assist with implementing the use of graphic organizers to strengthen math vocabulary and collaborate with the reading coach to identify professional development needs for the math department.

Ivette Toledo, Student Service Department Chair, will identify students not making progress in the regular classroom setting and provide student work samples and results on formative assessments, which will be used to develop an intervention plan.

Susan Blancaneaux, SPED Department Chair, will work with the reading coach to provide assistance to the SPED population. Mrs. Blancaneaux will provide materials, resources and intervention plans for ESE students not making progress.

Helena Castillo, Media Specialist, will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals. Language Arts and Reading teachers will plan collaboratively with Mrs. Castillo to provide media center orientation to students, schedule regular visits to the media center for the purpose of instruction in research/reference and checking out library materials.

Terri OMTSSz, Science Department Chair, will be responsible for improving science vocabulary within the content area by using reading strategies, graphic organizers, and providing students with explicit instruction.

Warren MaMTSSn, Social Studies Department Chair, will ensure the social studies department is infusing the new reading standards within the content by using graphic organizers, Reporting category task cards and providing explicit instruction.

LEP Coordinator (Grace Figueiras), will provide information regarding strategies and accommodations and monitor progress of ELL students.

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

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

The principal selects members for the Literacy Leadership Team that are highly qualified professionals who will assist in improving literacy across the curriculum. The School-based Leadership Literacy team will meet bi-weekly and will focus on student mastery in curriculum-based standards. The team will develop and monitor the intervention strategies for struggling students based on data analysis from the FAIR assessment, school-wide mini assessments and Benchmark Assessments. Based on the data, the team will identify students for Tier 2 and 3 interventions that are performing below mastery and identify professional development needs for teachers whose students are performing below mastery. Tier 2 and 3 students will be reviewed for academic success and behavioral issues across the curriculum in weekly team meetings. Team leaders will provide the School-based Leadership Literacy Team with parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective and ineffective strategies and give regular feedback to staff members regarding student progress. Additionally, the School-based Leadership Literacy Team will assist with monitoring and implementing research-based intervention strategies for struggling students in the AYP groups during the 30 minute Literacy Block.

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

The major initiatives of the LLT this year are to focus on reading strategies across the curriculum and provide continuous professional development on effective teaching strategies and differentiated instruction. There will be an increase use of FAIR and Interim Assessment data to monitor the progress of FCAT Level 1 and 2 students and the lowest 25%. Additionally, to increase the use of writing across the curriculum, teachers will receive professional development on the 6 Traits of Writing.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

School-wide implementation of reading strategies will be done during the 30 minute Literacy Block and during regular class time in all disciplines. Professional development on infusing reading strategies in all disciplines will be provided on Early Release days, during faculty meetings, and department meetings. Implementation will be monitored by student progress on the FAIR Assessment, reviewing student work samples, and weekly administrative walk-through.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

Feedback Report

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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 2012 FCAT Reading test indicate that 27% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage point to 31%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(308)	31% (360)

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 as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application	Provide explicit instruction in identifying details in the passage to determine the main idea, plot and purpose and explaining and justifying answers. Students scoring at an FCAT Level 3 and above will have increased exposure to high level novels.	MTSS Leadership Team	Review classroom assessments focusing on students' knowledge of how patterns support the main idea, character development, and author's purpose. Review formative assessments monthly and adjust instruction as indicated or necessary.	Formative: Mini-assessments and District Interim Assessment Summative: 2013 FCAT 2.0 Assessment
2	Students demonstrate difficulty in identifying text structure and organizational patterns.	Provide teachers with professional development on differentiated instruction to address various styles of learning and academic levels.	MTSS Leadership Team	Review classroom assessments on text structures and organizational patterns incorporating differentiated instruction strategies. Review formative assessments monthly and adjust instruction as indicated or necessary.	Formative: Mini-assessments and District Interim Assessment 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Our goal for the 2012-2013 school year is for the students to maintain or increase proficiency on the Florida Alternate Assessment.
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
1	The students on modified curriculum have limited exposure to the three levels of complexity.	Provide teachers training on how to implement access points.	MTSS Leadership Team	Review student folders monthly and teacher lesson plans to ensure it includes access points.	Summative: 2013 Florida Alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 47% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(546)	49%(569)

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 as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis	Prepare students for Common Core Standards by providing exposure to dense novels with similar themes for home and individual learning, including a project-based culminating activity.	MTSS Leadership Team	Review classroom assessments focusing on students' knowledge of word meaning and relationships. Review formative assessments monthly and adjust instruction as indicated or necessary.	Formative: Mini-assessments District Interim Assessment Summative: 2013 FCAT 2.0 Assessment
2	Students demonstrate limited exposure to comparing and contrasting across a variety of genres.	Develop a Professional Learning Community and increase collaboration between Language Arts and Social Studies teachers utilizing core standards to increase students' exposure to a variety of genres.	MTSS Leadership Team	Review classroom assessments focusing on students' knowledge of comparing a variety of genres Review formative assessments monthly and adjust instruction as indicated or necessary.	Formative: Mini-assessments. Summative: 2013 FCAT 2.0 Assessment District Interim Assessment
3	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students demonstrate limited exposure to the application of cause/effect, author's purpose, and main idea.	Develop a Professional Learning Community and increase collaboration between Language Arts and Social Studies teachers utilizing core standards to increase students' exposure to inquiry-based learning.	Develop a Professional Learning Community and increase collaboration between Language Arts and Social Studies teachers utilizing core standards to increase students' exposure to inquiry-based learning.	Review classroom assessments/observations focusing on students' ability to maintain rigor.	Formative: student work samples utilizing rubric, mini-assessments, rigorous projects. Summative: 2013 FCAT assessments. District Interim Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The goal for the 2012-2013 school year is for the students to maintain Level 7 or above on the Florida Alternate Assessment.
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
1	Students lack exposure to independent level curriculum.	Students will have increased exposure to access points at the independent level.	MTSS Leadership Team	Review student folders monthly and teacher lesson plans to ensure it includes access points.	Summative: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	2012 FCAT Reading Test indicate that 74 of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of student making learning gains by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(787)	79%(840)

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 as noted on the 2012 administration of the FCAT Reading was Reporting Category 4, Informational Text/Research Process.	Expose students to a wide variety of text to reinforce locating details and drawing conclusions.	MTSS Leadership Team	Review classroom assessments focusing on students' knowledge of identifying shades of meaning. Review formative assessments monthly and adjust instruction as indicated or necessary.	Summative: 2013 FCAT 2.0 Assessment District Interim 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	
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reading. Reading Goal #3b:	Our goal for the 2012-2013 school year is to increase learning gains on the Florida Alternate Assessment.
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
1	Students have limited exposure to access points at varying levels.	Increase student exposure to read alouds, auditory tapes and text readers that provide print with visuals and or symbols.	MTSS Leadership Team	Review student folders and teacher lesson plans monthly and ensure it includes access points.	Summative: 2013 Florida Alternate 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012FCAT Reading results indicate 71% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% making learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(192)	76%(205)

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 in the lowest 25% have limited exposure to identifying details in a passage.	Increase students' exposure to academic language, test formats and question stems. Provide CRISS training for content area teachers.	MTSS Leadership Team	Review classroom assessments focusing on students' knowledge of identifying details of a passage. Review formative assessments monthly and adjust instruction as indicated or necessary.	Review Reading Plus Reports on a weekly basis.

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 #					
	Palmetto Middle will increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1 and 2 by 50% over six years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The result of the 2012 FCAT Reading Test indicates that 39% in the black subgroup achieved proficiency, Our goal is to increase 5 percentage points to 44%.</p> <p>The result of the 2012 FCAT Reading Test indicates that 85% in the white subgroup achieved proficiency, Our goal is to increase 5 percentage points to 90%.</p> <p>The result of the 2012 FCAT Reading Test indicates that 75% in the Hispanic subgroup achieved proficiency, Our goal is to increase 4 percentage points to 79%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White- 85%(372)</p> <p>Black-39%(67)</p> <p>Hispanic- 75%(362)</p>	<p>White-90%(394)</p> <p>Black: 44% (76)</p> <p>Hispanic-79%(381)</p>

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 as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	Implement a rewards system utilizing Reading Plus and contests for literacy block activities.	MTSS Leadership Team	Review Reading Plus Reports on a weekly basis.	Review Reading Plus Reports on a weekly basis.

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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	
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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The results on the 2012 FCAT indicate that 37% of SWD subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase proficiency by 9 percentage point to 48%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(38)	48%(49)

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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.</p> <p>General Education and Inclusion teachers have limited time to collaborate about struggling students.</p> <p>SWD students lack organizational skills.</p>	<p>Review of basic skills during the first 5 minutes of the instructional period, and perform comprehension checks through mini assessments.</p> <p>Provide teachers monthly planning time between general education and inclusion teachers to develop strategies for struggling students.</p> <p>Provide organizational skills using the agenda books.</p>	MTSS Leadership Team	Review Interim assessment reports.	<p>Reading Plus</p> <p>Summative: 2013 FCAT 2.0 Assessment</p> <p>District Interim Assessments</p> <p>Formative: Florida Achieve benchmark test.</p>

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:	<p>The results on the 2012 FCAT indicate that 54% of Economically Disadvantaged subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase proficiency by 6 percentage point to 60%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(200)	30%(223)

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 access to technology is an obstacle.	Provide students with adequate time during the instructional day to access Reading Plus and various on-line technologies.	MTSS Leadership Team	<p>Review computer lab sheet.</p> <p>Review tutoring sign-in sheet.</p> <p>Review reports from Reading Plus.</p>	<p>Reading Plus</p> <p>Summative: 2013 FCAT 2.0 Assessment.</p> <p>District Interim Assessments</p>

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
CRISS	6-8	Teacher Trainer	School-wide	Early Release October 25, 26, and 29	Classroom walk-through	Assistant Principal
Differentiated Instruction	6-8	Teacher Trainer	School-wide	Early Release December 13 Mondays, September 2012-June 2013	Review student work folders	Assistant Principal
Common Core Standards	6-8	Teacher Trainer	School-wide	Mondays, September 2012-June 2013	Review student work folders	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide CRISS training for content area teachers.	Project CRISS workbooks	PTSA	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers and students will utilize United Streaming and Class Zone as an on-line resource.	United Streaming -On-line technology	PTSA	\$1,000.00
			Subtotal: \$1,000.00
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
Provide organizational skills using the agenda books.	Agenda Books	EESAC	\$3,200.00
			Subtotal: \$3,200.00
			Grand Total: \$6,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The 2012 CELLA administrations indicates that 75% percent of students are proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	

75%(30)

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 receive ample opportunity to practice their listening/ speaking skills in the home setting due to lack of exposure to proficient English speakers.	Provide explicit instruction and practice opportunity in listening and speaking, specifically concentrating on moving students from BICS (basic interpersonal speaking skills) to CALP (cognitive academic language proficiency).	MTSS and Leadership Team	Review of oral and comprehension assessments biweekly	2013 CELLA Administration

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 2012 CELLA administration indicates that 60% percent of students are proficient in Reading.

2012 Current Percent of Students Proficient in reading:

60%(24)

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 demonstrate difficulty in reading comprehension and vocabulary of grade level text.	Provide differentiated instruction through Achieve3000 to increase reading comprehension and vocabulary.	MTSS and Leadership Team	Review reports from Achieve 3000 biweekly	2013 CELLA Administration Achieve 3000 Reports

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 2012 CELLA administration indicates that 38 percent of students are proficient in Writing.

2012 Current Percent of Students Proficient in writing:

38%(15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students demonstrate difficulty in writing cohesive paragraphs that are focused and adhere to the conventions of writing.	Provide explicit instructions in the writing process, emphasizing the use of prewriting and focusing on standard conventions of English.	MTSS and Leadership Team	Review of formative assessments biweekly	2013 CELLA Administration

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The result of the 2012 FCAT Mathematics Test indicates 24% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase student level 3 proficiency by 5 percentage point to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(279)	29%(336)

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 on the 2012 FCAT administration was Geometry and Measurement.	Provide opportunities for students to find perimeters and areas of composite figures. Provide opportunities for students to solve for a missing dimension given the volume or area of a plane figure or prism. Provide opportunities for students to use manipulatives such as dot paper, graph paper, and nets. Implement common problem-solving instructional strategies such as Solve It that encourage students to model mathematics.	MTSS Leadership Team	Review Interim Assessment reports generated from Edusoft. Conduct weekly classroom walk-throughs to ensure effective use of manipulatives.	Summative: 2013 FCAT 2.0 Assessment District Interim Assessments Formative: Florida Achieve benchmark
2	The area of deficiency on the 2012 FCAT administration was Geometry and Measurement. This is due to the lack of ability to convert between units.	Provide opportunities which help students move from concrete to more abstract models by incorporating the following components into daily instruction: manipulatives (illuminations, NLVM), interactive websites, Holt online resources, CPALMS benchmark resources.	MTSS Leadership Team	Review Interim Assessment reports generated from Edusoft. Conduct weekly classroom walk-throughs to ensure effective use of manipulatives.	Summative: 2013 FCAT 2.0 Assessment District Interim Assessments Formative: Florida Achieve benchmark

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:	Our goal for the 2012-2013 school year is for students to maintain or increase level 4, 5, and 6 proficiency.
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
1	Students lack skill to solve problems. Students have limited exposure to manipulatives and assistive technology.	Provide SPED teachers with training on how to effectively implement access points Provide students opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.	MTSS Leadership Team	Review student folders Review teacher lesson plans and conduct classroom walk-throughs weekly	Summative: Florida Alternate Assessment 2013 Results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The result of the 2012 FCAT indicates that 47% of students achieved proficiency (FCAT Levels 4 and 5). Our goal is to increase proficiency by 2 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(543)	49%(568)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to cognitively complex discovery-based learning.	Incorporate discovery-based learning and technology to enhance student-centered learning. Use Florida Focus Achieves and inquiry-based activities that promote authentic and rigorous student engagement. Implement common problem-solving instructional strategies into daily instruction which allows students to work in collaborative structures.	MTSS Leadership Team	Review reports from District Interim Assessment and adjust instruction as needed to ensure progress is being made. Review student work samples. Conduct data chats after each interim to determine effectiveness of strategy.	Summative: 2013 2.0 FCAT Assessment District Interim Assessments Formative: Florida Achieve benchmark

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:	Our goal for the 2012-2013 school year is to increase or maintain proficiency level.
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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
1	Students have limited exposure to guided discussions and repetition when learning concepts.	Increase student exposure to guided discussion to engage students in real-life math problems and repetitive practice when learning concepts. Train teachers in use of access points.	MTSS Leadership Team	Review student folders and teacher lesson plans biweekly	Summative: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the FCAT 2012 Mathematics test indicate that 77% made learning gains. Our goal is to increase learning gains by 5 percentage points to 82%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(812)	82%(865)

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 on the 2012 FCAT administration was fractions/ratios.	Increase student exposure to FCAT style questions using Florida Achieve! Utilize common assessments (Topic Assessments) to assess and analyze results vertically and horizontally through grade-level teams.	MTSS Leadership Team	Review reports from District Interim Assessment and adjust instruction as needed to ensure progress is being made. Review student work samples. Conduct data chats after each interim to determine effectiveness of strategy.	Summative: 2013 FCAT 2.0 Assessment District Interim Assessments Formative: Florida Achieve benchmark

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:	Our goal for the 2012-2013 school year is to increase learning gains through enrichment activities.
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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
1	Students have difficulty with connecting lessons to real-world situations.	Increase student involvement in Community Based Instruction.	MTSS Leadership Team	Review student folders and teacher lesson plans.	Summative: 2013 Florida Alternate 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT Mathematics Test 63% of the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 68% and provide appropriate intervention, and remediation.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(172)	68%(186)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack conceptual understanding of place value, decimals, and fractions.	Provide teacher training on compass learning, Odyssey, FCAT Explorer – Math and Riverdeep so that teachers can infuse these programs into the instructional process to aid in differentiated instruction based on students' areas of weakness. Provide intervention during the morning Literacy block via a push-in program that focuses on a common problem-solving routine.	MTSS Leadership Team	Review student folders and teacher lesson plans.	Summative: 2013 2.0 FCAT Assessment District Interim Assessments Formative: Florida Achieve benchmark

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 # Palmetto Middle will increase the percent of students scoring at Levels 3-5 and reduce the percent of students scoring at Levels 1 and 2 by 50% over six years. 5A :					
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The result of the 2012 FCAT Matg Test indicates that 35% in the black subgroup achieved proficiency, Our goal is to increase 8 percentage points to 43%.</p> <p>The result of the 2012 FCAT Matg Test indicates that 83% in the White subgroup achieved proficiency, Our goal is to increase 6 percentage points to 89%.</p> <p>The result of the 2012 FCAT Matg Test indicates that 71% in the Hispanic subgroup achieved proficiency, Our goal is to increase 6 percentage points to 77%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Black-39%(60) White-83%(363) Hispanic-71%(342)</p>	<p>Black-43%(74) White-89%(389) Hispanic-77%(371)</p>

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 Black subgroup lacks problem solving skills.	Establish course-alike or grade-level teams that will build the capacity to design and implement organizational and instructional strategies. Develop a problem-solving routine/protocol for students to use consistently.	MTSS Leadership Team	<p>Review reports from District Interim Assessment, Compass Learning and FCAT Explorer.</p> <p>Adjust instruction as needed to ensure progress is being made.</p> <p>Review student work samples.</p> <p>Conduct data chats after each interim to determine effectiveness of strategy.</p>	<p>Summative: 2013 FCAT assessments.</p> <p>District Interim Assessments</p> <p>Formative: Florida Achieve benchmark</p>
2	The Hispanic subgroup lacks problem solving skills.	Implement teacher training in the use of the problem-solving routine.	MTSS Leadership Team	<p>Review reports from District Interim Assessment, Compass Learning and FCAT Explorer.</p> <p>Adjust instruction as needed to ensure progress is being made.</p> <p>Review student work samples.</p> <p>Conduct data chats after each interim to determine effectiveness of strategy.</p>	<p>Summative: 2013 2.0 FCAT Assessment</p> <p>District Interim Assessments</p> <p>Formative: Florida Achieve benchmark</p>
3	The White subgroup lacks problem solving skills.	Establish course-alike or grade-level teams that will build the capacity to design and implement organizational and instructional strategies. Develop a problem-solving routine/protocol for students to use consistently.	MTSS Leadership Team	<p>Review reports from District Interim Assessment, Compass Learning and FCAT Explorer.</p> <p>Adjust instruction as needed to ensure progress is being made.</p>	<p>Summative: 2013 2.0 FCAT Assessment</p> <p>District Interim Assessments</p> <p>Formative: Florida Achieve benchmark</p>

				Review student work samples. Conduct data chats after each interim to determine effectiveness of strategy.	
4	The White subgroup lacks problem solving skills.	Establish course-alike or grade-level teams that will build the capacity to design and implement organizational and instructional strategies. Develop a problem-solving routine/protocol for students to use consistently.	MTSS Leadership Team	Review reports from District Interim Assessment, Compass Learning and FCAT Explorer. Adjust instruction as needed to ensure progress is being made. Review student work samples. Conduct data chats after each interim to determine effectiveness of strategy.	Summative: 2013 2.0 FCAT Assessment District Interim Assessments Formative: Florida Achieve benchmark

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

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

Problem-Solving Process to Increase Student Achievement

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 MATH FCAT indicate that 32% of the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is for a 12 percentage increase to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(33)	44%(45)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students lack problem solving skills.	Develop a problem-solving routine/protocol for students to use consistently.	MTSS Leadership Team	<p>Review reports from District Interim Assessment, Compass Learning and FCAT Explorer.</p> <p>Adjust instruction as needed to ensure progress is being made.</p> <p>Review student work samples.</p> <p>Conduct data chats after each interim to determine effectiveness of strategy.</p>	<p>Summative: 2013 2.0 FCAT Assessment</p> <p>District Interim Assessments</p> <p>Formative: Florida Achieve benchmark</p>

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 MATH FCAT indicate that 49% of the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is for a 9 percentage increase to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(182)	58%(215)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack problem solving skills.	Utilize common assessments (Topic Assessments) to assess and analyze results vertically and horizontally through grade-level teams.	MTSS Leadership Team	Review results from Topic Assessments.	<p>Summative: 2013 FCAT 2.0 Assessment</p> <p>District Interim Assessments</p> <p>Formative: Florida Achieve benchmark</p>

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 2012 Algebra EOC assessment indicates that 9% of students scored in the upper third (levels 3-5). Our expected level of performance is to maintain 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

9%(15)			9%(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	According to the results of the 2012 Algebra EOC assessment, the greatest difficulty was Reporting Category 1, Functions, Linear Equations, and Equalities	Provide students with more practice in solving real-world problems involving relations and functions.	MTSS Leadership Team	Review Interim Assessment Reports	2013 Algebra EOC District Interim Assessment Reports

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicates that 90% of students scored in the upper third (levels 3-5). The goal for the 2012-2013 school year is for 90% of students to remain in the upper third.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(144)	90%(144)

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	According to the results of the 2012 Algebra EOC assessment, the greatest difficulty was Reporting Category 1, Functions, Linear Equations, and Equalities	Provide inductive reasoning strategies that include discovery learning activities.	MTSS Leadership Team	Review Interim Assessment reports.	2013 Algebra EOC District Interim Assessment Reports

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	
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Algebra 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 Algebra. Algebra Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:				
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 Algebra. Algebra 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 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(40)	100%(40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to exploring geometric properties to justify measures.	Provide teachers with training to assist students in exploring geometric properties to justify measures and characteristics of quadrilaterals.	MTSS Leadership Team	Review student work folders.	2013 Geometry EOC

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

2. Students scoring at or above Achievement Levels	
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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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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
Problem Solving Strategy Solve It	6-8	Math Department Chair	Math Department	August 22-May 30 Weekly department meeting	Department meeting agenda	Administration
Odyssey and FCAT Explorer	6-8	Math Department Chair	Math Department	August 22-May 30 Weekly department meeting	Department meeting agenda Classroom walk-throughs	Administration
Organizational and Instructional Strategies	6-8	Math Department Chair	Math Department	August 22-May 30 Weekly department meeting	Teacher sample lesson Classroom walk-throughs	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

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 | On the 2012 administration of the Science FCAT, 37%

Level 3 in science. Science Goal #1a:	of the students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 40% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(155)	40%(167)

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 areas of deficiency on the 2012 FCAT science was Earth Space and Physical Science.	Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Earth and Space Sciences.	MTSS Leadership Team	Review benchmark assessments.	2013 Science FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The expected level of performance for 2013 Alternate Assessment is to maintain or increase proficiency.
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
1	Teachers lack training in implementing the access points effectively. Students lack exposure to using pictures and objects to explore scientific concepts.	Provide SPED teachers the opportunity to participate in a FAA training. Increase student exposure to pictures and objects to explore scientific concepts.	MTSS Leadership Team	Review student work folders.	Florida Alternate Assessment 2013

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.	On the 2012 administration of the science FCAT, 23% of the students achieved a level of 4 or 5. The expected level of performance for 2013 is 24%.
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Science Goal # 2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23%(95)		24%(100)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency on the 2012 FCAT science was Earth Space Physical Science.	Implement the use of District provided assessment probes as formative assessment tools on a unit by unit basis in all classes while expanding the depth of discussion in all advanced classes.	MTSS Leadership Team	Review student work samples in interactive journals.	Interim assessment data Science resource tests available through EduSoft.
2	The areas of deficiency on the 2012 FCAT science was Earth Space and Physical Science.	Increase use of FCAT Coach Books.	MTSS Leadership Team	Review student work samples	Interim assessment data 2013 Science FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			The expected level of performance on the Alternate Assessment is to increase or maintain through enrichment activities.		
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
1	Students lack exposure to visual choices.	Provide students with increased opportunities to visual choices.	MTSS Leadership Team	Review student work folders.	Florida Alternate Assessment 2013

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
Physical Science Pacing Guide	8th Grade/Physical Science	Department Chair	Science Department	December 13/Early Release	Interim Assessment and data chats	Administration
Pacing guide review and content depth	Grades 6-8	Science chair	Science Department	August 2012-May 2013	Interim Assessment and data chats	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of FCAT Coach Books	FCAT Science Coach books	EESAC	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Earth and Space Sciences.	Pacing Guide	0	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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 the 2012 Writing Administration indicates that 83% of students scored at 3.0 or above. The goal for the 2013 school year is 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(349)	85%(356)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack proper use of conventions.	Students will participate in peer sharing and editing using an editor's checklist. Teach grammar in context.	MTSS Leadership Team	Review student folders for monthly writing Assessments.	Summative: FCAT writing scores. Formative: Student Writing samples Writing baseline and mid-year
2	Students lack exposure to different modes of writing.	Increase exposure to different modes of writing: narrative, summaries, persuasive, and argumentative.	MTSS Leadership Team	Review student folders for monthly writing Assessments.	Summative: FCAT writing scores. Formative: Student Writing samples Writing baseline and mid-year
3	Students lack exposure to Document Based Questions (DBQ) essays	Increase student exposure to Document-Based Questions essays.	MTSS Leadership Team	Review student folders for monthly writing Assessments.	Summative: FCAT writing scores. Formative: Student Writing samples Writing baseline and mid-year

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The goal for 2013 Florida Alternate Writing Assessment is to attain a 4 or higher proficiency level.
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
1	Teachers lack training to effectively implement access points.	Provide training for teachers to effectively implement access points.	MTSS Leaders hip Team	Review student folders for monthly writing assessments	Summative: FCAT writing scores. Formative: Student Writing samples Writing baseline and mid-year
2	Students lack exposure to using pictures to make sentences.	Increase student exposure to using pictures to make sentences and paragraphs on topic.	MTSS Leaders hip Team	Review student folders for monthly writing assessments	Summative: FCAT writing scores. Formative: Student Writing samples

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits	6, 7, 8th	Language Arts Department Chair	Language Arts, Science, and Social Studies	November 2012	Students and teachers will monitor student portfolios on a monthly basis.	Language Arts Department Chair and Administration
Essay Smart (ClassZone.Com)	6,7,8th	Language Arts Department Chair	Language Arts Department	October 2012	Language Arts teachers will discuss the effectiveness of Essay Smart during our monthly planning time.	Language Arts Department Chair and Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students lack exposure to different modes of writing.	Six Traits	PTSA	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

- | | |
|---|--|
| 1. Students scoring at Achievement Level 3 in Civics. | Our goal for the 2012-2013 school year is for 11% of |
|---|--|

Civics Goal #1:	students to earn a Level 3 on the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	11%(41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to primary and secondary sources of information.	Increase student exposure to primary and secondary information.	MTSS Leadership Team	District Interim Assessment and mini-assessments.	2013 Civics EOC
2	Students lack exposure to vocabulary strategies.	Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	MTSS Leadership Team	District Interim Assessment and mini-assessments.	2013 Civics EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the 2012-2013 school year is for 11% of students to earn a Level 3 on the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	11%(41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to discussions on how to develop well reasoned positions.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	MTSS Leadership Team	District Interim Assessment and mini-assessments.	2013 Civics EOC

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
Civics EOC	7th Grade	Department Chair	Social Studies	August 2012-April 2013	Review of student folders	Administration
Common Core Standards	Common Core Standards	Department Chair	Social Studies	August 2012-April 2013	Review of student folders	Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	United Streaming	PTSA	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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 this year is to increase attendance to 96.7% by minimizing absences due to illnesses. In addition, our goal for this year is to decrease the number of students with excessive absences from 251 to 238 (10 or more), and excessive tardiness (10 or more) from 154 to 146
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96.2%(1153)	96.7%(1159)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
251	238
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
154	145

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The barrier to reducing tardiness is inconsistent teacher implementation of the tardy policy. Attendance corrections are not submitted to the attendance clerk consistently.	Designate a staff member to monitor students with excessive tardies, contact parents, and issue after-school detentions.	Assistant Principal	Review attendance reports from Cognos.	Cognos reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	6-8	Assistant Principal	All teachers, counselors, attendance secretary	September 2012 – Faculty Meeting November 2012 – Faculty Meeting February 2013 –	An Attendance Plan will be developed and implemented. An Assistant Principal will monitor the implementation of the plan by reviewing reports from Cognos.	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives for students with improved attendance.	Lancer Bucks	PTSA	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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 this year is to decrease the number of in-school suspensions from 296 to 266; decrease the number of students suspended in-school from 154 to 139; to decrease the number of out-of-school suspensions from 157 to 141; and to decrease the number of students suspended out of school from 96 to 86.			
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions			
296	266			
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School			
154	139			
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
157	141			
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School			
96	86			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of adherence to the established progressive discipline plan	Consistent implementation/enforcement of the established progressive discipline and tardy policy. Establish Positive Behavior Program to reinforce and reward appropriate conduct.	Assistant Principals and Department Chairpersons	Review suspension reports from Cognos	Cognos Report
2	Students lack of knowledge regarding the Student Code of Conduct.	Counselors will regularly visit all classrooms during the Instructional Block to teach lessons on social skills and organizational skills. Review Student Code of Conduct during student orientation. Counselors will continue the peer mediation program. Administration will offer alternatives to suspension such as the Parent Academy program.	Administration	Review suspension reports from Cognos	Cognos reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Progressive Discipline Plan	6-8	Team Leaders and Assistant Principal	All teachers and counselors	August 2012	Assistant Principal will monitor teacher adherence to the plan.	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Establish Positive Behavior Program	Miami-Dade County Student Code of Conduct	PTSA	\$2,000.00
			Subtotal: \$2,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2012-2012 school year, parent participation from students in the lower quartile was 15%. Our goal for the 2012-2013 school year is to increase parent participation of students from the lowest quartile 10 percentage points to 25%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
15% (42)	25% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental participation in school - wide activities by parents of students in the lower quartile.	Hold parent informational meetings in close proximity to the neighborhood. Home visits by administrators and counselors or teachers for students who are in danger of failing. Increase number of team conferences	Administration Counselors	Review sign in sheets/logs to determine the number of parents of students in the lower quartile attending team conferences, school or community events. Review of student progress reports	Sign in sheets or logs ISIS/ Gradebook reports
2	Lack of parental participation in school wide activities by parents who are English Language Learners.	Send information, both written and verbal, to parents in their home language, when possible. Provide translation services for parents during school meetings and events such as Orientation and Open House.	Administration/ Counselors	Review sign in sheets/logs to determine the number of parents who are English Language Learners attending school or community events.	Sign in sheets or 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
Conducting Positive Parent Conferences	6-8	Team Leaders and Administration	All teachers and counselors	Faculty Meetings August 22-May 30	Review sign-in sheets/logs to determine the number of parents attending	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hold parent informational meetings in close proximity to the neighborhood.	Disseminate FCAT information	PTSA	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Increase opportunities for STEM applied learning by increasing opportunities for students to participate in activities such as Science Fair, Egg Drop and Fairchild Challenge.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers are not trained in adding rigorous problem	Provide opportunities for teachers to increase knowledge regarding	Leadership Team	Data chats regarding STEM based lessons	Formative assessments

1	-solving activities to lessons.	implementation of rigorous problem-solving activities through workshops and professional development.		Classroom walk-throughs	Review of lesson plans
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	6-8	Curriculum Leaders	Science, Math Teachers	Mondays, September 2012-June 2013	Review student folders Classroom walk-throughs	Assistant Principal
Differentiated Instruction	6-8	Curriculum Leaders	School-wide	Early Release December 13 Mondays, September 2012-June 2013	Review student folders Classroom walk-throughs	Assistant Principal

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:	Increase student enrollment of the following CTE courses offered at Palmetto Middle School: Computer Technology and Graphic Arts.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student awareness and interest in current CTE course offerings.	Implement a variety of communiqués to parents and students throughout the feeder pattern regarding CTE courses. Highlight CTE courses during Curriculum Fair through display of student work.	Leadership Team	Review sign-in logs from Curriculum Fair.	CTE course enrollment

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
CTE Enrollment	6-8	Administrators Teachers	School-wide	Curriculum Fair	Review sign in logs	Leadership Team

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide CRISS training for content area teachers.	Project CRISS workbooks	PTSA	\$2,000.00
Science	Increase use of FCAT Coach Books	FCAT Science Coach books	EESAC	\$1,000.00
Writing	Students lack exposure to different modes of writing.	Six Traits	PTSA	\$1,000.00
Attendance	Provide incentives for students with improved attendance.	Lancer Bucks	PTSA	\$1,000.00
Parent Involvement	Hold parent informational meetings in close proximity to the neighborhood.	Disseminate FCAT information	PTSA	\$500.00
				Subtotal: \$5,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers and students will utilize United Streaming and Class Zone as an on-line resource.	United Streaming -On-line technology	PTSA	\$1,000.00
Civics	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	United Streaming	PTSA	\$1,000.00
				Subtotal: \$2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Earth and Space Sciences.	Pacing Guide	0	\$0.00
Suspension	Establish Positive Behavior Program	Miami-Dade County Student Code of Conduct	PTSA	\$2,000.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide organizational skills using the agenda books.	Agenda Books	EESAC	\$3,200.00
				Subtotal: \$3,200.00
				Grand Total: \$12,700.00

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Student Agendas	\$3,200.00
Advanced Technology	\$2,000.00
Community Outreach Projects	\$500.00
Cost per student	\$5.00

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

The Educational Excellence School Advisory Council will work closely with the PTSA and Principal to:
Develop, approve, and monitor the School Improvement Plan.
Update technology, provide funds for professional development, and parental involvement activities.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District PALMETTO MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	83%	94%	73%	335	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	71%	77%			148	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	68% (YES)	63% (YES)			131	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					614	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District PALMETTO MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	84%	87%	69%	326	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	70%	77%			147	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	68% (YES)	69% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					610	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested