

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: MEADOWBROOK MIDDLE

District Name: Orange

Principal: Johnny Nash Jr.

SAC Chair: Janet Walker

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Johnny Nash Jr	-Bachelor of Arts in Political Science with emphasis in education - Master of Education in Educational Leadership Certification(s): Political Science	2	8	Meadowbrook MS 11-12 Points Earned (470) Grade of "D" Reading Proficiency 37% Math Proficiency 36% Writing Proficiency 63% Science Proficiency 27% Reading Gains 63% Math Gains 58% Reading Lowest 25%: 61% Math Lowest 25%: 64% Reading Learning Gains: 51% Math Learning Gains: 65% Meadowbrook MS 10-11 AYP 69%- Grade of "C" Reading 3+40% Math 3+ 51% Reading Lowest 25%: 68% Math Lowest 25%: 75% Reading Learning Gains: 51% Math Learning Gains: 65% Oak Ridge HS: 09-10

		<p>6-12</p> <p>Social Science 6-12</p> <p>Social Science 5-9</p> <p>Educational Leadership 6-12 Leadership</p>			<p>AYP 52%- Grade of "D"</p> <p>Reading 3+: 21%</p> <p>Math 3+: 53%</p> <p>Reading Lowest 25%: 42%</p> <p>Math Lowest 25%: 69%</p> <p>Reading Learning Gains: 36%</p> <p>Math Learning Gains: 69%</p> <p>Oak Ridete HS: 08-09</p> <p>AYP 56%- Grade of "D"</p> <p>Reading 3+: 25%</p> <p>Math 3+: 55%</p> <p>Reading Lowest 25%: 48%</p> <p>Math Lowest 25%: 72%</p> <p>Reading Learning Gains: 42%</p> <p>Math Learning Gains: 72%</p>
Assis Principal	Janet Walker	<p>Bachelor of Science in Elmentary Education</p> <p>Master of Education in Educational Leadership</p> <p>ESOL Endorsed</p> <p>Completed Reading Endorsment</p>	1	1	<p>Meadowbrook MS 11-12</p> <p>Points Earned (470) Grade of "D"</p> <p>Reading Proficiency 37%</p> <p>Math Proficiency 36%</p> <p>Writing Proficiency 63%</p> <p>Sciency Proficiency 27%</p> <p>Reading Gains 63%</p> <p>Math Gains 58%</p> <p>Reading Lowest 25%: 61%</p> <p>Math Lowest 25%: 64%</p> <p>Reading Learning Gains: 51%</p> <p>Math Learning Gains: 65%</p> <p>Rock Springs ES: 10-11</p> <p>AYP 77% School Grade "A"</p> <p>Reading 3+: 84%</p> <p>Math 3+: 78%</p> <p>Reading Lowest 25%: 55%</p> <p>Math Lowest 25%: 61%</p> <p>Reading Learning Gains: 67%</p> <p>Math Learning Gains: 59%</p> <p>Rock Springs ES: 09-10</p> <p>AYP 92% School Grade "A"</p> <p>Reading 3+: 83%</p> <p>Math 3+: 79%</p> <p>Reading Lowest 25%: 55%</p> <p>Math Lowest 25%: 62%</p> <p>Reading Learning Gains: 67%</p> <p>Math Learning Gains: 63%</p> <p>Rock Springs ES: 08-09</p> <p>AYP 100% School Grade "A"</p> <p>Reading 3+: 81%</p> <p>Math 3+: 82%</p> <p>Reading Lowest 25%: 60%</p> <p>Math Lowest 25%: 53%</p> <p>Reading Learning Gains: 65%</p> <p>Math Learning Gains: 75%</p>
Assis Principal	Orlando Norwood	<p>Bachelors of Science in Elementary Educational</p> <p>Masters of Education in Educational Leadership</p> <p>ESOL Endorsement</p> <p>Elementary Ed K-6</p>			<p>Meadowbrook MS 11-12</p> <p>Points Earned (470) Grade of "D"</p> <p>Reading Proficiency 37%</p> <p>Math Proficiency 36%</p> <p>Writing Proficiency 63%</p> <p>Sciency Proficiency 27%</p> <p>Reading Gains 63%</p> <p>Math Gains 58%</p> <p>Reading Lowest 25%: 61%</p> <p>Math Lowest 25%: 64%</p> <p>Reading Learning Gains: 51%</p> <p>Math Learning Gains: 65%</p> <p>Rosemont Elementary 2010-2011</p> <p>Grade: "A"</p> <p>Reading Proficiency 63%</p> <p>Math Proficiency 65%</p> <p>Writing Proficiency 86%</p> <p>Sciency Proficiency 42%</p> <p>Reading Gains 63%</p> <p>Math Gains 66%</p> <p>Reading Lowest 25%: 67%</p> <p>Math Lowest 25%: 75%</p> <p>Rosemont Elementary 2009-2010</p> <p>Grade: "D"</p> <p>Reading Proficiency 53%</p> <p>Math Proficiency 50%</p>

Writing Proficiency 53%
 Sciency Proficiency 33%
 Reading Gains 46%
 Math Gains 47%
 Reading Lowest 25%: 56%
 Math Lowest 25%: 60%

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)
Science	Taquesia Phillips	B.S in Biology M.S. in Public Health Administration 6-12 Science	6		Meadowbrook MS 11-12 Points Earned (470) Grade of "D" Reading Proficiency 37% Math Proficiency 36% Writing Proficiency 63% Sciency Proficiency 27% Reading Gains 63% Math Gains 58% Reading Lowest 25%: 61% Math Lowest 25%: 64% Meadowbrook MS 10-11 AYP 69%- Grade of "C" Reading 3+40% Math 3+ 51% Reading Lowest 25%: 68% Math Lowest 25%: 75% Reading Learning Gains: 51% Math Learning Gains: 65%
Reading	Marlyn Ross	English 6-12 Educational Leadership K-12 Reading Endorsement	2	2	Meadowbrook MS 11-12 Points Earned (470) Grade of "D" Reading Proficiency 37% Math Proficiency 36% Writing Proficiency 63% Sciency Proficiency 27% Reading Gains 63% Math Gains 58% Reading Lowest 25%: 61% Math Lowest 25%: 64% Meadowbrook MS 10-11 AYP 69%- Grade of "C" Reading 3+40% Math 3+ 51% Reading Lowest 25%: 68% Math Lowest 25%: 75% Reading Learning Gains: 51% Math Learning Gains: 65% West Orange HS 09-10 AYP 67% School Grade " C " Reading 3+: 48% Reading Learning Gains: 55% Reading Lowest 25%: 50% Math 3+: 76% Math Learning Gains: 72% Math Lowest 25%: 56%
Math	Mellisa Riley	B.S. in Psychology M.S. in Mental Health Counseling 6-12 Mathematics	7		Meadowbrook MS 11-12 Points Earned (470) Grade of "D" Reading Proficiency 37% Math Proficiency 36% Writing Proficiency 63% Sciency Proficiency 27% Reading Gains 63% Math Gains 58% Reading Lowest 25%: 61% Math Lowest 25%: 64% Meadowbrook MS 10-11 AYP 69%- Grade of "C" Reading 3+40% Math 3+ 51% Reading Lowest 25%: 68% Math Lowest 25%: 75%

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	TIF: Teacher Incentive Funds	Taqueasia Phillips	June, 2013	
2	Teacher/student focused Professional Developments	Janet Walker	June 2013	
3	Professional Learning Communities: Collaboration/cooperative groups with content area teachers as well as grade level.	Department Chairs	June 2013	
4	Lesson Study: The science department is heading lesson study with a focus on inquiry based teaching and discussion. AVID strategies are being infused throughout the program.	Taqueasia Phillips & AVID Coordinator, Schrell Chamberlain	June 2013	
5	Professional Networking: Administrators, deans, and teachers will use professional networks to identify and recruit teachers with a record of success.	Administration, Deans, Teachers	June 2013	
6	Observation of highly qualified substitutes to fill potential openings.	Administrators	June 2013	
7	Mentor/mentee program	Naomi Taylor	June 2013	
8	Utilization of RTP3 program to ID potential math and science candidates.	Johnny Nash	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
<p>0% of the instructional staff and paraprofessionals are teaching out of field.</p> <p>1% (2) of the instructional staff were rated less than effective last year.</p>	<p>Insrtuctional coaches will plan with non-effective teachers in PLCs.</p> <p>Instructional coaches will provide side-by-side coaching/teaching with non-effective teachers.</p> <p>Professional development will be provided to address teacher capacity deficiencies.</p> <p>Close supervision and monitoring by administration will be conducted and opportunities for feedback and reflection will be provided.</p>

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
73	19.2%(14)	43.8%(32)	30.1%(22)	5.5%(4)	38.4%(28)	98.6%(72)	6.8%(5)	0.0%(0)	9.6%(7)

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
Mario Ford	John Flowers Kristen Akins	Expertise same department (Electives)	Classroom management tips,data collection strategies, grading procedures, coping strategies for stress and time management, school's policies and procedures,face to face activities,lesson planning and unit planning will be offered and discussed collaboratively.
Marilyne Ross	Nicole Widerstrom Kristen Worthington	Literacy Coach Expertise	Classroom management tips,data collection strategies, grading procedures, coping strategies for stress and time management, school's policies and procedures,face to face activities,lesson planning and unit planning will be offered and discussed collaboratively.
Gayron Taylor	Bernard Ball Dan Richbourg	same department (social studies)	Classroom management tips,data collection strategies, grading procedures, coping strategies for stress and time management, school's policies and procedures,face to face activities,lesson planning and unit planning will be offered and discussed collaboratively.
Ackley Smith	Sara Wilcox	Expertise same department (language arts)	Classroom management tips,data collection strategies, grading procedures, coping strategies for stress and time management, school's policies and procedures,face to face activities,lesson planning and unit planning will be offered and discussed collaboratively.
Naomi Taylor	Carol Jones Nicole Brunett Farrah Ridgeway	Expertise Curriculum Resource Teacher Instructional Coach	Classroom management tips,data collection strategies, grading procedures, coping strategies for stress and time management, school's policies and procedures,face to face activities,lesson planning and unit planning will be offered and discussed collaboratively.
Taqueasia Phillips	Amanda Krasts Victor DeLeon A'Keia McCollum	Expertise Science Coach	Classroom management tips,data collection strategies, grading procedures, coping strategies for stress and time management, school's policies and procedures,face to face activities,lesson planning and unit planning will be offered and discussed collaboratively.

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

Meadowbrook Middle will utilize Title I funding to help support programs being used in the classroom. Title I funding will be used to maintain and enhance current reading interventions such as Systems 44 and Read 180. In addition, Title I will be used to support and maintain other programs including, but not limited to, Keystone, Imagine Learning, and ALEKS.

Title I, Part C- Migrant

Identified migrant students are offered all available resources at Meadowbrook Middle. With a wide range of social services, parents in need may find assistance at any time. In addition, migrant students are offered tutoring in a variety of formats including before and after school Meadowbrook tutoring, SES tutoring, and Title III tutoring for ELL students.

Title I, Part D

N/A

Title II

This is used to implement professional development which enhances highly qualified teachers and assist all teachers in closing student achievement gaps, through various strategies, best practices, and researched based programs. In particular, Title II funds will be used to enhance teacher knowledge of AVID, the writing process, the understanding of the culture of our diverse population, and reading across the content areas. In particular, writing will be a focus this year with funds being spent to utilize PDA+ consulting as a means to enhance teacher knowledge of writing and student performance.

Title III

Our ELL population will have access to the district selected curriculum, Keystone, for developmental language arts. ELL students receiving reading support will utilize Read 180. In addition, ELL students will have access to Imagine Learning during a lab setting and through tutoring. Rosetta Stone will also be used for our non-English speaking students during extended hours.

Title X- Homeless

Meadowbrook Middle team members consistently identifies and assists homeless students in direct collaboration with district and school social workers. Our SAFE Coordinator(s) and Registrar continue to work with MVP to provide support to homeless students in need.

Supplemental Academic Instruction (SAI)

Meadowbrook's SAI funds supports AR, Systems 44, Rosetta Stone, Aleks, and Imagine Learning. These programs are used within the traditional school day and during tutoring.

Violence Prevention Programs

The violence prevention program is coordinated by Meadowbrook's SAFE coordinator in collaboration with the three grade level deans and DARE officer. Our deans meet consistently with teachers to discuss policies, procedures, and student concerns. Then, the SAFE coordinator and deans discuss these issues, brainstorming possible solutions. This information is then shared via faculty meetings, RtI meetings, data meetings, or during grade level meetings with the deans.

Nutrition Programs

Meadowbrook Middle provides free breakfast and lunch for all students. The cafeteria team will be responsible for serving nutritious meals to students that meet district and state guidelines.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career education occurs within the 7th grade curriculum through Social Studies. The students discuss career choices and set goals toward their careers on a daily basis. Furthermore, through school wide use of AVID, students are taught organizational skills as well as the skills necessary to become college bound or enter into technical trades with ease. In addition, military science has been added to the list of electives for students interested in a career in the military.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Principal, Mr. Nash, and Assistant Principals, Orlando Norwood and Janet Walker provide a common vision for the use of data-based decision making. With the support of the school psychologist, they ensure implementation of RtI, assess its productivity, and measure the results it has on student achievement.

Dr. Jones, ESE staffing coordinator, works directly with the administrators in the RtI process. Dr. Jones will assist teachers in identifying both academic and behaviorally at-risk students, ensuring the proper match of intervention or strategy to the student, and ensure that strategies and techniques are being used with fidelity. She will monitor all aspects of compliance and regularly communicate trends found in the students' response to intervention. Ultimately, she will gauge the success of interventions and work with teachers to reflect upon methods used based on observable data.

Michelle Shephard, the School Psychologist, will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans, provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation.

Towanna Love, our CCT, will participate in student data collection, integrate core instructional activities/materials into Tier 2 and 3 instruction, and collaborate with general education teachers through such activities as co-teaching or forming professional communities. As our CCT, her main responsibility will be to ensure that our ELL students' instructional needs are met at all tiers of instruction, and that district approved core programs and interventions are used with fidelity.

Sherese Broadbent, our assigned Social Worker, will participate in student data collection. She will work as a liaison between the home and school, becoming a point of parental contact when necessary. Furthermore, she will collaborate with district and school personnel and help with technical assistance.

Marilyn Ross, the reading coach, will develop, lead, and evaluate Meadowbrook's core and supplemental programs. She will actively take part in discussion involving literacy and offer tools for intervention in addition to assisting teachers in tracking data and determining the effectiveness of the programs used. She will maintain all RtI student files and paperwork.

Mrs. Riley, the Math Coach, will develop, lead, and evaluate Meadowbrook's core and supplemental programs. She will actively take part in discussions involving math and offer tools for intervention in addition to assisting teachers in tracking data and determining the effectiveness of the programs used. She will maintain all RtI student files and paperwork.

Mrs. Phillips, the Science Coach, will develop, lead, and evaluate Meadowbrook's core and supplemental programs. She will actively take part in discussion involving science and offer tools for intervention in addition to assisting teachers in tracking data and determining the effectiveness of the programs used. She will maintain all RtI student files and paperwork.

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

The RtI team meets biweekly in order to look at each department data and to tier students and discuss interventions as

needed. Each member discusses the data and students' tiering with each team to assist or improve on effective strategies. RtI Coach meets with the principal/administration to discuss districts expectation. RtI Coach meets with RtI team and the RtI Team discusses it with team leaders. Team leaders discuss it with team members and team members implement strategies in the class and monitor strategies. The focus of the meetings will be around one question, "How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and our students?"

The team review universal screening data and link instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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?

Administrative Team: The role of the administrative team is to assist in making sure data collected, information is correct and assure the implementation of the school improvement plan occurs.

Resource Teachers: The role of the resource teachers is to support the teachers within the classroom, analyze data with teachers, assist with enhancement, enrichment, and remedial programs, and to assist with making sure the school improvement plan is implemented.

Departmental Chairs: The role is immediate support for teachers; assist in collecting and implementing tier interventions, and to help assess intervention tools that are not effective.

Team Leaders: The role is immediate support for teachers, students, and parents. The team assist in progress monitoring, collecting data, and implementing strategies.

The RtI leadership team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier: 1,2,and 3 targets; academic and social emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor and Relevance); facilitated the development of a systematic approach to teaching; and aligned processes and procedures.

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 system used to summarize and collect tiered data is the Information Management System (IMS), the Educational Data Warehouse (EDW) and various other reports from Edusoft, FAIR, ALEKS, SRI, and Imagine Learning.

Baseline data: Baseline data for educational needs will be pulled from IMS. Behavior data will be pulled from EDW and collected data via observation.

Progress Monitoring:

Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft

End of Year: FAIR, AIMS, Edusoft, FCAT

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and sessions will occur throughout the year. As the RtI process continues to grow, staff developments will occur on an as needed basis for those trained in RtI. New teachers will receive training and support with our CRT, Naomi Taylor.

Describe the plan to support MTSS.

Administrators and coaches will support MTSS assisting with planning and organizing meetings. In addition, coaches will assist the team with coordination of student data, monitoring of data, and strategies suggested to teachers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Marlyn Ross- Literacy Coach
Ackley Smith- Language Arts Department Chair
Idonica Brown- Reading
Dorothy Moore- ESE Reading Teacher
Elizabeth Kwiatkowski- ESOL Reading Teacher
Towanna Love- CCT
Chimera Ivory- Media Specialist
Mr. Johnny Nash- Principal
Janet Walker- API

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

The team will meet monthly to discuss activities that will be done throughout the school year and monthly activities during PTSO. Each PTSO meeting will have a literacy component to help parents and students get more involved in reading. The goal is to get each student at Meadowbrook involved in reading every day.

The topics covered during PTSO meetings will be as follows:

Literacy Skills in the 21st Century
The Importance of Independent Reading
Literacy for our Second Language Learners
Literacy Night (School Wide Event)
Common Core and Literacy

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

This year the LLT will work on incorporating literacy strategies across content areas, incorporating AVID strategies throughout the curriculum, and cross collaborating with other departments. In addition, bringing literacy to the forefront during our curriculum nights will be a major initiative, as well.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 8/29/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Meadowbrook Middle is emphasizing through staff development and PLCs, the use of reading strategies throughout the content areas in addition to incorporating AVID skills into all subject areas. The Reading Coach works with all department heads or coaches to identify needs and collaborate on literacy in the content area. The administration carefully and regularly reviews lesson plans and PLC notes to ensure that literacy is a focus and is being intentionally placed in all lesson plans. Furthermore, classroom walkthroughs continue to be a large focus as administrators and coaches continue to look for proof of

implementation and provide feedback.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	This year Meadowbrook Middle School will increase the percentage of students scoring a level three by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 26%(258)of students at Meadowbrook Middle School scored at Level III on FCAT Reading.	In June 2013, 30%(298) of students at Meadowbrook Middle School will score at Level III on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction	Provide adequate professional development in differentiated instruction and incorporation of AVID strategies. Emphasize and plan for reading across all content areas. Monitor planning and delivery for differentiation. Utilize PLCs as a means to plan, implement and reflect upon planning/instruction. Pair coach with select teachers to co-teach and create model classrooms.	Instructional Coaches	Progress monitoring of data Observations and classroom visits Monitoring of PLCs and lesson planning process	1. FCAT 2. Benchmark Assessments 3. Mini Benchmarks 4. Lesson plans 5. Observations 6. EOCS
2	Limited teacher knowledge in maintaining, analyzing, and using data to drive instruction	Train teachers in accessing, reading, and utilizing data (IMS). Maintain and use data notebooks as a record of growth and progress monitoring. Utilize data in PLCs and administrative data team meetings.	Instructional Coaches Administration	Progress monitoring of data Monitoring of PLCs	1. FCAT 2. Benchmark Assessments 3. Mini Benchmarks 4. Lesson plans 5. Observations 6. EOCS
	Lack of knowledge of the NGSSS	Create common planning times for literacy and Social Studies to plan together. Create common planning times for Science and	Instructional Coaches API	Progress monitoring of data Monitoring of PLCs Monitoring of lesson plans	1. FCAT 2. Benchmark Assessments 3. Mini Benchmarks 4. Lesson plans 5. Observations

3		<p>Math to plan together.</p> <p>Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>		Observations	6. EOCS
4	Lack of Rigor in content	<p>Provide training in incorporating rigor into lessons.</p> <p>Utilize instructional coaches during PLC time</p> <p>Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints)</p> <p>Pair coach with select teachers to co-teach and create model classrooms</p>	Instructional Coaches	<p>PLC documentation Coach and provide feedback</p> <p>Progress monitoring of data</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
5	Inconsistent monitoring of data	<p>Create a plan for administrative data meetings every two weeks after benchmark one</p> <p>Train teachers in using data through their PLCS (data teams)</p>	Administration	<p>Data meeting schedules</p> <p>Data meeting notes</p> <p>PLC notes</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
6	Lack of Consistency within tutoring programs	<p>1. Target level II and bubble students for one on one support through City Year</p> <p>Assign City Year select classrooms for targeted population</p> <p>Provide City Year PD and ensure teachers are utilizing this resource</p> <p>Target Level II and bubble students for before and after school tutoring</p> <p>Select common materials for tutoring</p> <p>Monitor the use of materials, and growth of tutoring students</p>	SES & Tutoring Coordinator	PLC Documentation Progress Monitoring of Data Coordination and discussion with City Year	Benchmark Assessments Mini Assessment Tutoring Assessments

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	This year Meadowbrook Middle School will increase students achieving a level four or higher by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 12.5% (124) students at Meadowbrook Middle School scored at or above Achievement Level 4 in reading.	by June 2013, 15.5% (163) students at Meadowbrook Middle School will score at or above Achievement Level 4 in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective enrichment tools for students	PD in literacy through content & AVID Use of instructional coaches in common planning times	Instructional Coaches	Observation Lesson plans Ongoing progress monitoring	FCAT Benchmarks Mini Assessments
2	Inconsistent placement of Students in Advanced Classes	Work with guidance and teachers to ensure proper placement of students in advanced classes	Guidance API	Master Schedule	FCAT Benchmarks Mini Assessments
3	Inconsistent monitoring of Advanced Students	Regular monitoring of student data within PLCS and with Administration	Administration Instructional Coaches	Data meeting schedule Data meeting notes	FCAT Benchmarks Mini Assessments
4	Lack of Rigor in content	Provide training in incorporating rigor into lessons. Utilize instructional coaches during PLC time Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints) Pair coach with select teachers to coteach and	Instructional Coaches	PLC documentation Coach feedback Progress monitoring of data	FCAT Benchmarks Mini assessments

		create model classrooms			
5	Lack of knowledge of the NGSS	<p>Create common planning times for literacy and Social Studies to plan together.</p> <p>Create common planning times for Science and Math to plan together.</p> <p>Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning</p> <p>Pair coach with select teachers to co-teach and create model classrooms</p>	<p>Instructional Coaches</p> <p>API</p>	<p>Progress monitoring of data</p> <p>Monitoring of PLCS</p> <p>Monitoring of lesson plans</p> <p>Observations</p>	<p>FCAT Benchmarks</p> <p>Mini assessments</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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:		This year Meadowbrook Middle School will increase the number of students making learning gains in reading by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In June 2012, 64%(695) of the students at Meadowbrook Middle School made learning gains in reading.		In June 2013, 74%(804) of the students at Meadowbrook Middle School will make learning gains in reading.			
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective use of enrichment strategies for advanced students	Analyze data to identify students Cluster students for advanced courses Provide PD in rigor and use of AVID strategies Coaches will help teachers plan in PLCS Teachers to model and co-teach Creating and IDing model classrooms	Instructional Coaches	Lesson plans Observations Ongoing progress monitoring	FCAT Benchmarks Mini Assessments
2	Inconsistent placement and materials for level 1 & 2 students	Proper identification of students by guidance Proper scheduling of students by guidance Adequate training in materials provided for students Ongoing progress monitoring of students	Guidance Instructional Coaches	Lesson plans Observations Ongoing progress monitoring	FCAT Benchmarks Mini Assessments
3	Inconsistent placement and materials for level 3-5 students	Proper identification of students by guidance Proper scheduling of students by guidance Adequate training in the reading programs provided for the students Ongoing progress monitoring of students	Guidance Instructional Coaches	Lesson plans Observations Ongoing progress monitoring	FCAT Benchmarks Mini Assessments
4	"Bubble" students lacking additional support	"Bubble" students in reading will receive additional support through Expert 21 "Bubble" students will be IDed and targeted for tutoring "Bubble" students will be heavily monitored through data meetings and Ongoing progress monitoring	Instructional Coaches SES and Tutoring Coordinator	Expert 21 class rosters tutoring rosters ongoing progress monitoring	FCAT Benchmarks Mini Assessments
5					
6					

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

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

N/A

Reading Goal #3b:					
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	N/A	N/A	N/A	N/A	N/A

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:	This year Meadowbrook Middle School will increase the amount of students in our lowest 25% making learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 68%(231) of the students in lowest 25% making learning gains in reading at Meadowbrook Middle School.	In June 2013, 78%(251) of the students in lowest 25% will make learning gains in reading at Meadowbrook Middle School.

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 knowledge and utilization of researched-based/ best practices	Differentiated Instruction Incorporation of AVID strategies Effective professional development	Instructional Coaches	Lesson plans Observations Ongoing Progress Monitoring of data	FCAT Benchmarks Mini Assessments
2	Inconsistent Identification and tracking of student progress	Use IMS to track lowest 25% Each teacher will be responsible for tracking the lowest 25% Schedule Bi-weekly data meetings Use reading and math coaches to provide support, ideas, modeling, co-teaching	Instructional Coaches Administration	Lesson plans Observations Ongoing Progress Monitoring of data	FCAT Benchmarks Mini Assessments
3	Lack of proper materials for students	Cluster students for intensive reading by scores and needs Train ESE reading teacher in use of Systems 44 for our lowest readers that lack a strong phonics base	API Reading Coach	Lesson plans Observations Ongoing Progress Monitoring of data	FCAT Benchmarks Mini assessments SRI Reports REWARDS Assessments

		Train and implement REWARDS with ESE students that would benefit from developing fluency			
4	Inconsistent use of RtI team to assist teachers in reaching students not making progress	Consistent and proper scheduling of data meetings Clear communication between RtI coach and teachers Regular and ongoing use of interventions Proper monitoring and feedback to teachers regarding the success of strategies	RTI Team	RTI meeting notes Data meetings	FCAT Benchmarks Mini Assessments
5	Inadequate use of tutoring resources	Target appropriate students for SES tutoring Monitor vendors closely Request and review vendor data	SES Coordinator	SES tutoring data	FCAT Benchmarks Mini Assessments Tutoring data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, our school will reduce the achievement gap in reading by 50%. This year, our target AMO is reading is 44, and increase of 7%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	44%	50%	55%	61%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	This year, Meadowbrook Middle School will increase our AMO based on the state criteria presented to us in the following categories: Black, Hispanic, and White.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 AMOS: 35% Black students 45% White students 43% Hispanic students	June 2013 AMOS, 43% Black students 55% White students 51% Hispanic students
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Lack of knowledge of accommodations and their use in the classroom	Provide training for staff in strategies for ELL students (SYOP) Utilize CCT to lesson plan with teachers and	CCT	Hold regular curriculum leader meetings to discuss the progress of our ESOL teachers and their students' learning.	Lesson plans Observations FCAT data benchmarks mini assessments

1		<p>model/co-teach in classrooms</p> <p>Ensure accommodations are present in lesson plans and during instruction</p>		<p>Review lesson plans.</p> <p>Classroom walkthroughs and observations</p> <p>CCT co-teaches and models in ESOL and DLA classrooms.</p>	
2	Proper placement of ESOL students in LA and content area classrooms	<p>ID and group students based on data</p> <p>Group students for scheduling purposes</p>	CCT	<p>CCT review placement of students</p> <p>Ongoing progress monitoring</p>	<p>Master schedule</p> <p>Benchmarks</p> <p>Mini assessments</p>
3	Inconsistent use of Imagine Learning program	<p>Meet with district liaison to create a plan for implementation and monitoring of program</p> <p>Create a Imagine Learning Lab and add to master schedule</p> <p>Place all ESOL students in lab 4 days a week</p> <p>Monitor usage and growth</p> <p>Train lab coordinators and ESOL teachers in use</p> <p>Incorporate the use of the program into core classes</p>	CCT	<p>Master Schedule</p> <p>Imagine Learning usage and growth reports</p>	<p>Imagine Learning reports</p> <p>Benchmarks</p> <p>Mini assessments</p> <p>CELLA</p>
4	Adequately train and implement Researched-Based/ Best practices	<p>Provide adequate PD</p> <p>Coaches push into PLCS to help with planning of strategies</p> <p>Coaches to work side by side with teachers to develop mastery</p>	Instructional Coaches	<p>PLC Minutes</p> <p>Coach logs</p> <p>Observations</p> <p>Data monitoring</p>	<p>Edusoft</p> <p>Mini assessments</p>
5	Implementation of intensive reading classes for all Level I and II students with fidelity.	<p>Group students based on data</p> <p>Purchase and train teachers in new programs for intensive reading</p> <p>Check for fidelity through observation and data monitoring</p>	Reading Coach	<p>Observation</p> <p>Coach logs</p> <p>Data monitoring</p>	<p>Edusoft</p> <p>Mini assessments</p>
6	Inconsistent Identification and tracking of student progress	<p>Use IMS to track subgroups</p> <p>Each teacher will be responsible for tracking sub groups</p> <p>Schedule Bi-weekly data meetings</p> <p>Use reading and math coaches to provide support, ideas, modeling, co-teaching</p>	<p>Instructional Coaches</p> <p>Administration</p>	<p>Lesson plans</p> <p>Observations</p> <p>Ongoing Progress Monitoring of data</p>	<p>FCAT</p> <p>Benchmarks</p> <p>Mini assessments</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:

5C. English Language Learners (ELL) not making

satisfactory progress in reading. Reading Goal #5C:	This year Meadowbrook Middle School will meet the defined AMO for our ELL students in reading. We will increase the amount of students hitting proficiency by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 AMO- 30%	June 2012 AMO- 39%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proper placement of ESE in students in appropriate programs	Utilize district ESE support to review student data and properly place them in programs	Staffing Specialist	1. Review Placement of students 2. Review progress monitoring data	Master schedule ESE list for student placement
2	Limited knowledge of accommodations and their use in the classroom	1. Provide training for staff in strategies for SWD 2. Utilize Staffing Specialist to collaboratively plan lessons with teachers 3. Ensure accommodations are evident in lesson plans and implemented during instruction	Staffing Specialist	1. Hold regular leadership meetings to discuss the progress of our ESE teachers and their students' learning Review lesson plans Classroom walkthroughs and observations	Lesson plans Observations Walk through Dialogue with Staffing Specialist
3	Adequate use of tutoring resources	Target appropriate students for SES tutoring (lowest 25%) Implement Meadowbrook tutoring for our level II students ID proper materials to be used with consistency Monitor tutoring for fidelity Monitor tutoring data	SES Tutoring Coordinator	SES Coordinator monitors and meets with tutors Administrator meets with coordinator to review data	FCAT Benchmarks Mini Benchmark Assessments Tutoring Assessments
4	Lack of knowledge of accommodations and their use in the classroom	Provide training for staff in strategies for SWD Utilize Staffing Specialist to collaboratively plan lessons with teachers Ensure accommodations are present in lesson plans and implemented during instruction	Staffing Specialist	Hold regular leadership meetings to discuss the progress of our ESE teachers and their student's learning Review lesson plans Classroom walkthroughs and observations	FCAT Benchmarks Mini Benchmark Assessments Tutoring Assessments
5	Lack of fidelity to specialized reading programs for SWD	Properly place ESE students in single or double literacy block Train literacy ESE teacher in Systems 44 and REWARDS Consistent ongoing progress monitoring of students in fluency, as well as comprehension	Reading coach	Walkthroughs and observation Monitoring of data	Lesson plans Observations Systems 44 data

6	Inconsistent progress monitoring of data	Bi-weekly administrative data meetings Data monitored through grade level subject area PLCs	Administration Instructional coaches	Data meeting schedules Data meeting notes PLC minutes	FCAT Edusoft Mini Benchmark Assessments
7	Lack of knowledge of accommodations and their use in the classroom	1. Provide training for staff in strategies for ELL students (SYOP) 2. Utilize CCT to lesson plan with teachers and model/co-teach in classrooms 3. Ensure accommodations are present in lesson plans and during instruction	CCT	Hold regular leadership meetings to discuss the progress of our ESOL teachers and their student's learning Review lesson plans Classroom walkthroughs and observations CCT Co-teaches and models in ESOL and DLA classrooms	Lesson plans Observations Walk through Dialogue with CCT
8	Proper placement of ESOL students in LA and content area classrooms	1. ID and group students based on data 2. Group students for scheduling purposes	CCT	CCT review placement of students Ongoing progress monitoring	Master schedule Benchmarks Mini assessments
9	Inconsistent use of Imagine Learning program	1. Meet with district liaison to create a plan for implementation and monitoring of program 2. Create a Imagine Learning Lab and add to master schedule 3. Place all ESOL students in lab 4 days a week 4. Monitor usage and growth 5. Train lab coordinators and ESOL teachers in use 6. Incorporate the use of the program into core classes	CCT Administration	Master Schedule Imagine Learning usage and growth reports	Imagine Learning reports Benchmarks Mini assessments CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	This year, Meadowbrook Middle School will increase the number of students with disabilities hitting proficiency by 18%
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 AMO- 10%	June 2012 AMO- 28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent progress monitoring of data	Bi-weekly administrative data meetings Data monitored through grade level subject area PLCs	Administration Instructional coaches	Data meeting schedules Data meeting notes PLC minutes	FCAT Edusoft Mini Benchmark Assessments

					EOCs
2	Adequately train and implement researched-based/ Best practices	Provide adequate PD Coaches push into PLCS to help with planning of strategies Coaches to work side by side with teachers to develop mastery	Instructional Coaches	PLC Minutes Coach logs Observations Data monitoring	FCAT Edusoft Mini Assessments EOCs
3	Inadequate use of tutoring resources	Target appropriate students for SES tutoring Monitor vendors closely Request and review vendor data	SES Coordinator	SES tutoring data	FCAT Benchmarks Mini Assessments Tutoring data
4	Lack of fidelity to specialized reading programs for SWD	1. Properly place ESE students in single or double literacy block 2. Train literacy ESE teacher in Systems 44 and REWARDS 3. Close ongoing progress monitoring of students in fluency as well as comprehension	Reading coach	1.Walkthroughs and observation 2.Monitoring of data	Lesson plans Observations Systems 44 data
5	Lack of knowledge of accommodations and their use in the classroom	1.Provide training for staff in strategies for SWD 2.Utilize Staffing Specialist to lesson plan with teachers 3.Ensure accommodations are present in lesson plans and during instruction	Staffing Specialist	1.Hold regular leadership meetings to discuss the progress of our ESE teachers and their student's learning 2.Review lesson plans 3.Classroom walkthroughs and observations	Lesson plans Observations Walk through Dialogue with Staffing Specialist
6	Proper placement of ESE in students in appropriate programs	Utilize district ESE support to review student data and properly place them in programs	Staffing Specialist	1.Review Placement of students 2.Review progress monitoring data	Master schedule ESE list for student placement

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:	This year Meadowbrook Middle School will increase the number of economically disadvantaged students meeting proficiency in reading by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 AMO-36%	June 2013 AMO- 43%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent progress monitoring of data	Bi-weekly administrative data meetings Data monitored through	Administration Instructional coaches	Data meeting schedules Data meeting notes	Edusoft Mini Benchmark assessments

		grade level subject area PLCS		PLC minutes	
2	Lack of proper nutrition of students	Free breakfast and lunch program Morning homework assistance	Administration Instructional coaches RTI Team	RTI meetings Data discussions	Mini Benchmarks Summative classroom assessments
3	Adequately train and implement Researched-Based/ Best practices	Provide adequate PD Coaches push into PLCS to help with planning of strategies Coaches to work side by side with teachers to develop mastery	Instructional Coaches	PLC Minutes Coach logs Observations Data monitoring	FCAT Edusoft Mini assessments
4	Indequate use of tutoring resources	Target appropriate students for SES tutoring Monitor vendors closely Request and review vendor data	SES Coordinator	SES tutoring data	FCAT Benchmarks Mini assessments Tutoring data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deconstructing the Standards	Grades 6-8	Reading Coach; Language Arts Department Chair	All	August 2012	Action observed in PLC	Department chairs; Literacy Coach
Lesson Study	Grades 6-8	Department Chair	All	Monthly during subject area PLC	Reflection	Department Chair
Analyzing FAIR data	Grades 6-8	Literacy Coach	Language Arts and Reading teachers	Once per quarter	Reflections; data charts; specific teacher intervention	Literacy Coach; Department chair
Think Alouds	Grades 6-8	Literacy Coach; District LC	Reading teachers	October	Classroom visits	Literacy Coach
Marzano's DQ 1,6,7: Learning Goals, Tracking Progress, Rules and Adherence to Rules	Grades 6-8	Deans Administration	School wide	August 2012	Classroom management plan Focus calendar	Administration Instructional coaches
Avid Strategies that Support Interacting with New Knowledge	Grades 6-8	Avid Coordinator	School wide	September 2012	Classroom visits	Avid Coordinator Instructional coaches
Marzano DQ: Interacting with New Knowledge	Grades 6-8	Administration	School wide	September 2012	Classroom visits Reflections	Administration Instructional coaches
Marzano's DQ 5; Engagement	Grades 6-8	Administration	School wide	November	Integration of strategies in lesson planning	Administration Instructional coaches

Literacy Across Content: Vocabulary Strategies	Grades 6-8	Instructional coaches	School wide	November 2012	PLCs Integration of strategies in lesson planning and instruction	Administration Instructional coaches Department chairs
Utilizing the Block	Grade 6-8 All subject areas	Reading coach	All content teachers	November 2012	Classroom visits	Administration Instructional coaches
Fidelity to Read 180: Creating Rigorous Lessons with Read 180	Reading Teachers	Reading Coach, Myra James, Read 180 Vendor	Reading teachers, ESE reading, and DLA teachers	October 2012	Read 180 Look fors	Administration Reading Coach District Support

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize books for small group book study	ASCD provides books appropriate for the needs of our teachers. Books that meet the needs of teachers based on data will be previewed and ordered.	SAI	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Update READ 180 Technology Utilize Tech Support	Read 180 Tech Support Update	Title I	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	ASCD books (learning targets, literacy across content areas, etc.)	SAI	\$100,000.00
Using the new social studies text while supporting literacy	PD (yet to be determined who will deliver) designed to show social studies teachers how they may best utilize their new social studies text to meet student's literacy needs	Title I	\$200.00
Utilizing Read 180 with fidelity	Read 180 vendor and coaches to teach reading teachers how to utilize the reading program rigorously (pulling stretch text, higher order questions)	Title I	\$417.00
Ensure all level one and some low level twos are in Read 180	Read 180 licenses	Title I	\$16,000.00
			Subtotal: \$116,617.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Planning for Read 180 instruction	common planning time each quarter to work on Read 180 plans and differentiated, rigorous instruction.	Title I	\$2,085.00
			Subtotal: \$2,085.00
			Grand Total: \$121,702.00

End of Reading Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By Spring 2013, 58% of Meadowbrook Middle School students will score proficient or better in the area of listening/speaking on CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
52% (74) of Meadowbrook students scored proficient in listening/speaking on CELLA.					
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	Language and Culture	Enrolling students in the Imagine Learning Lab	CCT, Administrative team	Collect baseline data to monitor students' progress	CELLA, FCAT, Rosetta Stone, Imagine Learning, and Benchmark assessments
2	Adequate practice of English language	Providing professional development in Differentiating Instructions. Providing Rosetta Stone and Imagine Learning training	Administrative team, CCT, CRT, Reading coach, ESOL paraprpfessionals	Review lesson plans, and classroom observations	CELLA, FCAT, Rosetta Stone, Imagine Learning and, Benchmark assessments
3	Lack of knowledge of accommodations and ESOL strategies	Provide training on acomodations and strategies as well as provide materials needed	Administrative team, CCT	Review lesson plans, and classroom observations	CELLA, FCAT, Rosetta Stone, Imagine Learning and, Benchmark assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:		By Spring 2013, 36% of Meadowbrook Middle School students will score proficient or better on CELLA in reading.			
2012 Current Percent of Students Proficient in reading:					
30% (44) of Meadowbrook students scored proficient on the reading portion of CELLA.					
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	Providing accommodations and differentiated instruction	Providing SYOP training for teachers	Administrative Team, CCT, Reading Coach	Ongoing Classroom observations	Fair, Imagine Learning, CELLA, and Benchmark assessments
2	Proper identification, support and scaffolding of instruction	Consistent professional development and classroom support	Administrative Team, CCT, Reading Coach	Review of lesson plans, classroom walk through and observations	Fair, Imagine Learning and Benchmark assessments

3	Having adequate homework assistance	Enroll students in tutorial/homework assistance programs.	Administrative Team, CCT, City Year, Boys and Girls Club.	Observation of afterschool program	Teacher input forms, 9wks progress reports
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	By Spring 2013, 27% of Meadowbrook Middle School students will score proficient or better on CELLA in writing.
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2012 Current Percent of Students Proficient in writing:

22% (31) of Meadowbrook students scored proficient in writing on CELLA.

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 motivation	Critical selection and creative implementation of diverse cultures embedded in class curriculum	Administration team, CCT, CRT, Reading Coach	Review of lesson plans, classroom walk through and observations	Benchmark assessments
2	Identifying and assessing learners skill level	Train teachers to access, read, and implement data using IMS	Administration team, CRT, technology team, Instructional coaches	Lesson plans, Data meetings, and observations	FCAT, CELLA, Benchmark assessments
3	Teaching content with language objectives in mind	Provide SYOP training for teachers	Administration team, CCT, Reading coach	Review of lesson plans, classroom walk through and observations	FCAT, CELLA, Benchmark assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize a Imagine Learning Lab for all ESOL students	Imagine Learning technology	District Provided	\$0.00
Utilize Rosetta Stone with non English speaking students for full English immersion	Rosetta Stone software	District provided	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SYOP training	SYOP training for ESOL Language Arts teachers, and at least one teacher per content area	Title I	\$1,000.00
			Subtotal: \$1,000.00

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

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:	Meadowbrook Middle School will increase the number of students scoring a level 3 by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(262) students scored a level 3 in math.	26%(258) students will score a level 3 in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction	<p>Provide adequate professional development in differentiated instruction and incorporation of AVID strategies.</p> <p>Emphasize and plan for reading across all content areas.</p> <p>Monitor planning and delivery for differentiation.</p> <p>Utilize PLCs as a means to plan, implement and reflect upon planning/instruction.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>	Instructional Coaches	<p>Progress monitoring of data</p> <p>Observations and classroom visits</p> <p>Monitoring of PLCs and lesson planning process</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
2	Limited teacher knowledge in maintaining, analyzing, and using data to drive instruction	<p>Train teachers in accessing, reading, and utilizing data (IMS).</p> <p>Maintain and use data notebooks as a record of growth and progress monitoring.</p> <p>Utilize data in PLCs and administrative data team meetings.</p>	Instructional Coaches Administration	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
	Lack of knowledge of the NGSSS	<p>Create common planning times for literacy and Social Studies to plan together.</p> <p>Create common planning times for Science and Math to plan together.</p> <p>Utilize coaches to work</p>	Instructional Coaches API	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p> <p>Monitoring of lesson plans</p> <p>Observations</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>

3		<p>within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>			
4	Lack of Rigor in content	<p>Provide training in incorporating rigor into lessons.</p> <p>Utilize instructional coaches during PLC time</p> <p>Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints)</p> <p>Pair coach with select teachers to co-teach and create model classrooms</p>	Instructional Coaches	<p>PLC documentation Coach and provide feedback</p> <p>Progress monitoring of data</p>	<ol style="list-style-type: none"> 1. FCAT 2. Benchmark Assessments 3. Mini benchmarks 4. Lesson plans 5. Observations 6. EOCS
5	Inconsistent monitoring of data	<p>Create a plan for administrative data meetings every two weeks after benchmark one</p> <p>Train teachers in using data through their PLCS (data teams)</p>	Administration	<p>Data meeting schedules</p> <p>Data meeting notes</p> <p>PLC notes</p>	<ol style="list-style-type: none"> 1. FCAT 2. Benchmark Assessments 3. Mini Benchmarks 4. Lesson plans 5. Observations 6. EOCS
6	Lack of Consistency within tutoring programs	<p>1.Target level II and bubble students for one on one support through City Year</p> <p>Assign City Year select classrooms for targeted population</p> <p>Provide City Year PD and ensure teachers are utilizing this resource</p> <p>Target Level II and bubble students for before and after school tutoring</p> <p>Select common materials for tutoring</p> <p>Monitor the use of materials, and growth of tutoring students</p>	SES & Tutoring Coordinator	<p>PLC Documentation</p> <p>Progress Monitoring of Data</p> <p>Coordination and discussion with City Year</p>	<p>Benchmark Assessments</p> <p>Mini Assessment</p> <p>Tutoring Assessments</p>
7	Lack of student support	SES tutoring	SES Coordinator, tutors, administration	<ol style="list-style-type: none"> 1. Identify students performing below proficiency. 2. Offer SES tutoring 3. Hold vendor fair 4. Check for attendance 	<ol style="list-style-type: none"> 1. Edusoft 2. Quarterly Benchmark Tests 3. 2012 FCAT Exam 4. Mini Benchmark assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	Meadowbrook Middle School will increase the percentage of students scoring a level 4 or higher in mathematics by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (150) students scored a level 4 or higher in math.	17% (220) students will score a level 4 or higher in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective enrichment tools for students	PD in literacy through content & AVID Use of instructional coaches in common planning times	Instructional Coaches	Observation Lesson plans Ongoing progress monitoring	FCAT Benchmarks Mini Assessments
2	Inconsistent placement of Students in Advanced Classes	Work with guidance and teachers to ensure proper placement of students in advanced classes	Guidance API	Master Schedule	FCAT Benchmarks Mini Assessments
3	Inconsistent monitoring of Advanced Students	Regular monitoring of student data within PLCS and with Administration	Administration Instructional Coaches	Data meeting schedule Data meeting notes	FCAT Benchmarks Mini Assessments
4	Lack of knowledge and utilization of researched-based/ best practices	Differentiated Instruction Incorporation of AVID strategies Effective professional development	Instructional Coaches	Lesson plans Observations Ongoing progress monitoring of data	FCAT Benchmarks Mini assessments
	Lack of knowledge of the NGSS	Create common planning times for Science and	Instructional Coaches	Progress monitoring of data	FCAT Benchmarks Mini assessments

5	<p>Math to plan together.</p> <p>Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning</p> <p>Pair coach with select teachers to co-teach and create model classrooms</p>	API	<p>Monitoring of PLCS</p> <p>Monitoring of lesson plans</p> <p>Observations</p>
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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 mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	This year we will increase our students making learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (635) students made learning gains in math.	64% (753) students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Ineffective use of enrichment strategies for advanced students	Analyze data to identify students Cluster students for advanced courses	Instructional Coaches	Lesson plans Observations Ongoing progress	FCAT Benchmarks Mini Assessments

1		<p>Provide PD in rigor and use of AVID strategies</p> <p>Coaches will help teachers plan in PLCS</p> <p>Teachers to model and co-teach</p> <p>Creating and IDing model classrooms</p>		monitoring	
2	Inconsistent placement and materials for level 1 & 2 students	<p>Proper identification of students by guidance</p> <p>Proper scheduling of students by guidance</p> <p>Adequate training in materials provided for students</p> <p>Ongoing progress monitoring of students</p>	Guidance Instructional Coaches	<p>Lesson plans</p> <p>Observations</p> <p>Ongoing progress monitoring</p>	FCAT Benchmarks Mini Assessments
3	Inconsistent placement and materials for level 3-5 students	<p>Proper identification of students by guidance</p> <p>Proper scheduling of students by guidance</p> <p>Adequate training in the reading programs provided for the students</p> <p>Ongoing progress monitoring of students</p>	Guidance Instructional Coaches	<p>Lesson plans</p> <p>Observations</p> <p>Ongoing progress monitoring</p>	FCAT Benchmarks Mini Assessments
4	Lack of knowledge of the NGSS	<p>Create common planning times for Math to plan together</p> <p>Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning</p> <p>Pair coach with select teachers to co-teach and create model classrooms</p>	<p>Instructional Coaches</p> <p>API</p>	<p>Progress monitoring of data</p> <p>Monitoring of PLCS</p> <p>Monitoring of lesson plans</p> <p>Observations</p>	FCAT Benchmarks Mini assessments
5	Students lack of practice (incompletion of homework)	<p>Explore the option of a "Homework Cafe" where students volunteer their time to assist other students with homework.</p> <p>Explore the option of a school wide intervention plan for homework</p>	API	Student grade reports	FCAT Benchmarks Mini Assessments Student grade verification reports
6	Lack of foundational math skills	<p>Place level I students into intensive math class</p> <p>Math coach to monitor student performance and teacher adherence to CIA documents</p>	Math Coach	Data monitoring	<p>Formative Assessments</p> <p>Benchmarks</p> <p>Mini Assessments</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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	This year we will increase the number of students in our lowest 25% making learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (173) of our lowest 25% made learning gains in math.	69% (202) of our lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and utilization of researched-based/ best practices	Differentiated Instruction Incorporation of AVID strategies Effective professional development	Instructional Coaches	Lesson plans Observations Ongoing Progress Monitoring of data	FCAT Benchmarks Mini Assessments
2	Inconsistent Identification and tracking of student progress	Use IMS to track lowest 25% Each teacher will be responsible for tracking the lowest 25% Schedule Bi-weekly data meetings Use reading and math coaches to provide support, ideas, modeling,	Instructional Coaches Administration	Lesson plans Observations Ongoing Progress Monitoring of data	FCAT Benchmarks Mini Assessments

		co-teaching			
3	Inconsistent use of RtI team to assist teachers in reaching students not making progress	<p>Consistent and proper scheduling of data meetings</p> <p>Clear communication between RtI coach and teachers</p> <p>Regular and ongoing use of interventions</p> <p>Proper monitoring and feedback to teachers regarding the success of strategies</p>	RTI Team	<p>RTI meeting notes</p> <p>Data meetings</p>	<p>FCAT Benchmarks</p> <p>Mini Assessments</p>
4	Indequate use of tutoring resources	<p>Target appropriate students for SES tutoring</p> <p>Monitor vendors closely</p> <p>Request and review vendor data</p>	SES Coordinator	SES tutoring data	<p>FCAT Benchmarks</p> <p>Mini Assessments</p> <p>Tutoring data</p>
5	Students incompletion of homework	<p>Explore the option of a "Homework Cafe" where students volunteer there time to assisst other students with homework.</p> <p>Explore the option of a school wide intervention plan for homework</p>	API	Student grade reports	<p>FCAT Benchmarks</p> <p>Mini Assessments</p> <p>Student grade verification reports</p>
6	Lack of foundational math skills	<p>Place level I students into intensive math class</p> <p>Math coach to monitor student performance and teacher adherence to CIA documents</p>	Math Coach	Data monitoring	<p>Formative assessments</p> <p>Benchmarks</p> <p>Mini Assessments</p> <p>FCAT</p>

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%.		<p>Middle School Mathematics Goal #</p> <p>In six years, Meadowbrook Middle School will reduce the achievement gap by 50%. This year, Meadowbrook will increase the overall proficiency in math by 12%.</p> <p>5A :</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	48%	53%	57%	61%	

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

<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>This year, Meadowbrook Middle school will increase the students hitting proficiency in each subgroup the State's predetermined AMO for each subgroup.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 AMOs	June 2013 AMOs,

White: 45%
 Black: 35%
 Hispanic: 37%

White: 48%
 Black: 47%
 Hispanic: 55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent monitoring of data	Create a plan for administrative data meetings every two weeks after Benchmark one Train teachers in using data through their PLCS (data teams)	Administration	Data meeting schedules Data meeting notes PLC notes	FCAT data Benchmarks Mini Assessments
2	Adequately train and implement researched-based/ best practices	Provide adequate PD Coaches push into PLCs to help with planning of strategies Coaches to work side by side with teachers to develop mastery	Instructional Coaches	PLC Minutes Coach logs Observations Data monitoring	FCAT Edusoft Mini Assessments EOCs
3	Indequate use of tutoring resources	Target appropriate students for SES tutoring Monitor vendors closely Request and review vendor data	SES Coordinator	SES tutoring data	FCAT Benchmarks Mini Assessments Tutoring data
4	Students lack of practice (incompletion of homework)	Explore the option of a "Homework Cafe" where students volunteer there time to assist other students with homework. Explore the option of a school wide intervention plan for homework	API	Student grade reports	FCAT Benchmarks Mini Assessments Student grade verification reports
5	Students lack of practice (incompletion of homework)	Explore the option of a "Homework Cafe" where students volunteer there time to assist other students with homework. Explore the option of a school wide intervention plan for homework	API	Student grade reports	FCAT Benchmarks Mini Assessments Student grade verification reports

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C:

This year we will increase the amount of ELL students scoring proficiency on FCAT Math by 16%

2012 Current Level of Performance:

2013 Expected Level of Performance:

2012 AMO- 30%

2013 AMO- 46%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate use of tutoring resources	Target appropriate students for SES tutoring (lowest 25%) Implement Meadowbrook tutoring for our level II students ID proper materials to be used with consistency Monitor tutoring for fidelity Monitor tutoring data	SES Tutoring Coordinator	SES Coordinator monitors and meets with tutors Administrator meets with coordinator to review data	FCAT Benchmarks Mini Benchmark Assessments Tutoring Assessments
2	Inconsistent progress monitoring of data	Bi-weekly administrative data meetings Data monitored through grade level subject area PLCS	Administration Instructional coaches	Data meeting schedules Data meeting notes PLC minutes	FCAT Edusoft Mini Benchmark Assessments
3	Lack of knowledge of accommodations and their use in the classroom	Provide training for staff in strategies for ELL students (SYOP) Utilize CCT to collaboratively plan lessons with teachers and model/co-teach in classrooms Ensure accommodations are evident in lesson plans and implemented during instruction	CCT	Hold regular curriculum leader meetings to discuss the progress of our ESOL teachers and their students' learning Review lesson plans Classroom walkthroughs and observations CCT co-teaches and models in ESOL and DLA classrooms	Lesson plans Observations FCAT data Benchmarks Mini Assessments
4	Proper placement of ESOL students in content area classrooms	ID and group students based on data Group students for scheduling purposes	CCT	CCT review placement of students On-going progress monitoring	Master schedule Benchmarks Mini Assessments
5	Students incomplete homework consistently and limit opportunities to practice and master standards.	Explore the option of a "Homework Cafe" where students volunteer their time to assist other students with homework. Explore the option of a school wide intervention plan for homework	API	Student grade reports	FCAT Benchmarks Mini Assessments Student grade verification reports

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	This year Meadowbrook Middle School will increase the number of students with disabilities scoring proficiency by 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 AMO- 8%	June 2013 AMO- 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	Inconsistent progress monitoring of data	Bi-weekly administrative data meetings Data monitored through grade level subject area PLCs	Administration Instructional coaches	Data meeting schedules Data meeting notes PLC minutes	FCAT Edusoft Mini Benchmark Assessments EOCs
2	Adequately train and implement researched-based/ Best practices	Provide adequate PD Coaches push into PLCS to help with planning of strategies Coaches to work side by side with teachers to develop mastery	Instructional Coaches	PLC Minutes Coach logs Observations Data monitoring	FCAT Edusoft Mini Assessments EOCs
3	Inadequate use of tutoring resources	Target appropriate students for SES tutoring Monitor vendors closely Request and review vendor data	SES Coordinator	SES tutoring data	FCAT Benchmarks Mini Assessments Tutoring data
4	Limited knowledge of accommodations and their implementation in the classroom	Provide training for staff in strategies for SWD Utilize Staffing Specialist to lesson plan with teachers Ensure accommodations are present in lesson plans and during instruction	Staffing Specialist	Hold regular leadership meetings to discuss the progress of our ESE teachers and their student's learning Review lesson plans Classroom walkthroughs and observations	FCAT Benchmarks Mini assessments Tutoring assessments
5	Proper placement of ESE in students in appropriate programs	Utilize district ESE support to review student data and properly place them in programs	Staffing Specialist	Review Placement of students Review progress monitoring data	Master schedule ESE list for student placement
6	Lack of foundational math skills	Place level I students into intensive math class Math coach to monitor student performance and teacher adherence to CIA documents	Math Coach	Data monitoring	Formative assessments Benchmarks Mini assessments 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	This year Meadowbrook Middle School will increase the number of economically disadvantaged students that make proficiency in math by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012 AMO- 36%	June 2013 AMO- 48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent progress monitoring of data	Bi-weekly administrative data meetings Data monitored through grade level subject area PLCS	Administration Instructional coaches	Data meeting schedules Data meeting notes PLC minutes	FCAT Edusoft Mini Benchmark Assessments
2	Adequately train and implement Researched-Based/ Best practices	Provide adequate PD Coaches push into PLCS to help with planning of strategies Coaches to work side by side with teachers to develop mastery	Instructional Coaches	PLC Minutes Coach logs Observations Data monitoring	FCAT Edusoft Mini assessments
3	Indequate use of tutoring resources	Target appropriate students for SES tutoring Monitor vendors closely Request and review vendor data	SES Coordinator	SES tutoring data	FCAT Benchmarks Mini Assessments Tutoring data
4	Students lack of practice (incompletion of homework)	Explore the option of a "Homework Cafe" where students volunteer there time to assist other students with homework. Explore the option of a school wide intervention plan for homework	API	Student grade reports	FCAT Benchmarks Mini Assessments Student grade verification reports
5	Lack of foundational math skills	Place level I students into intensive math class Math coach to monitor student performance and teacher adherence to CIA documents	Math Coach	Data monitoring	Formative Assessments Benchmarks Mini Assessments FCAT

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:	Meadowbrook Middle will increase the student scoring by 6% by achieveing at a Level 3 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 47%(25)students at Meadowbrook Middle School scored at an achievement level of 3 in Algebra.	In June 2013, 53%(28)students at Meadowbrook Middle School will score at an achievement level of 3 in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction	<p>Provide adequate professional development in differentiated instruction and incorporation of AVID strategies.</p> <p>Emphasize and plan for reading across all content areas.</p> <p>Monitor planning and delivery for differentiation.</p> <p>Utilize PLCs as a means to plan, implement and reflect upon planning/instruction.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>	Instructional Coaches	<p>Progress monitoring of data</p> <p>Observations and classroom visits</p> <p>Monitoring of PLCs and lesson planning process</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
2	Limited teacher knowledge in maintaining, analyzing, and using data to drive instruction	<p>Train teachers in accessing, reading, and utilizing data (IMS).</p> <p>Maintain and use data notebooks as a record of growth and progress monitoring.</p> <p>Utilize data in PLCs and administrative data team meetings.</p>	Instructional Coaches Administration	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
3	Lack of knowledge of the NGSSS	<p>Create common planning times for literacy and Social Studies to plan together.</p> <p>Create common planning times for Science and Math to plan together.</p> <p>Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>	Instructional Coaches API	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p> <p>Monitoring of lesson plans</p> <p>Observations</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
	Lack of Rigor in content	Provide training in incorporating rigor into lessons.	Instructional Coaches	PLC documentation Coach and provide feedback	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini</p>

4		Utilize instructional coaches during PLC time Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints) Pair coach with select teachers to co-teach and create model classrooms		Progress monitoring of data	benchmarks 4. Lesson plans 5. Observations 6. EOCS
5	Inconsistent monitoring of data	Create a plan for administrative data meetings every two weeks after benchmark one Train teachers in using data through their PLCs (data teams)	Administration	Data meeting schedules Data meeting notes PLC notes	1. FCAT 2. Benchmark Assessments 3. Mini Benchmarks 4. Lesson plans 5. Observations 6. EOCS
6	Lack of Consistency within tutoring programs	1. Target level II and bubble students for one on one support through City Year Assign City Year select classrooms for targeted population Provide City Year PD and ensure teachers are utilizing this resource Target Level II and bubble students for before and after school tutoring Select common materials for tutoring Monitor the use of materials, and growth of tutoring students	SES & Tutoring Coordinator	PLC Documentation Progress Monitoring of Data Coordination and discussion with City Year	Benchmark Assessments Mini Assessment Tutoring Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:		Meadowbrook Middle will increase the student scoring by 6% by achieving at or above Level 4 in Algebra.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In June 2012, 2%(1)student at Meadowbrook Middle School scored at or above Achievement Level 4 in Algebra.		In June 2013, 8%(4)students at Meadowbrook Middle School will score at or above Achievement Level 4 in Algebra.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Ineffective enrichment	PD in literacy through	Instructional	Observation	FCAT

1	tools for students	content & AVID Use of instructional coaches in common planning times	Coaches	Lesson plans Ongoing progress monitoring	Benchmarks Mini Assessments
2	Inconsistent placement of Students in Advanced Classes	Work with guidance and teachers to ensure proper placement of students in advanced classes	Guidance API	Master Schedule	FCAT Benchmarks Mini Assessments
3	Inconsistent monitoring of Advanced Students	Regular monitoring of student data within PLCs and with Administration	Administration Instructional Coaches	Data meeting schedule Data meeting notes	FCAT Benchmarks Mini Assessments
4	Algebra Students lacking basic skills necessary for success in Algebra	Offer peer tutoring opportunities in the morning during breakfast.	Math Coach	Teacher feedback Observation Ongoing progress monitoring	formative assessments EOC
5	Lack of efficient differentiated instruction	Provide adequate professional development in differentiated instruction and incorporation of AVID strategies Emphasize and plan for reading across all content areas Progress monitor planning and delivery for differentiation Utilize PLCs as a means to plan, implement and reflect upon planning/instruction Pair coach with select teachers to co-teach and create model classrooms	Instructional Coaches	Consistent progress monitoring of data Observations and classroom visits Monitoring of PLCs and lesson planning process	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS
6	Limited teacher knowledge in maintaining, analyzing, and using data to drive instruction	Train teachers in accessing, reading, and utilizing data (IMS) Maintain and use data notebooks as a record of growth and progress monitoring Utilize data in PLCs and administrative data team meetings	Instructional Coaches Administration	Progress monitoring of data Monitoring of PLCs	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS
7	Lack of knowledge of the NGSSS	Create common planning times for Science and Math to plan together. Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data Utilize available district and state resources for lesson planning Pair coach with select teachers to co-teach and create model	Instructional Coaches API	Progress monitoring of data Monitoring of PLCs Monitoring of lesson plans Observations	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS

		classrooms			
8	Lack of Rigor in content	<p>Provide training in incorporating rigor and relevance into lessons.</p> <p>Utilize instructional coaches during PLC time</p> <p>Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints)</p> <p>Pair coach with select teachers to coteach and create model classrooms</p>	Instructional Coaches	<p>PLC documentation</p> <p>Coach feedback</p> <p>Progress monitoring of data</p>	<p>1. EOC Benchmarks</p> <p>2. Lesson plans</p> <p>3. Observations</p> <p>4. EOCS</p>
9	Lack of consistency in monitoring of data	<p>Create a plan for administrative data meetings every two weeks after EOC benchmark one</p> <p>Train teachers in using data through their PLCS (data teams)</p>	Administration	<p>Data meeting schedules</p> <p>Data meeting notes</p> <p>PLC notes</p>	<p>1. EOC Benchmarks</p> <p>2. Lesson plans</p> <p>3. Observations</p> <p>4. EOCS</p>
10	Lack of consistency with tutoring programs	<p>Target level II and bubble students for one on one support through City Year</p> <p>Assign City Year select classrooms for targeted population</p> <p>Provide City Year PD and ensure teachers are utilizing this resource</p> <p>Target Level II and bubble students for before and after school tutoring</p> <p>Select common materials for tutoring</p> <p>Monitor the use of materials, and growth of tutoring students</p>	SES & Tutoring Coordinator	<p>PLC Documentation</p> <p>Progress Monitoring of Data</p> <p>Coordination and discussion with City Year</p>	<p>1. Benchmark Assessments</p> <p>2. Mini Assessments</p> <p>3. Tutoring Assessments</p>

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:

This Year Meadowbrook Middle School will increase the number of students making proficiency in geometry by 3%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

In June 2012, 60%(59) of the students tested were proficient in Geometry.

By June 2013, 63%(61) of the students tested will be proficient in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction	<p>Provide adequate professional development in differentiated instruction and incorporation of AVID strategies.</p> <p>Emphasize and plan for reading across all content areas.</p> <p>Monitor planning and delivery for differentiation.</p> <p>Utilize PLCs as a means to plan, implement and reflect upon planning/instruction.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>	Instructional Coaches	<p>Progress monitoring of data</p> <p>Observations and classroom visits</p> <p>Monitoring of PLCs and lesson planning process</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
2	Limited teacher knowledge in maintaining, analyzing, and using data to drive instruction	<p>Train teachers in accessing, reading, and utilizing data (IMS).</p> <p>Maintain and use data notebooks as a record of growth and progress monitoring.</p> <p>Utilize data in PLCs and administrative data team meetings.</p>	Instructional Coaches Administration	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
3	Lack of knowledge of the NGSSS	<p>Create common planning times for literacy and Social Studies to plan together.</p> <p>Create common planning times for Science and Math to plan together.</p> <p>Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>	Instructional Coaches API	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p> <p>Monitoring of lesson plans</p> <p>Observations</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>

4	Lack of Rigor in content	<p>Provide training in incorporating rigor into lessons.</p> <p>Utilize instructional coaches during PLC time</p> <p>Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints)</p> <p>Pair coach with select teachers to co-teach and create model classrooms</p>	Instructional Coaches	<p>PLC documentation Coach and provide feedback</p> <p>Progress monitoring of data</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
5	Inconsistent monitoring of data	<p>Create a plan for administrative data meetings every two weeks after benchmark one</p> <p>Train teachers in using data through their PLCs (data teams)</p>	Administration	<p>Data meeting schedules</p> <p>Data meeting notes</p> <p>PLC notes</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
6	Lack of Consistency within tutoring programs	<p>1. Target level II and bubble students for one on one support through City Year</p> <p>Assign City Year select classrooms for targeted population</p> <p>Provide City Year PD and ensure teachers are utilizing this resource</p> <p>Target Level II and bubble students for before and after school tutoring</p> <p>Select common materials for tutoring</p> <p>Monitor the use of materials, and growth of tutoring students</p>	SES & Tutoring Coordinator	<p>PLC Documentation</p> <p>Progress Monitoring of Data</p> <p>Coordination and discussion with City Year</p>	<p>Benchmark Assessments</p> <p>Mini Assessment</p> <p>Tutoring Assessments</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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	<p>Currently, our data is not shown by achievement levels. We can only account for proficient vs. non proficient as the data is reported in thirds.</p> <p>Please refer to goal 1.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	Ineffective enrichment tools for students	PD in literacy through content & AVID Use of instructional coaches in common planning times	Instructional Coaches	Observation Lesson plans Ongoing progress monitoring	FCAT Benchmarks Mini Assessments
2	Inconsistent placement of Students in Advanced Classes	Work with guidance and teachers to ensure proper placement of students in advanced classes	Guidance API	Master Schedule	FCAT Benchmarks Mini Assessments
3	Inconsistent monitoring of Advanced Students	Regular monitoring of student data within PLCS and with Administration	Administration Instructional Coaches	Data meeting schedule Data meeting notes	FCAT Benchmarks Mini Assessments
4	Lack of efficient differentiated instruction	Provide adequate professional development in differentiated instruction and incorporation of AVID strategies Emphasize and plan for reading across all content areas Progress monitor planning and delivery for differentiation Utilize PLCs as a means to plan, implement and reflect upon planning/instruction Pair coach with select teachers to co-teach and create model classrooms	Instructional Coaches	Consistent progress monitoring of data Observations and classroom visits Monitoring of PLCs and lesson planning process	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS
5	Limited teacher knowledge of maintaining, reading, and using data for instruction	Train teachers in accessing, reading, and utilizing data (IMS) Maintain and use data notebooks as a record of growth and progress monitoring Utilize data in PLCs and administrative data team meetings	Instructional Coaches Administration	Progress monitoring of data Monitoring of PLCs	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS
6	Lack of knowledge of the NGSS	Create common planning times for Science and Math to plan together. Utilize coaches to work within the PLC to deconstruct standards, set learning goals (targets), provide effective strategies, and monitor data Utilize available district and state resources for lesson planning Pair coach with select teachers to co-teach and create model	Instructional Coaches API	Progress monitoring of data Monitoring of PLCS Monitoring of lesson plans Observations	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS

		classrooms			
7	Lack of Rigor in content	Provide training in incorporating rigor and relevance into Lessons. Utilize instructional coaches during PLC time Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints) Pair coach with select teachers to coteach and create model classrooms	Instructional Coaches	PLC documentation Coach feedback Progress monitoring of data	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS
8	Lack of consistency in monitoring of data	Create a plan for administrative data meetings every two weeks after EOC benchmark one Train teachers in using data through their PLCS (data teams)	Administration	Data meeting schedules Data meeting notes PLC notes	1. EOC Benchmarks 2. Lesson plans 3. Observations 4. EOCS
9	Students lack math support at home	Explore the option of a "Homework Cafe" where students volunteer their time to assist other students with homework. Explore the option of a school wide intervention plan for homework.	API	Student grade reports	Grade verification reports EOCs EOC benchmarks

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deconstructing the Standards	Grades 6-8	Instructional Coaches	All	August 2012	Action observed in PLC	Instructional Coaches
Creating Instructional Focus Calendars/FCIM process	Grades 6-8	API	Instructional Leadership Team (coaches, department chairs)	August	Delivery of Instructional Focus Calendars	API
Lesson Study	Grades 6-8	Instructional Coaches	All	Monthly during subject area PLC	Reflection Observation	Instructional Coaches Department Chair
Analyzing math data	Grades 6-8	Instructional Coaches Administrators	All	Post benchmark Bi-weekly	Data meeting notes Observation of suggested strategies	Instructional Coaches Administrators

Marzano DQs 1,6,7: Learning Goals, Tracking Progress, Rules and Adherence to Rules	Grades 6-8	Leadership Team	All	August Ongoing	Observation Lesson Plans	Administrators Instructional Coaches
AVID Strategies that Support Interacting with New Knowledge	Grades 6-8	AVID Coordinators	All	September, December, January	Observation Lesson Plans	Administrators Instructional Coaches
Marzano DQ 2: Interacting with New Knowledge	Grades 6-8	Leadership Team	All	September October December January	Observation Lesson Plans	Administrators Instructional Coaches
Marzano's DQ 5; Engagement	Grades 6-8	Leadership Team	All	November	Observation Lesson Plans	Administrators Instructional Coaches

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize a tier III support for our lowest performing math students.	ALEKS licenses	Title I	\$7,000.00
			Subtotal: \$7,000.00
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
Book Study	Professional books related to math instruction	Title II	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	This year, Meadowbrook will increase the number of students a level 3 in science by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In June 2012, 23% (67) of students at Meadowbrook Middle School scored at Level 3 or higher on the FCAT Science 2.0.

In June 2013, 27% (79) of students at Meadowbrook Middle School will score at Level 3 or higher on the FCAT Science 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effectively train teachers in research based and best practices.	Science Coach will provide trainings in core initiatives: 1. Lesson Study 2. Inquiry Based Teaching 3. Use of Visible Thinking Strategies 4. AVID	Science Coach	Lesson plans Observations Data analysis	District Science Benchmark Assessments Mini Benchmark Assessments every two to three weeks
2	Disaggregate data to identify needs and sub-groups needing tiering for student intervention.	Weekly PLC meetings will focus on using the data to shape instructional practices when data is available Monthly department meetings will focus on the proper implementation of instructional practices Science coach and liaisons will assist all members in disaggregating and understanding science data	Science Coach Subject area liaisons.	Data analysis of benchmark assessments Data analysis of ongoing progress monitoring tools	District Science Benchmark Assessments Mini Benchmark assessments every two to three weeks.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A The district science pre-test will be used to determine instructional needs. There will be various areas of focus in science: Life, and earth. Teachers will utilize AVID strategies in daily lessons, and all teachers will use inquiry based learning in regular lab sessions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	This year Meadowbrook will increase the number of students scoring a level four or higher in science by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 2%(6)of students at Meadowbrook Middle School scored at Level 4 or higher on the Science FCAT Science 2.0.	In June 2013, 4%(14)of students at Meadowbrook Middle School score at Level 4 or higher on the Science FCAT Science 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of research based best practices.	Ongoing training in best practices including: Inquiry, AVID Consistent collection and monitoring of lesson plans to include inquiry and AVID strategies Consistent classroom walkthroughs and modeling performed by science coach	Science Coach	Lesson plans Observation Data Analysis	District Science Benchmark Assessments Mini Benchmarks given every two to three weeks Curriculum based assessments

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

Problem-Solving Process to Increase Student Achievement

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

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
Interactive Notebooks	6-8; All Science	Science Coach	6-8 grade Science Teachers	Monthly during department meetings	Classroom walk thrus; teacher feedback	Science Coach, Administrators
Lesson Study	6-8; All Science	Science Coach	6-8 grade Science Teachers	Subject Area PLC Meeting times, Once every two months	Reflection sessions, reflection logs and walk thrus	Science Coach
Earth Space Content Delivery (Content Specific)	7th-8th grade Earth Space Science	Science Coach	7th-8th grade Science teachers.	Subject area PLC meeting times, once per week	Classroom walk thrus; teacher feedback	Science Coach, Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Book study	Marzano books to target and increase the usage of evidence based strategies	Title II	\$250.00
			Subtotal: \$250.00
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
AVID	Site based training for all teachers.	Title II	\$1,000.00
Lesson Study	Substitutes to perform lesson study	Title II	\$2,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,250.00

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.	This year, Meadowbrook Middle School will increase the number of students scoring a three or above in writing by 10%.
Writing Goal #1a:	This year, Meadowbrook Middle will increase the number of students scoring a four by
2012 Current Level of Performance:	2013 Expected Level of Performance:

In June 2012, 61% (182) of our 8th grade students scored a level 3 or higher in writing.	By June 2013, 71% (212) of our students will score a level 3 or higher in writing.
In June of 2012, 24% (72) of our students scored a four or higher on FCAT Writes.	By June of 2012, 30%(89) of our students will score a four in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Consistent Writing Plan	Create a pacing guide for writing	API Language Arts Department Chair	monthly writing prompt analysis	writing prompt analysis FCAT Writes
2	Limited knowledge of new NGSSS Writing Standards	Utilize PLCs to deconstruct standards, look at item specifications, and utilize anchor papers Refine understanding of the new rubric	Department Chair	Monthly writing prompt analysis	Writing prompt analysis FCAT Writes
3	Inconsistent use of PDA strategies	Receive PDA training 3x a year PDA emphasis on 7th and 8th grades Incorporate PDA strategies with fidelity	API Department Chair	Lesson plan review Observation PLC feedback	Writing prompt analysis Observation FCAT Writes
4	Students lacking key grammatical concepts	Infuse "Element of Language" curriculum in LA Emphasize student/teacher use of formal register throughout school Incorporate grammatical concepts into writing plan.	Department Chair	Lesson plan review Observation PLC feedback Writing Plan	Writing Prompt analysis Observation FCAT Writes
5	Lack of emphasis in writing in 7th grade	Create a writing plan to be monitored for 7th grade team 7th grade LA team will be provided professional development with PDA consultant	API Department Chair	Lesson plan review Observation PLC feedback Writing Plan	Writing Prompt analysis Observation FCAT Writes
6	Students lack mature vocabulary	Utilize vocabulary supplement in all LA classes	API	Lesson plan review Observation Monthly writing prompt analysis	Writing prompt analysis FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
PDA Consulting	7th & 8th	PDA consultant	7th and 8th grade LA Department	September 10th, October, and November	API will monitor training, attendance, participation, and utilization of strategies in the classroom	API
NGSSS Writes Standards	6th-8th	Sessions	LA Department	Early September	API will monitor training	API
Scoring Trainings	7th -8th	District	7th and 8th grade LA teachers	October	writing prompts analyzed	API

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	While we are currently not testing Civics, Meadowbrook Middle School is preparing for this upcoming EOC by laying the foundation identified below.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data	No Data

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 differentiated instruction	<p>Provide adequate professional development in differentiated instruction and incorporation of AVID strategies.</p> <p>Emphasize and plan for reading across all content areas.</p> <p>Monitor planning and delivery for differentiation.</p> <p>Utilize PLCs as a means to plan, implement and reflect upon planning/instruction.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>	Instructional Coaches	<p>Progress monitoring of data</p> <p>Observations and classroom visits</p> <p>Monitoring of PLCs and lesson planning process</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
2	Limited teacher knowledge in maintaining, analyzing, and using data to drive instruction	<p>Train teachers in accessing, reading, and utilizing data (IMS).</p> <p>Maintain and use data notebooks as a record of growth and progress monitoring.</p> <p>Utilize data in PLCs and administrative data team meetings.</p>	Instructional Coaches Administration	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>
3	Lack of knowledge of the NGSSS	<p>Create common planning times for literacy and Social Studies to plan together.</p> <p>Create common planning times for Science and Math to plan together.</p> <p>Utilize coaches to work within the PLC to deconstruct standards, set learning goals</p>	Instructional Coaches API	<p>Progress monitoring of data</p> <p>Monitoring of PLCs</p> <p>Monitoring of lesson plans</p> <p>Observations</p>	<p>1. FCAT</p> <p>2. Benchmark Assessments</p> <p>3. Mini Benchmarks</p> <p>4. Lesson plans</p> <p>5. Observations</p> <p>6. EOCS</p>

		<p>(targets), provide effective strategies, and monitor data</p> <p>Utilize available district and state resources for lesson planning.</p> <p>Pair coach with select teachers to co-teach and create model classrooms.</p>			
4	Lack of Rigor in content	<p>Provide training in incorporating rigor into lessons.</p> <p>Utilize instructional coaches during PLC time</p> <p>Provide necessary documents and support using documents that assist with planning (CPALMS, CIA Blueprints)</p> <p>Pair coach with select teachers to co-teach and create model classrooms</p>	Instructional Coaches	<p>PLC documentation Coach and provide feedback</p> <p>Progress monitoring of data</p>	<ol style="list-style-type: none"> 1. FCAT 2. Benchmark Assessments 3. Mini benchmarks 4. Lesson plans 5. Observations 6. EOCS
5	Inconsistent monitoring of data	<p>Create a plan for administrative data meetings every two weeks after benchmark one</p> <p>Train teachers in using data through their PLCS (data teams)</p>	Administration	<p>Data meeting schedules</p> <p>Data meeting notes</p> <p>PLC notes</p>	<ol style="list-style-type: none"> 1. FCAT 2. Benchmark Assessments 3. Mini Benchmarks 4. Lesson plans 5. Observations 6. EOCS
6	Lack of Consistency within tutoring programs	<p>1. Target level II and bubble students for one on one support through City Year</p> <p>Assign City Year select classrooms for targeted population</p> <p>Provide City Year PD and ensure teachers are utilizing this resource</p> <p>Target Level II and bubble students for before and after school tutoring</p> <p>Select common materials for tutoring</p> <p>Monitor the use of materials, and growth of tutoring students</p>	SES & Tutoring Coordinator	<p>PLC Documentation</p> <p>Progress Monitoring of Data</p> <p>Coordination and discussion with City Year</p>	<p>Benchmark Assessments</p> <p>Mini Assessment</p> <p>Tutoring Assessments</p>
7	Lack of knowledge of content being assessed	<p>Use of draft Civics EOC Specification</p> <p>Utilize specification in PLCS to collaborate on student learning goals</p> <p>Create Civics pacing guide</p>	Department Chair	<p>Lesson plan review</p> <p>Observation</p> <p>Formative assessments</p>	Formative Assessments

8	Lack of valid formative assessments	Use item specifications as a guide to creating formative assessments	Department Chair	Review of formative assessments	Formative 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:

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

Problem-Solving Process to Increase Student Achievement

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

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
Utilizing the Social Studies text to support literacy	6-8	District support	Social Studies Department	September	Lesson plans Observation	Administrators
Deconstructing the Standards	6-8	Department Chair	Social Studies Department	August Ongoing	Action observed during PLCS	Department Chair
Avid Strategies that Support Interacting with New Knowledge	6-8	AVID Coordinators	ALL	September	Lesson plans Observation	Adminstrators
Developing Instructional Focus Calendars	6-8	Department Chair	Social Studies Department	August Ongoing	Delivery of IFC	API

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	We will be addressing student attendance by monitoring monthly attendance. Any student with an unexcused absence receives a call home which notifies the parent of absence. When a student misses 5 consecutive days, another contact is made. We will continue to work with school social worker to complete home visits and utilize our SAFE coordinator on campus.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In June 2012, 930 (84%) students at Meadowbrook Middle School had an unexcused absence.	By June 2012, we will decrease that number by 100. By June 2012, 830 (75%) students or less will have an unexcused absence.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In June 2011, 452 (41%) students at Meadowbrook Middle School had excessive absences of 10 days or more.	By June 2012, we will decrease that number by 100 students. By June 2012, 352 (32%) students or less will have an excessive amount of absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In June 2012, 151 (28%) students at Meadowbrook Middle School have excessive tardies of 10 or more.	By June 2012, we will decrease that number by 100 students. By June 2012, 51 (.04%) students or less will have an excessive amount of tardies.

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	Parental Involvement	Parental contact; Home visit	Attendance clerk; teachers, social worker	Observation; data collection	Student data; student reports
	High Mobility Rate	Build sense of community	Teachers, Administration	1. Various student recognition programs	Mobility Rate

2				will be put into place 2. Parents will be rewarded for attending school wide events.	
3	Homelessness	Coordinate resources for support	Administration, SAFE coordinator	1. Collect and organize information regarding available community supports. 2. Utilize Homeless Liason (SAFE Coordinator) to track and monitor homeless students	Parent/Student feedback

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
N/A						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	This year, Meadowbrook Middle will reduce the number of students receiving in school and Out-of-School Suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In June 2012, 72 incidents of In-School Suspension was reported.	By June 2013, 52 of Meadowbrook Students will receive an In-School Suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In June 2012, 72 student were reported to have received an In-School Suspension.	By June 2013, 52 of Meadowbrook Students will receive an In-School Suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In June 2012, 1038 Out-of-School Suspensions were reported.	By June 2013, Meadowbrook will reduce the number of out-of-school suspended by 10%, reducing the number to at least 934 Out-of-School Suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In June 2012, 436 students were reported as receiving Out-of-School Suspension.	By June 2013, Meadowbrook will reduce the number of students suspended Out-of-School by 10%, reducing the number to at least 392 Out-of-School Suspensions.

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 effective interventions	Utilize RtI-B as a means to provide teachers with effective interventions	RtI- B Team	Discussions, teacher feedback, surveys, suspension rates	Suspension data Referral data
2	Few extracurricular activities for students	Explore the ability to expand our after school clubs and organizations	Extra curricular activity coordinator	Increase in number of clubs offered Club participation data	Club sign in sheets Club calendar of events
3	Lack of opportunity to celebrate student success	Use Meadowbrook bucks and mall to reward students for following rules and procedures	Staffing Coordinator	Suspension rates Referral rates Feedback from teachers and Staffing Coordinator	Discipline data
4	Inconsistent Rules and Procedures	Continue to implement POWER expectations Use bucks to reward POWER expectations Require all teachers to submit a classroom management plan	Staffing Coordinator AP	Discipline data Feedback from teachers and Staffing Coordinator Review of discipline plans Observation	Discipline data

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Items for Meadowbrook Mall	Items to sell in our mall as a reward	Title I	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

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>	Our goal is to increase our parental involvement by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In June of 2012, 30% of the parents at Meadowbrook Middle School were involved in school activities.	In June 2013 40% of the parents at Meadowbrook will be involved in school activities.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents working	Vary meeting times; phone conference; planner contact	Deans; teachers; administration	Observation; sign in	Sign-in sheets, Connect Ed calls, Planners
2	Diversifying activities on campus to celebrate students and parents	1. Continue to use our Fine Arts program performances to draw in parents. 2. Initiate a "Parent Honor Society" for parents that participate in multiple school-wide events. 3. Use the local churches to disseminate information about our school community, and encourage parents to support Meadowbrook Middle.	Administration, PIE Coordinator	Observation, sign-in sheet, parent feedback	Sign-in sheets, Informal conversations with parents
3	Lack of Motivation	1. Continue Parent Honor Society which honors parents with high participation in school functions	Administration, teachers	1. Chart parent participation 2. Recognize top participators with pinning ceremony	Parent feedback, Attendance

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
Building relationships between parents/teachers/students	Grade 6-8	Naomi Taylor	School-Wide	Monthly	Sign-in sheet, Tracking Log	CRT/Instructional Coach

Parent Involvement Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Materials for SAC/PTSO and events on campus	food, door prizes, materials for events such as copies, etc.	Title I	\$2,000.00
Parent Honor Society	pins for pinning ceremony, decorations, food, certificates	Title I	\$1,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,000.00

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:		This year, Meadowbrook Middle School will provide all students with atleast one STEM lesson per quarter through their science classes.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need more exposure to STEM methods and interventions.	Monthly professional developments.	Science Coach	Teacher formative assessments, classroom walk throughs and mini-assessments.	Science and Math FCAT data.
2	Inadequate role models	Increase involvement of STEM related professionals during Teach In. Recruit participants for Teach In.	Parent Involvement Coordinator	Teach In data	Teach-In participant data
3	Teachers unaware of STEM support through OCPS	Utilize stem.ocps.net Incorporate a minimum of one STEM lesson per quarter	Science Coach	Lesson plans Observation	Lesson plans Observation

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM focused Professional Development	Grades 6-8 Science	Science Coach and Science Liaisons	All Science teachers	Monthly department meetings	Classroom walkthroughs, evidence in lesson and unit plans	Science Coach and Science Liaisons
Lesson Study	Grades 6-8 Science	Science Coach	All Science teachers	Monthly	Reflection logs and classroom walk throughs	Science Coach and Administrators

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
See the science budget component of SIP which incorporates STEM PD.			\$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
STEM night	STEM focused activities	School Budget	\$600.00
			Subtotal: \$600.00
			Grand Total: \$600.00

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:		Although Meadowbrook Middle School is not a career or technical education center, it is taking steps to address career and technical education. We are currently looking into opening an Academy of Information Technology during the 2013-2014 school year. Below is a list of the foundational steps in place.			
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 career and technical education course offerings	Offer Computer Applications I and II Offer Computing for College and Careers as part of our electives	API	Master Schedule	Master Schedule
2	Lack of interest in Information Technology	Create an "infomercial" for the academy Post infomercial on website, play on morning announcements Actively recruit level 4 and 5 students	Computer applications teacher	Student interest in program	Student sign up for program

		Place level 4 and 5 students in this elective			
		Offer certification in Microsoft			

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
N/A						

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
Recruitment	posters, copies, etc. utilized for the purposes of recruiting students	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of CTE Goal(s)

Additional Goal(s)

Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016
Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016 Goal Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016 Goal # 1:		These goals are addressed in our AMO sections of the SIP in reading, writing, math, and science. Please refer to this section of the SIP.			
2012 Current level:		2013 Expected level:			
Please see above statement		Please see above statement			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent progress monitoring of subgroups	Create a sustainable progress monitoring plan Hold bi-weekly data meetings with administration Monitor data in subject area PLCs	Administrators Instructional Coaches	Data meeting schedule Data meeting reports	Benchmarks Mini Assessments FAIR SRI 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
N/A						

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
Recruitment	Materials needed for purposes of recruitment	Title I	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016 Goal(s)

Increase Fine Arts Enrollment Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Increase Fine Arts Enrollment Goal			This year Meadowbrook Middle School will add atleast one performance based music class to the master schedule.		
Increase Fine Arts Enrollment Goal #1:					
2012 Current level:			2013 Expected level:		
By June of 2012, 6 performance based classes were part of the music program at Meadowbrook Middle.			By June 2013, atleast one performance based music class will be added to the master schedule.		
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 interest in music	Band and chorus to perform at major school functions such as pep rallies Actively recruit incoming 5th graders Actively recruit current students during our Meadowbrook Round Up	Music Department	Enrollment reports	Enrollment reports from master schedule
2	Lack of funding to support fine arts electives	Create opportunities for fine arts participation through clubs and organizations	Club and Organization Coordinator	Club and Organization rosters	Club and organization rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Budget:

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

End of Increase Fine Arts Enrollment Goal(s)

Decrease Disproportionate Classification in Special Education Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Decrease Disproportionate Classification in Special Education Goal		Meadowbrook Middle School will decrease disproportionate classification of Special Education.			
Decrease Disproportionate Classification in Special Education Goal #1:					
2012 Current level:		2013 Expected level:			
By June of 2012, 82 % or 77 out 94 of of our ESE students were black.		By June of 2013, 79% or 107 out of 136 of our ESE students will be black. This increase is due to the high numbers of ESE students this year in comparison to last.			
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
	Inconsistent monitoring of ESE students by classification	Staffing coordinator will review and monitor ESE classifications and work	Staffing Coordinator	Monitor staffing classification reports	Staffing classification reports

1	to obtain the least restrictive environment for each child			
	Students of academic and behavioral concerns will be closely screened after the Rtl process has been followed with fidelity			

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
N/A						

Budget:

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

End of Decrease Disproportionate Classification in Special Education Goal(s)

Increase enrollment and Performance in Advanced Programs Goal:

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

1. Increase enrollment and Performance in Advanced Programs Goal

These goals are addressed in our reading, math, and science components of the SIP under the students

Increase enrollment and Performance in Advanced Programs Goal #1:	achieving levels 4 and 5. Additional strategies are listed below.
2012 Current level:	2013 Expected level:
Please see above statement	Please see above statement

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 not qualifying for advanced courses	Increase our numbers of students scoring a three or higher on state assessments Strengthen foundational skills Provide support and monitor "bubble students."	Administration	EMonitor enrollment and performance reports	Enrollment reports Performance 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
N/A						

Budget:

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

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

End of Increase enrollment and Performance in Advanced Programs Goal(s)

Increase enrollment and Performance of Students in High School Courses Goal:

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

1. Increase enrollment and Performance of Students in High School Courses Goal I increase enrollment and Performance of Students in High School Courses Goal #1:	The performance of students in high school courses has been addressed in the Algebra and Geometry sections of our SIP. Enrollment will be addressed this year. This year we will increase our enrollment in college courses by 3%.
2012 Current level:	2013 Expected level:
By June of 2012, 97 students took a high school credit math course.	By June 2013, 100 students will be eligible to take a high school credit course.

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	7th grade students not reaching math proficiency	Increase number of students reaching a level three, thus increasing number of students capable of taking Algebra their 8th grade year	Math Coach	Conduct data analysis and ongoing progress monitoring	FCAT Math Benchmarks Mini Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Budget:

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

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

End of Increase enrollment and Performance of Students in High School Courses Goal(s)

Increase College and Career Readiness Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Increase College and Career Readiness Goal		College and career readiness has been addressed through our AVID component of the SIP.		
Increase College and Career Readiness Goal #1:				
2012 Current level:		2013 Expected level:		
Please see the AVID component of our SIP.		Please see the AVID component of our SIP.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

End of I Increase College and Career Readiness Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize books for small group book study	ASCD provides books appropriate for the needs of our teachers. Books that meet the needs of teachers based on data will be previewed and ordered.	SAI	\$1,000.00
Mathematics	Utilize a tier III support for our lowest performing math students.	ALEKS licenses	Title I	\$7,000.00
Science	Book study	Marzano books to target and increase the usage of evidence based strategies	Title II	\$250.00
STEM	See the science budget component of SIP which incorporates STEM PD.			\$0.00
				Subtotal: \$8,250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Update READ 180 Technology Utilize Tech Support	Read 180 Tech Support Update	Title I	\$2,000.00
CELLA	Utilize a Imagine Learning Lab for all ESOL students	Imagine Learning technology	District Provided	\$0.00
CELLA	Utilize Rosetta Stone with non English speaking students for full English immersion	Rosetta Stone software	District provided	\$0.00
				Subtotal: \$2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study	ASCD books (learning targets, literacy across content areas, etc.)	SAI	\$100,000.00
Reading	Using the new social studies text while supporting literacy	PD (yet to be determined who will deliver) designed to show social studies teachers how they may best utilize their new social studies text to meet student's literacy needs	Title I	\$200.00
Reading	Utilizing Read 180 with fidelity	Read 180 vendor and coaches to teach reading teachers how to utilize the reading program rigorously (pulling stretch text, higher order questions)	Title I	\$417.00
Reading	Ensure all level one and some low level twos are in Read 180	Read 180 licenses	Title I	\$16,000.00
CELLA	SYOP training	SYOP training for ESOL Language Arts teachers, and at least one teacher per content area	Title I	\$1,000.00
Mathematics	Book Study	Professional books related to math instruction	Title II	\$500.00
Science	AVID	Site based training for all teachers.	Title II	\$1,000.00

Science	Lesson Study	Substitutes to perform lesson study	Title II	\$2,000.00
				Subtotal: \$121,117.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Planning for Read 180 instruction	common planning time each quarter to work on Read 180 plans and differentiated, rigorous instruction.	Title I	\$2,085.00
Suspension	Items for Meadowbrook Mall	Items to sell in our mall as a reward	Title I	\$300.00
Parent Involvement	Materials for SAC/PTSO and events on campus	food, door prizes, materials for events such as copies, etc.	Title I	\$2,000.00
Parent Involvement	Parent Honor Society	pins for pinning ceremony, decorations, food, certificates	Title I	\$1,000.00
STEM	STEM night	STEM focused activities	School Budget	\$600.00
CTE	Recruitment	posters, copies, etc. utilized for the purposes of recruiting students	Title I	\$500.00
Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	Recruitment	Materials needed for purposes of recruitment	Title I	\$200.00
				Subtotal: \$6,685.00
				Grand Total: \$138,052.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 8/31/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to purchase materials needed for SAC meetings, including our SIP Retreat.	\$300.00

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

The major SAC activities for the school year are as follows:

Month Items to Be Accomplished

August SAC Nominations/ Bylaws

Baseline Data Reviewed

Review of our SPAR Report

Purpose of SAC

September SIP review

Parent Involvement Plan review, adjustments, submission

Principal's Address (data, needs, and where we are going)

Vote: Spending of SAC money

October Edusoft Data Review

Review membership and composition of SAC

Submit SAC Rosters On-Line

November SIP Progress Review

Choose Survey and method of distribution

Budget

December SIP Progress Review

Mid Year Narrative Review

February Review of SIP Progress

Budget

March SAC Retreat (SIP Development)

PIP Development

Review of Survey Results

May Year End Principal's Address

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Orange School District MEADOWBROOK MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	51%	79%	21%	197	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	51%	65%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	75% (YES)			143	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					456	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Orange School District MEADOWBROOK MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	52%	86%	26%	218	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	69%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	76% (YES)			148	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					499	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested