

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PIONEER MIDDLE SCHOOL

District Name: Broward

Principal: Michael G. Consaul

SAC Chair: Scott Schwartz

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/19/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Michael G. Consaul	Bachelor's in Health/Physical Education Master's in Health/Physical Education	3	10	<p>Silver Trail Middle is an "A" school.</p> <p>2006-2007: The school did not make AYP. Reading Mastery: 76% Math Mastery: 80% Writing Performance Improved</p> <p>2007-2008: The school did not make AYP (Students with Disabilities in Reading and Math) Reading Mastery: 78% Math Mastery: 82% Writing Performance Improved</p> <p>2008-2009: The school did not make AYP (Students with Disabilities in Reading in Math) Reading Mastery: 78% Math Mastery: 81% Writing Performance Improved's</p>

		Certification in Educational Leadership School Principal			<p>Pioneer Middle School 2009-2010: The school did not make AYP. Reading Mastery: 84% Math Mastery: 88% Writing Performance: 94% Science: 59%</p> <p>2010-2011: The school did not make AYP. Reading Mastery 85% Math Mastery 89% Writing Performance 95% Science 62%</p> <p>2011-2012: The school did not make AYP Reading Mastery: 77% Math Mastery: 79% Writing Performance: 86% Science: 57%</p>
Assis Principal	Richard Campuzano	Bachelor's in Landscape Design Management Master's in Social Studies Social Science 5-9 Administration K-12	3	6	<p>Glades Middle School is an "A" school.</p> <p>2006-2007: The school did make AYP. Reading Mastery: 75% Math Mastery: 74% Writing Performance Improved: 96%</p> <p>2007-2008: The school did not make AYP. Reading Mastery: 76% Math Mastery: 77% Writing Performance Improved 96%</p> <p>2008-2009: The school did not make AYP. Reading Mastery: 77% Math Mastery: 78% Writing Performance Improved 98%</p> <p>Pioneer Middle School 2009-2010: The school did not make AYP Reading Mastery: 84% Math Mastery: 88% Writing Performance: 94% Science: 59%</p> <p>2010-2011: The school did not make AYP. Reading Mastery: 85% Math Mastery: 89% Writing Performance 95% Science: 62%</p> <p>2011-2102: The school did not make AYP Reading Mastery: 77% Math Mastery: 79% Writing Performance: 86% Science: 57%</p>
Assis Principal	Suzanne Keneth	Bachelor's in Elementary Education Master's in Educational Leadership Certification in Elementary Education ESOL Educational Leadership School Principal	3	8	<p>Pines Middle School is an "A" school.</p> <p>2006-2007: The school did not make AYP. Reading Mastery: 67% Math Mastery: 68% Writing Performance: 99% students met state standards</p> <p>2007-2008: The school did not make AYP. Reading Mastery: 69% Math Mastery: 68% Writing Performance: 97% met state standards</p> <p>Pioneer Middle School 2009-2010: The school did not make AYP. Reading Mastery: 84% Math Mastery: 88% Writing Performance: 94% Science: 59%</p> <p>2010-2011: The school did not make AYP. Reading Mastery 85% Math Mastery 89% Writing Performance 95% Science 62%</p> <p>2011-2012: The school did not make AYP. Reading Mastery: 77% Math Mastery: 79% Writing Performance: 86% Science: 57%</p>
					<p>Hollywood Hills High School "D" 2008-2009: The school did not make AYP. Reading Mastery: 36% Math Mastery: 70% Writing Performance: 81%</p> <p>2009-2010: The school did not make AYP.</p>

Assis Principal	Liliana Aguiar	English 5-9 English 6-12 School Principal Educational Leadership	2	8	School grade pending. Reading Mastery: 39% Math Mastery: 69% Writing Performance: 91% met State Standards Pioneer Middle School 2010-2011: The school did not make AYP. Reading Mastery 85% Math Mastery 89% Writing Performance 95% Science 62% 2011-2012: The school did not make AYP. Reading Mastery: 77% Math Mastery: 79% Writing Performance: 86% Science: 57%
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Idel Leibowitz	Masters in Education, Specialization in Reading/ ESOL certification	10	10	Pioneer Middle School 2009-2010: The school Reading Mastery: 84% Math Mastery: 88% Writing Performance: 94% Science: 64% 2010-2011: The school did make AYP. Reading Mastery 85% 2011-2012: The school did not may AYP. Reading Mastery: 77%

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	Thinking Maps	Idel Leibowitz	On-going	On-going
2	Professional Development	Department Chairs	On-going	On-going
3	Socratic Seminars	Idel Leibowitz	On-going	On-going
4	CRISS	Idel Leibowitz	On-going	On-going

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
N/A	

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
71	0.0%(0)	14.1%(10)	43.7%(31)	42.3%(30)	35.2%(25)	35.2%(25)	11.3%(8)	11.3%(8)	78.9%(56)

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
No data submitted			

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

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.

Michael G. Consaul, Principal
Cheryl Chartrand, Guidance Director
Cherri Hahn, ESE Specialist
Stephanie Urena, ESE Support Facilitator
Jo McKerlie, ESE Support Facilitator
Meaghan Sano, ESE Support Facilitator
Idel Leibowitz, Reading Coach
Carolyn Petterson, School Psychologist
Yolanda Thrower, School Social Worker
Cynthia Ortiz-Correa, Speech/Language Pathologist
Mariann Cole, Guidance Counselor
Richard Campuzano, Assistant Principal
Liliana Aguiar, Assistant Principal
Suzanne Keneth, Assistant Principal
Eva Lebovic, Family Counselor

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?

Assistant Principals will facilitate RtI meetings. School support staff will serve as case managers.

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?

Most of the RtI Leadership Team has membership on the School Advisory Council and assists in the development of the School Improvement Plan. The Collaborative Problem Solving Team has teachers collect supporting information about student (s). The teachers make a hypothesis about what is the presenting problem. An intervention is used for a six-week period. Teachers consult with the team and report the effectiveness of the interventions. If the interventions do not work the case manager brings all data to the team and a referral is made to the team.

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.

At Tier 1, administrators and teachers use "data chats" as a means of routinely inspecting aggregate data to assess effectiveness of the core curriculum and behavior management strategies being used. The data is then used to screen for at-risk students who may be in need of Tier 2 or Tier 3 interventions for reading, math, and/or behavioral problems. Tier 1 data

will include: FCAT scores, BAT scores, subject area diagnostic tests, subject area mini-benchmark tests, teacher observations, and teacher made assessments. A lack of success in these areas will indicate a need to provide Tier 2-3 interventions. Evidence based interventions include teaching expectations through various methods including but not limited to the following: breaking tasks into steps, positive reinforcement, contracting, modeling. Teachers and case managers will record data. School psychologist and school social worker will assist case managers with the tracking of data. Data is then recorded on Virtual Counselor. To note data trends in Tier 2-3 intervention, staff uses Virtual Counselor, graphic reports provided by SRI Accountability reports, and teacher created reports. Virtual Counselor now provides charts with all the assessment data once the teachers enter the results. The SRI provides a variety of graphs to progress monitor the students. We place our students based on the District Reading Placement Chart. The curriculum is also based on the District Struggling Reader Chart. Our level 1 & 2 disfluent students are placed in a double block reading class and they use Just Words and Rewards Plus. Our level 1 & 2 fluent students are placed in a Read XL class. Our level 2 & 3 students are in a Novel Study class.

Problem Behavior Guide
FBA Manual
CHAMPS Training Module

Describe the plan to train staff on MTSS.

Ensure that your Collaborative Problem Solving team is efficient and effective with problem solving. Identified the material and human resources available and additional resources needed for Tier 1, 2, and 3 implementation. The District RtI Coordinator has been contacted to set up dates for professional development. Teachers will be trained in RtI procedures and interventions during professional development time.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Michael G. Consaul, Principal
Richard Campuzano, Assistant Principal
Suzanne Keneth, Assistant Principal
Liliana Aguiar, Assistant Principal
Idel Leibowitz, Reading Coach
Meaghan Sano, ESE Department Chair
Valerie Santana, Language Arts Department Chair
Rona Small, Math Department Chair
Wendy Wood, Unified Arts Department Chair
Thomas Duhart, Unified Arts Department Chair
Heath Martin Science Department Chair
Amanda Levine, Science Department Chair
Edward Eady, Reading Department Chair
Walter Eckert, Social Studies Department Chair
Cheryl Chartrand, Guidance Director
Mariann Cole, Guidance Counselor
Myrta Mestres, Intensive Reading Teacher

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

The LLT meets the 4th Tuesday of each month to discuss the updates for each curriculum and how it affects the whole school and reading.

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

The goal of the LLT is to share the reading initiatives and how they can be implemented into content areas and reading classes. The LLT allows the Reading Coach to discuss how she can support the content area teachers with reading strategies based on FCAT and BAT data, develop model demonstration classrooms using data to analyze effectiveness of instruction. Resources meet student learning and intervention needs, monitoring and supporting the implementation of CIRP and research based strategies, supporting PLC's and study groups.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Through professional development all teachers will learn strategies to implement in all classes with fidelity. Examples include: Word Walls, Bloom's Taxonomy, Webb Levels, Cognitive Complexity and Lesson Study through PLC's

The Reading Coach provides workshops throughout the year demonstrating a wide variety of learning strategies. The teachers are expected to implement some of these strategies in their classrooms. The Reading Coach models these strategies for the teacher and conferences with them once the lesson is complete. The teacher/coach conference is used to evaluate the success of the strategy and how it can be modified to meet the needs of their students' reading levels. The teacher learns from the conference and feels comfortable implementing the new strategy. The Reading Coach is available to be a facilitator while the teacher implements a new strategy.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 36% of our students will achieve proficiency on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (392)	36% (477)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our Bubble students tend to drop from level 3 to level 2.	Text Masters CIS Strategies CLOSE Reading Strategy Small Group Learning Scoratic Seminars Embedded Questions Lesson Studies Text Complexity Question Stems Thinking Maps CRISs Strategies BEEP Lessons Writing Strategies Push-Ins/Pull-Outs Benchmarks Book Club Reading Logs	Administration Media Specialist Literacy Coach Department Chairs All Teachers MTSS/RtI Team	Teacher/Coach conferences Data chats will be conducted between teacher/student and then administrator/teacher 3 times per year during the Reading Assessment Periods 1-3. CWT LLT-Modeled classrooms for research based literacy strategies. FCAT Explorer FOCUS Compass Odyssey Rubrics/Scales	Rubrics/Scales FORF DAR SRI FCAT BAT data Mini BAT's
2	To build vocabulary to increase comprehension.	BEEP Lessons Word of the Day – morning announcements Word Walls Interactive Word Wisdom VIS chart Sorts Vocabulary Squares Context Clues Strategies Book Club Reading Logs	Media Specialist Literacy Coach Department Chair All Teachers MTSS/RtI Team	Academic Vocabulary Weekly Assessments Weekly Word Wall activities PLC's – Review data CWT	FCAT BAT Data Mini BAT's Chapter Unit Tests
3	To increase the quantity of students who participate in our Summer Reading Program.	Students may incorporate the summer reading novels into Reading Across Broward. Incentives are given to students who participate. Student may receive extra credit from their Language Arts teachers.	Media Specialist Literacy Coach Language Arts Department Chair Language Arts Teachers	Brochure created with novels options. Novel summaries are listed on school website. Literacy Coach and Language Arts Department Chair are responsible for incentives.	Language Arts teachers chart participants.
	Infuse Common Core Standards into the curriculum	Text complexity Sample Performance Tasks Text exemplars	Administration Media Specialist Literacy Coach Department Chair	Rubrics/Scales Assessments from programs and writing samples	Rubrics/Scales End of unit culminating project,

4	Junior Great Books Text based evidence questions CLOSE Reading Strategies CIS Strategy Argument/Support Strategies Springboard Strategies	All Teachers MTSS/RTI Team	Socratic Seminars Debates	assignment or test. FCAT BAT data Mini BAT's SRI Writing Samples Socratic Seminars Debates
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 53% of our students will achieve above proficiency on the FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (629)	53% (702)

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	6th grade advanced reading classes need to infuse Text Complexity and higher order questioning to increase reading comprehension for our high achieving students.	Small group learning Text Masters BEEP Lessons Differentiated Instruction-Learning Styles Novel Studies Thinking Maps Bloom's Taxonomy Webb Levels Text Complexity Jr. Great Books/Socratic Seminars	Administration Media Specialist Literacy Coach Reading Department Chair 6th Grade Teachers MTSS/RTI Team	Rubrics/Scales Ability to complete or create graphic organizers Weekly Reading Logs Data chats will be conducted between teacher/student and then administrator/teacher 3 times per year during the Reading Assessment Periods 1-3. CWT	Rubrics/Scales End of novel unit culminating project, assignment or test. Socratic Seminars Debates FCAT BAT SRI

		On-line Periodicals Middle School Task Cards Writing Strategies Literature Circles CIS Strategy CLOSE Reading Strategy Text Masters Book Club Reading Logs		LLT - Model classrooms for research based literacy strategies Writing Samples FCAT Explorer Compass Odyssey	
2	6th - 8th grade students need to be exposed to Text Complexity, Higher Order Questioning and Close Reading in the Content Areas.	Novel Study FINDS Research Model Project Based Learning Bloom's Taxonomy Webb Levels Text Complexity Strategies Socratic Seminars Thinking Maps School Task Cards Springboard Strategies Small group learning Text Masters Inspiration	Administration Media Specialist Literacy Coach Department Chairs All Teachers MTSS/RtI Team	Rubrics/Scales Ability to create or complete graphic organizers. Writing Samples Weekly Reading Logs CWT Data chats will be conducted between teacher/student and then administrator/teacher 3 times per year during the Reading Assessment Periods 1-3.	Rubrics/Scales End of novel unit culminating project, assignment or test. Writing Samples FCAT BAT SRI

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.
Reading Goal #3a:

By June 2013, 75% of our students will make Learning Gains the FCAT Reading.

2012 Current Level of Performance:

72% (922)

2013 Expected Level of Performance:

75% (962)

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	Our students school-wide reflect a weakness in the following area of reading based on the 2012 FCAT: 6th & 7th Grades Weakness-Informational Text and Research Processes 8th Grade-Vocabulary	FINDS Research Model Lesson Extensions Text Structures Thinking Maps or other Graphic organizers, Flow Maps, Multi Flow Map, Double Bubble Map, Problem Solution Map, and Paragraph Framework Text Features Sticky Notes Strategy "How to Read a Textbook" Efficiently Lesson Story Maps Small Group Learning Text Masters Literary Analysis Summaries Test Spec FCAT Academic Vocabulary Vocabulary Strategies Springboard	Literacy Coach Department Chairs All Teachers MTSS/RTI Team	Rubrics/Scales Professional Development was developed to target the needs of the teachers and students. Follow-up: Teachers will work with Literacy Coach on modeling and assisting students with strategies. FCAT Explorer and FOCUS Compass Odyssey Data chats will be conducted between teacher/student and then administrator/teacher 3 times per year during the Reading Assessment Periods 1-3.	FORF DAR FCAT BAT data Mini BAT's Rubrics/Scales

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 65% of our students in the Lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (160)	65% (168)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the FCAT, students in the lowest 25% have a weakness in Fluency/Decoding.	Just Words BEEP Lessons Student Progress Monitoring Paired Fluency Drills Rewards/Just Words Word Walls Academic Vocabulary Word Wisdom Weekly Reading Logs Differentiated Instruction Double Block Reading Class Read Alouds Springboard Strategies	Administration Media Specialist Department Chair Literacy Coach All Teachers Support Facilitators MTSS/RtI Team	Weekly classroom spelling tests Weekly fluency drills Writing Samples Students maintain a progress monitoring chart Students read aloud Student Portfolios FCAT Explorer FOCUS Compass Odyssey Data chats will be conducted between teacher/student and then administrator/teacher 3 times per year during the Reading Assessment Periods 1-3.	FORF Assessments DAR Word Recognition Compass Odyssey FCAT BAT Mini BAT's Middle School Spelling Inventory Just Words End of Unit Test Writing Samples Rewards Pre/Post Tests
2	Based on the FCAT, students in the lowest 25% require additional learning strategies in their Content Area classes.	BEEP Lessons Text Masters Content Area Strategies Thinking Maps Scaffolding Strategies Word Walls Selective Underlining Note Taking Close Reading Strategies Higher Order questioning-Bloom, Web Levels Text Complexity Academic Vocabulary Pull-in/Pull-out Writing Strategies Text Structures Text Features Reading Textbook Efficiently Strategies	Administration Media Specialist Department Chair Literacy Coach All Teachers Support Facilitators MTSS/RtI Team	Rubrics/Scales Literacy Coach Teacher/Coach conferences on Literacy Strategies RTI & LLT – trends reviewed and professional development is created to target the needs of the students. FCAT Explorer FOCUS Compass Odyssey Writing Samples	Rubrics/Scales FORF Assessments DAR Word Recognition Compass Odyssey FCAT BAT Mini BAT's Writing Samples Rewards Plus Pre/Post Tests
3	Based on the FCAT, students in the lowest 25% have a weakness in Reading Comprehension. The reading teacher will focus on this weakness in a Double Block reading class.	BEEP Lessons Impact Vocabulary Strategies Novel Study Thinking Maps Story Mapping Scaffolding Strategies Higher Order Questioning Bloom Taxonomy Webb Levels Text Complexity Academic Vocabulary Close Reading Strategies Writing Strategies Small Group Learning Text Masters Text Structures Text Features Reading Log Attend Book Club LLT-Model classrooms for research based literacy strategies Springboard Strategies	Reading Teacher Department Chair Literacy Coach All Teachers Support Facilitators MTSS/RtI Team	Rubric/Scales Impact Assessments Writing Samples Jr. Great Books Assessments Student Portfolios Read Alouds Picture Books FCAT FOCUS Compass Odyssey.	FCAT BAT Mini BAT's SRI. DAR Fluency Rewards Plus Pre/Post Tests Impact Pre/Post Tests Rubrics/Scales
4	Infuse Common Core Standards into the curriculum	Text Complexity Sample Performance Tasks Text Exemplars Junior Great Books Text based evidence questions CLOSE Reading Strategies	Administration Media Specialist Literacy Coach Department Chair All Teachers MTSS/RtI Team	Rubrics/Scales Assessments from programs and writing samples Socratic Seminars Debates	End of unit culminating project, assignment or test FCAT BAT Data Mini BAT's SRI Writing Samples

	CIS Strategy Argument/Support Strategies Springboard Strategies		Socratic Seminars Debates Rubrics/Scales
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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, Pioneer will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	80	82	84	86	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By 2013, students will increase their level of performance by 2% in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 20% Black: 38% Hispanic: 29% Asian: 14% American Indian: 50%	White: 18% Black: 36% Hispanic: 27% Asian: 12% American Indian: 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	White: 20% Black: 38% Hispanic: 29% Asian: 14% American Indian: 50% Students Need to be exposed to more rigorous materials.	Differentiate Instruction Text Complexity Sample Performance Tasks Academic Vocabulary Text Exemplars Text based evidence questions Scaffolding Strategies CLOSE Reading Strategies Springboard Strategies Impact Strategies Thinking Maps Small Group Learning Higher Order Questioning Bloom's Taxonomy	Administration Literacy Coach Department Chair All Teachers Support Facilitators MTSS/RtI Team	Impact Assessments Writing Samples Assessments Student Portfolios Read Alouds Picture Books FCAT FOCUS Compass Odyssey Rubrics/Scales	FCAT Rubrics/Scales BAT Mini BAT's SRI DAR FORF
2	Students need additional academic support.	Differentiate Instruction Text Complexity Sample Performance Tasks Academic Vocabulary Text Exemplars Text-based evidence questions Close Reading Strategies Scaffolding Strategies Impact Strategies Thinking Maps Small Group Learning	Administration Literacy Coach Department Chair All Teachers Support Facilitators MTSS/RtI Team	Impact Assessments Writing Samples Assessments Student Portfolios Read Alouds Picture Books Rubrics/Scales FOCUS Compass Odyssey	FCAT BAT Mini Bat's SRI DAR FORF Rubrics/Scales

		Higher Order Questioning Bloom Taxonomy			
3	Students need to become independent learners.	Differentiate Instruction Scaffolding Strategies Text Complexity Sample Performance Tasks Academic Vocabulary Text Exemplars Text based evidence questions CLOSE Reading Strategies Springboard Strategies Impact Strategies Thinking Maps Small Group Learning Higher Order Questioning Bloom's Taxonomy	Administration Literacy Coach Department Chair All Teachers Support Facilitators MTSS/RtI Team	Impact Assessments Writing Samples Assessments Student Portfolios Read Alouds Picture Books Rubrics/Scales	FCAT BAT Mini BAT's SRI DAR FORF Rubrics/Scales

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By 2013, 84% of our ELL students will not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (11)	84% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need decoding and comprehension strategies to learn English.	Differentiate Instruction Just Words Decoding Strategies Vocabulary Building Strategies Thinking Maps Story Mapping Picture Books IMPACT Strategies Scaffolding Strategies Peer Tutoring Seat Placement	Administration Literacy Coach Department Chair All Teachers Support Facilitators MTSS/RtI Team	Rubrics/Scales Informal Assessments Formal Assessments Writing Samples FCAT Explorer FOCUS	FCAT BAT Mini BAT's SRI DAR FORF Rubrics/Scales Writing Samples
2	Students need a double block of reading to get both decoding and comprehension strategies.	Differentiate Instruction Just Words Decoding Strategies Vocabulary Building Strategies Thinking Maps Story Mapping Picture Books IMPACT Strategies Peer Tutoring Seat Placement Scaffolding Strategies	Administration Literacy Coach Department Chair All Teachers Support Facilitators MTSS/RtI Team	Rubrics/Scales Informal Assessments Formal Assessments Writing Samples FCAT Explorer FOCUS	FCAT BAT Mini BAT's SRI DAR FORF Writing Samples Rubrics/Scales

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.	By 2013, 45% of our SWD students will not make satisfactory
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Reading Goal #5D:	progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (79)	48% (73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are challenged by the rigorous materials.	Differentiate Instruction Just Words Decoding Strategies Vocabulary Building Strategies Thinking Maps Story Mapping Picture Books IMPACT Strategies Scaffolding Strategies Peer Tutoring Seat Placement	Administration ESE Specialist Support Facilitators Literacy Coach	Rubrics/Scales Informal Assessments Formal Assessments Writing Samples FCAT Explorer FOCUS	FACT BAT Mini BAT's SRI DAR FORF Rubrics/Scales Writing Samples
2	Students need organizational skills.	Differentiate Instruction Agenda used for assignments Highlight and color code assignments Note-taking strategies Thinking Maps Springboard Strategies Visual Representations Sticky Notes Strategies Scaffolding Strategies	ESE Specialist Support Facilitators Literacy Coach	Rubrics/Scales Informal Assessments Formal Assessments FCAT Explorer FOCUS	FCAT BAT Mini BAT's SRI DAR FORF Rubrics/Scales

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 35% of our ED students will not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (131)	35% (116)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the FCAT Scores and progress monitoring ED students need more access and exposure to reading material and technology to increase reading comprehension.	Media Center visits Differentiated Instruction Read Aloud Learning Strategies Word Walls BEEP Lessons Novel Study Lesson Study High Wire ELL Program Push-In/Pull-Out Remediation	Administration Media Specialist Department Chair Support Facilitator All Teachers	Alternative Assessments Medica Center Visits FCAT Explorer FOCUS Compass Odyssey Rubrics/Scales	FCAT BAT Mini BAT's SRI DAR FORF Rubrics/Scales

		Writing Strategies Reading Logs Springboard Strategies Scaffolding Strategies			
2	Need to improve parent involvement and increase student motivation.	Parent Workshop on Thinking Maps and Content Area Literacy Strategies	Administration All Teachers Literacy Coach Support Facilitator Department Chair	Send phone link to parents. Flyers to parents School Website Parent Sing in Sheets	Parents complete a survey on workshop. Textbook Assessments.
3	Infuse Common Core Standards into the curriculum	Text Complexity Sample Performance Tasks Text Exemplars Differentiated Instruction Text based evidence questions Springboard Strategies Close Reading Strategies Scaffolding Strategies	Administration Literacy Coach Department Coach All Teachers Support Facilitator	Rubrics/Scales Impact Assessments Writing Samples Assessments Student Portfolios Read Alouds Picture Books FCAT Explorer FOCUS Compass Odyssey	FCAT BAT Mini BAT's SRI DAR FORF Rubrics/Scales

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
IMPACT	6-8 Reading	Literacy Coach Department Chair	Reading Department	All Year	Reflection and Quiz	Literacy Coach Department Chair
CCSS Strategies	6-8	Literacy Coach	School-wide (except Math Department)	October 26, 2012	Reflection and Quiz	Literacy Coach
CCSS Strategies	6-8 Reading	Literacy Coach Department Chair	Reading Department	All Year	Reflection and Quiz	Literacy Coach
Marzano Updated	6-8	Administration	School-wide	January 18, 2013	Reflection and Quiz	Administration
Round Table- Jr. Great Book	6-8 Reading	Literacy Coach Department Chair	Reading Department	All Year	Reflection and Quiz	Literacy Coach Department Chair
CCSS Introduction	6-8	Literacy Coach Department Chair	School-wide	September 27, 2012	Reflection and Quiz	Literacy Coach Department Chair

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By 2013, 43% of our ELL students will score proficient on the Listening/Speaking portion of the CELLA test.			
2012 Current Percent of Students Proficient in listening/speaking:					
41% (7)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need decoding and comprehension strategies to learn English.	Differentiate Instruction Just Words Decoding Strategies Vocabulary Building Strategies Thinking Maps Story Mapping Picture Books IMPACT Strategies Scaffolding Strategies Peer Tutoring Word to Word Translation Dictionaries	Administration Literacy Coach Department Chair All Teachers Support Facilitators	Rubrics/Scales Informal Assessments Formal Assessments Teacher Observation	IPT SRI DAR FORF

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 2013, 35% of our ELL students will score proficient of the Reading portion of the CELLA test.
2012 Current Percent of Students Proficient in reading:	
35% (6)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a double block of reading to learn both decoding and comprehension strategies.	Differentiate Instruction Just Words Decoding Strategies Vocabulary Building Strategies Thinking Maps Story Mapping Picture Books IMPACT Strategies Scaffolding Strategies Peer Tutoring Translation Dictionaries	Administration Literacy Coach Department Chair All Teachers Support Facilitators	Rubrics/Scales Informal Assessments Formal Assessments Writing Samples FCAT Explorer FOCUS	FCAT BAY Mini BAT's SRI DAR FORF Writing Samples Rubrics/Scales

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 2013, 26% of our ELL students will score proficient on the Writing portion of the CELLA test.

2012 Current Percent of Students Proficient in writing:

24% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to expand vocabulary and learn proper use of grammar.	Teachers will work with vocabulary, Word Walls, VIS charts and Word of the Day.	Administration Classroom Teachers Department Chair Literacy Coach	Diagnostic, mid-year and end of year writing sample assessments.	BAT Mini BAT's FCAT IPT Student Writing Portfolios
2	Students need more exposure to reading material and technology to foster better writing skills.	Visit Media Center and Computer Labs on a regular basis. Students will be given the opportunity to use READ magazines and free on-line editions of Newspapers in Education to increase exposure to informational text.	Administration Media Specialist Department Chair Classroom Teachers Literacy Coach	Diagnostic, mid-year and end of year writing sample assessments.	BAT Mini BAT's FCAT IPT Student Writing Portfolios

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, 31% of our students will have achieved level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (330)	31% (409)

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 were deficient in specific subtest areas.	Students will use available technology (Compass Learning, publisher and county BEEP lesson plans) to remediate and enhance lessons.	Administrator Department Chair	Progress Reports from the technology programs and department meetings.	FCAT Teacher Created Mini-Assessments Odyssey BATS County Mini BAT's

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:	By June 2013, 27% of our students will have achieved a level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	27% (5)

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 were deficient in specific subtest areas.	Students will use available technology (Compass Learning, Publisher and county BEEP lesson plans) to remediate and enhance lessons.	Administration Department Chair	Progress Reports from the technology programs and department meetings.	FCAT Teacher Created Mini-Assessments Odyssey County Mini-BAT's

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.	By June 2013, there will be a 4% increase in those students
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Mathematics Goal #2a:	who have achieved Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (723)	59% (779)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a better foundation in Algebra. Students do not have proficient enrichment.	Students will be enrolled in an advanced math class that focuses heavily on algebraic foundations. Teachers will produce games with students to help enrich the curriculum. Students will participate in county and state competitions.	Department Chair Administration	Mathematics Professional Learning Communities	Teacher 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, there will be a 2% increase in learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (984)	79% (1,010)

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	Some students are deficient in basic mathematical concepts necessary for learning new materials.	Students will receive remediation from teachers in class and in an extra period of study hall manned by mathematics teachers. Students will utilize available technology to remediate lack of previous knowledge.	Department Chair Administration	Check student progress reports for understanding.	Teacher Generated Assessments and feedback. BAT Odyssey

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 66% of our lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (157)	66% (165)

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
	Use of technology.	Provide increased in-school technological	Department Chair Administration	Student progress reports and class/homework	Teacher Created Assessments Mini

1	opportunities to students who do not have that availability outside of the school setting.	assignments.	BAT's Student works Odyssey
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	In six years, school will reduce their achievement gap by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82	83	85	87	88	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, there will be a 2% decrease for students who did not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 15% (117) Black: 51% (35) Hispanic: 28% (97) Asian: 6% (5) American Indian: 50% (3)	White: 13% Black: 49% Hispanic: 26% Asian: 4% American Indian: 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	Some students have different learning modalities and therefore have trouble succeeding in some learning environments.	Teachers will utilize additional multiple intelligence learning strategies to assist students in understanding. (i.e. available manipulatives, interdisciplinary lessons, technology)	Classroom Teacher	Mathematics Professional Learning Communities analyze projects and assignments.	Teacher Generated Assignment, Projects and Assessments FCAT Odyssey EOC

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, there will be a 5% decrease for students who did not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6)	41% (5)

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	Some students have different learning modalities and therefore have trouble succeeding in some learning environments.	Teachers will utilize additional multiple intelligence learning strategies to assist students in understanding. (i.e. available manipulatives, interdisciplinary lessons, technology)	Classroom Teacher	Mathematics Professional Learning Communities analyze projects and assignments.	Teacher generated assignment, projects and assessments. FCAT Odyssey EOC

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, there will be a 4% decrease of students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (80)	49% (74)

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	Some students have different learning modalities and therefore have trouble succeeding in some learning environments.	Teachers will utilize additional multiple intelligence learning strategies to assist students in understanding. (i.e. available manipulatives, small group learning, one-on-one instruction, interdisciplinary lessons, technology)	Classroom Teacher Support Facilitators	Mathematics Professional Learning Communities with Support Facilitators analyze projects and assignments	Teacher general assignment, projects and alternative assessments FCAT Odyssey EOC

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, there will be a decrease a 5% decrease of students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (120)	31% (102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Some students do not have technology to use	Provide increased in-school technological	Department Chair, Administrator	Mathematics Professional Learning Communities	Teacher generated assignment,

1	outside of school.	opportunities to students who do not have that availability outside of the school setting.	analyze projects and assignments.	projects and assessments.
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.				
Algebra Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.	
Geometry Goal #1:	
2012 Current Level of Performance:	
2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
County Podcasts going over standards of mathematical practice aligned with Common Core	6-8	Department Chair Math Teachers County Facilitators	Math Department	Friday Morning Professional Development Meetings Teacher Planning Days	Share Best Practices and Lesson Plans Discussion and brain storming sessions.	Administration Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
With the push for Algebra in the middle schools we will need extra textbooks. We are already sharing class sets this year.	Algebra I Textbook	SAC Funds	\$2,085.00
			Subtotal: \$2,085.00
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

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:		By June 2013, 45% of students will score 3 or higher on the FCAT Science exam.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
40% (186)			45% (210)		
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 come with misconceptions about how scientists work and problem solve in real-world settings.	Students will participate in projects that require the use of scientific methods and processes. (Ex. Science Fair, Marine Fair, hands-on activities)	Administration Department Chair	Instructional Staff	Task specific rubrics Lab Journals Reports
2	Lack of student comprehension/retention of vocabulary concepts required for FCAT proficiency.	Students will participate in FCAT preparation activities that will strengthen vocabulary retention.	Administration Department Chair	Periodic monitoring FCAT vocabulary related activities that reinforce retention of vocabulary concepts.	Teacher Generated Assessments
3	Knowledge of strategies based on common core standards.	Content area core literacy standards instruction based on student needs.	Administration Department Chair	Continuous evaluation of student progress based on assessments.	Differentiated 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 science. Science Goal # 1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 25% of students will score a level 4 or high on the FCAT Science exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (82)	25% (117)

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 structured opportunities for students to transfer and apply scientific problems solving to real-world problems.	Students will participate in one or more competitions and/or activities to enrich student learning and exploration of science concepts and its application to real-world problems. (ex. Science Fair, Week of the Ocean, SECME, Marine Science Club, E-cybermission)	Administration Department Chair	Teachers will engage students in real world competitions/activities.	Project based rubrics and assessments.
2	Students' inability to select and use scientific problem solving strategies and independent thinking.	Students will participate in inquiry activities that promote independent thought processes.	Administration Department Chair	Teachers will engage students in inquiry activities.	Rubrics and assessments based on activities.
3	Lack of opportunities for teachers to share best practices and instructional strategies.	Teachers will participate in learning communities designed to enhance instruction.	Administration Department Chair	Collaborative assessment and evaluation.	Group evaluation of process and product and revise if necessary.

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Best Practices: Lesson study	6-8	Department Chairs	Science Teachers 6-8	Year-long	Collaborative engagement (review and revision) pertaining to student lesson focus.	Department Chair(s)
Developing strategies for FCAT review	6-8	Department Chairs	Science Teachers 6-8	Year-long	Implementation of students FCAT review sessions (revision as needed)	Department Chair(s)

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Camp - 8th grade student review sessions	Funding resources will be used to compensate instructional staff and/or purchase supplementary resources.		\$500.00
Marine Science Club (after school program designed for student enrichment)	Funds will be used to purchase materials to enhance student learning		\$200.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SeaPearch STEM Student Kits			\$0.00
Pioneer Middle Student Science Expo			\$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: \$700.00

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 88% of 8th grade students will score 3.0 or above on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% 3.0+(409/472)	88% (415)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A barrier for students not achieving proficiency in writing is their lack of preplanning and organization in the writing process.	Teachers will use a school-wide planning sheet to model and have students practice organizing their Essay's. Students will also be exposed to eight different types of organizational maps, that will be utilized based upon the writing needs of the genre.	Administration Classroom Teacher	Diagnostic, Mid year and end year writing sample assessments.	Writing Portfolios will be utilized to measure and evaluate growth as students go from 6th to 8th grade. Teachers and students will review and conference regarding progress to outline growth, strengths and area needing improvement.
2	A barrier for students not achieving proficiency in writing is their lack of support/detail misuse of conventions.	Teachers will use document cameras and Promethean Boards to model the drafting, revising and editing stages of the writing process. Students will have extended opportunities to use elaboration in short and extended responses to text dependent questions.	Administration Classroom Teacher	Diagnostic, Mid year and end year writing sample assessments.	Writing Portfolios will be utilized to measure and evaluate growth as students go from 6th to 8th grade. Teachers and students will review and conference regarding progress to outline growth, strengths and area needing improvement.
3	A barrier for students not achieving proficiency in writing is their vague word choice.	Teachers will work with vocabulary, Word Walls, VIS charts, Word of the Day for the morning announcements.	Administration Classroom Teachers	Diagnostic, Mid year and end year writing sample assessments.	Writing Portfolios will be utilized to measure and evaluate growth as students go from 6th to 8th grade. Teachers and students will review and conference regarding progress to

outline growth, strengths and area needing improvement.

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:	By June 2013, 31% of 8th grade students will score 4.0 or above on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1/4)	31% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The barrier for our Florida Alternate Assessment Students is the need for more access and exposure to reading material and technology to foster better writing skills.	Vist Media Center (before, during and after school) and computer labs on a regular basis to increase opportunities for student's access. Students will be given the opportunity to use READ magazines as an additional reading/writing connection to informational & literary text. Teachers will give students access to the free online digital editions of Newspapers in Education (NIE) from the Sun-Sentinel and the Miami Herald to increase exposure to informational text.	Administration Media Specialist Department Chair Classroom Teacher	Diagnostic, Mid Year and End Year writing samples.	Student writing portfolios

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing-Organization, Prewriting, Elaboration/Support & Word Choice	Language Arts Department	Department Chair	Language Arts Department	Year-long	Student Sample Writing Portfolios	Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Informational and Literary Text	READ Magazines	SAC	\$588.50
Common Core Standards	Common Core Standards Book of Appendix A, B & C	SAC	\$0.00
			Subtotal: \$588.50
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
SpringBoard TDA's (QuickStart, Writing Workshops & Grade Level Seminars)	TDA for teachers to attend training at Walter C Young Middle School in September, October & November	SAC	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To allow teachers to create Writing Folder for students in order to document growth throughout the year.	Manilla Folders for portfolio		\$100.00
To allow students and teachers to print student writing generated using technology-Word, Kidspiration, Inspiration, Word Generation	Boxes of paper for printing student writing.		\$350.00
To allow peer collaboration in generating graphic organizers.	Poster Size Construction Paper for students.		\$2,000.00
			Subtotal: \$2,450.00
			Grand Total: \$3,038.50

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	To improve the level of student attendance and tardies in all grade levels.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
56	40
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
62	40

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic accumulation of excused and unexcused absences.	Request acceptable written documentation to excuse absences after the 5th absence. Do a family assessment to determine the cause of the excessive absences.	Administration Attendance Clerk School Social Worker	Review school attendance records	Decrease in number of chronic excused and unexcused absences.
2	Increase in absences on early release days	Create incentive for attendance on early release days	Administration	Review school attendance records	Decrease in number of students absent compared to previous years data
3	Student Tardiness	Parent Link Call Staff Call Letter to parent Parent Conference	Administration, Attendance Clerk Guidance Counselor	Attendance record review	Decrease in number of student tardies compared to previous years 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
Full review of attendance policy, procedural manual	6-8	District Student Support Staff	Administration Guidance Counselors	Fall 2012	Attendance CAB Conference to field questions and address concerns	Principal/designee in collaboration with Student Services Staff
BTIP (Broward Truancy Intervention Program Training)	6-8	District Student Support Staff	BTIP Liaisons Attendance Clerk	Fall 2012	Outgoing review of BTIP process to ensure appropriate implementation	Administrator in collaboration with Student Services Staff
Excessive tardiness and absence staff development	6-8	Administration	School Instructional Personnel	Fall 2012	Continuation/Review of attendance records. Social Worker will contact parents and begin the monitoring process for excessive tardies and attendance issues.	Principal/Designee

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:	To reduce the number of classroom/schoolwide incidents leading to student suspension by implementing RtI and learning supports with fidelity.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
242	232
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
122	112
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
31	21
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24	14

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training teachers on RtI	Provide professional development on RtI and Zero Tolerance	Assistant Principal	Referral Log/DMS	Referral Log

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
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 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:		By June 2013, 80% of parents will participate in various school activities.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
78% (1,029)		80% (1,056)			
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 inability to attend events.	Increase parental communication with Parent Links, Emails, Twitter, website and newsletters. Adjust dates and times of events (i.e. not first thing in the morning or during business hours)	Administration Teachers Staff Volunteer Liaison Athletic Coaches Club Sponsors Clerical	Continuous monitoring/of parental involvement and STAR system data.	STAR System Sign-in Sheets Volunteer Logs
2	Parent not volunteering for school events.	Register parents to volunteer at parent-teacher conferences, parent nights using school computer labs, and other events where	Administration Staff Volunteer Liaison Teachers Athletic Coaches Club Sponsors	Continuous monitoring of parental involvement and STAR system data.	STAR System Sign-in Sheets Volunteer Logs

	parents might attend. Use of Volunteer Scope Website.	PTSA Clerica.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Getting Parents to Volunteer	6-8	Staff Volunteer Liaison	All Faculty	Monthly Faculty and Grade Level Meetings	Assess teachers to see who is utilizing parent volunteers.	Staff Volunteer Liaison

Parent Involvement Budget:

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

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:	By June 2013, 75% of students in grades 6-8 will be able to use technology to design a graphic representation of collected data based on inquiry based lessons.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a lack of understanding of organizing data sets and how they relate to specific variables.	Teachers will develop projects and activities that promote STEM and higher order thinking skills.	Administration Department Chairs	Teachers will collaborate to create a lesson(s) activities that promote STEM and higher order thinking skills.	Individual teacher rubrics/Assessments
2	Students lack the skills to demonstrate how professionals collect data in the real world.	Teachers will implement projects and activities designed to allow students to practice data collection in a real world setting.	Administration Department Chairs	Teachers will collaborate and discuss strategies used and overall effective outcome of strategies.	Individual teacher rubrics/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
STEM content and implementation	6-8	Department Chairs	6-8 Science Teachers	Ongoing	Ongoing collaboration/monitoring of student progress and artifacts.	Administration Department Chairs

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM based reading and activities	Science World Magazine		\$746.25
			Subtotal: \$746.25
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Sea Pearch Project	Sea Pearch STEM Student Kit		\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,046.25

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	With the push for Algebra in the middle schools we will need extra textbooks. We are already sharing class sets this year.	Algebra I Textbook	SAC Funds	\$2,085.00
Science	FCAT Camp - 8th grade student review sessions	Funding resources will be used to compensate instructional staff and/or purchase supplementary resources.		\$500.00
Science	Marine Science Club (after school program designed for student enrichment)	Funds will be used to purchase materials to enhance student learning		\$200.00
Writing	Informational and Literary Text	READ Magazines	SAC	\$588.50
Writing	Common Core Standards	Common Core Standards Book of Appendix A, B & C	SAC	\$0.00
STEM	STEM based reading and activities	Science World Magazine		\$746.25
				Subtotal: \$4,119.75
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	SeaPearch STEM Student Kits			\$0.00
Science	Pioneer Middle Student Science Expo			\$0.00
STEM	Implement Sea Pearch Project	Sea Pearch STEM Student Kit		\$300.00
				Subtotal: \$300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	SpringBoard TDA's (QuickStart, Writing Workshops & Grade Level Seminars)	TDA for teachers to attend training at Walter C Young Middle School in September, October & November	SAC	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	To allow teachers to create Writing Folder for students in order to document growth throughout the year.	Manilla Folders for portfolio		\$100.00
Writing	To allow students and teachers to print student writing generated using technology-Word, Kidspiration, Inspiration, Word Generation	Boxes of paper for printing student writing.		\$350.00
Writing	To allow peer collaboration in generating graphic organizers.	Poster Size Construction Paper for students.		\$2,000.00
				Subtotal: \$2,450.00
				Grand Total: \$6,869.75

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/16/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

Projected use of SAC Funds	Amount
Designed to raise and support teacher initiatives for student achievement.	\$15,000.00

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

SAC will be implementing and monitoring the School Improvement Plan. SAC will also decide how to effectively use accountability money to fund programs to enhance and promote students achievement.

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

Broward School District PIONEER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	89%	95%	66%	335	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	76%			144	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?	65% (YES)	74% (YES)			139	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					618	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PIONEER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	88%	94%	64%	330	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	66%	75%			141	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?	63% (YES)	67% (YES)			130	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					601	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested