FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NEW RIVER MIDDLE SCHOOL

District Name: Broward

Principal: Melinda Frame-Wessinger

SAC Chair: Brooke Brunton

Superintendent: Robert W. Runcie

Date of School Board Approval: 12/04/2012

Last Modified on: 10/18/2012

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	Melinda Frame-Wessinger		2	7	Principal of New River Middle Grade: C Reading Mastery: 50% Reading Gains: 63% Lower quartile gains: 64% Math Mastery: 50% Math Gains: 61% Lower quartile gains math: 48% Science Mastery: 42% Writing Mastery: 76% Assistant Principal of Pompano Beach Middle School in 2010-2011 Grade: A Reading Mastery: 73% Math Mastery: 75% Science Mastery: 50% Writing Mastery: 94% AYP: White for Reading and Math Assistant Principal of Ramblewood Middle School in 2009-2010 Grade: A Reading Mastery: 75%

					Math Mastery: 78% Science Mastery: 55% Writing Mastery: 94% AYP: Total, White, Hispanic and Economically Disadvantaged for both Reading and Math ack and SWD for Reading only
Assis Principal	Taina Sierra	M.S. Educational Leadership	6	6	Assistant Principal of New River Middle School 2011-2012 Grade: C Reading Mastery: 50% Reading Gains: 63% Lower quartile gains: 64% Math Mastery: 50% Math Gains: 61% Lower quartile gains math: 48% Science Mastery: 42% Writing Mastery: 76% Assistant Principal of New River Middle School in 2010-2011 Grade: B Reading Mastery: 64% Math Mastery: 66% Science Mastery: 39% Writing Mastery: 92% AYP: Black Students in math made AYP Assistant Principal of New River Middle School in 2009-2010 Grade: B Reading Mastery: 64% Math Mastery: 63% Science Mastery: 42% Writing Mastery: 86% AYP: Black Students in reading made AYP
Assis Principal	Christopher Johnson	M.S. Educational Psychology/ Certification in Ed. Leadership	5	5	Assistant Principal of New River Middle School 2011-2012 Grade: C Reading Mastery: 50% Reading Gains: 63% Lower quartile gains: 64% Math Mastery: 50% Math Gains: 61% Lower quartile gains math: 48% Science Mastery: 42% Writing Mastery: 76% Assistant Principal of New River Middle School in 2010-2011 Grade: B Reading Mastery: 64% Math Mastery: 66% Science Mastery: 39% Writing Mastery: 92% AYP: Black Students in math made AYP Assistant Principal of New River Middle School in 2009-2010 Grade: B Reading Mastery: 64% Math Mastery: 63% Science Mastery: 42% Writing Mastery: 86% AYP: Black Students in reading made AYP
Assis Principal	Lisa Gayle	Ed.S. Educational Leadership M.S. Reading Education B.S. Elementary Education	2	2	Assistant Principal of New River Middle School 2011-2012 Grade: C Reading Mastery: 50% Reading Gains: 63% Lower quartile gains: 64% Math Mastery: 50% Math Gains: 61% Lower quartile gains math: 48% Science Mastery: 42% Writing Mastery: 76% Reading Coach of Silver Lakes Middle School 2010-2011 Grade: C Reading Mastery: 52% Math Mastery: 49% Science Mastery: 20% Writing Mastery: 71% AYP: No subgroups made AYP. Reading Coach of Silver Lakes Middle School in 2009-2010 Grade: C Reading Mastery: 47% Math Mastery: 44% Science Mastery: 29% Writing Mastery: 94% AYP: No subgroups made AYP

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)
Literacy Coach	Lynette Lendick	B.S. Psychology M.S.Educational Psychology Integrated 5-9 All content areas (L.A., Sci, S.S., math)	3	1	New River Middle School 2011-2012 Grade: C Reading Mastery: 50% Reading Gains: 63% Lower quartile gains: 64% Math Mastery: 50% Math Gains: 61% Lower quartile gains math: 48% Science Mastery: 42% Writing Mastery: 76% River Middle School in 2010-2011 Grade: B Reading Mastery: 64% Math Mastery: 66% Science Mastery: 39% Writing Mastery: 92% AYP: Black Students in math made AYP New River Middle School in 2009-2010 Grade: B Reading Mastery: 64% Math Mastery: 63% Science Mastery: 42% Writing Mastery: 86% AYP: Black Students in reading made AYP

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Subject specific District professional development	Narissa Edun	On going	
2	2. School based NESS Program	Brook Brunton	On going	
3	3. National Board Certified Teachers	Taina Sierra	On going	
4	4. Meaningful and relevant professional developments	Lynnette Lendick	On going	
5	5. Professional Learning communities engaging in team building and increasing efficacy in teaching	Lynnette Lendick	On going	
6				
7				

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	Provide the strategies that are being implemented to support the staff in becoming highly effective

	effective.
6	Need to complete ESOL and Reading Endorsement courses offered by the district.

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
83	4.8%(4)	21.7%(18)	32.5%(27)	39.8%(33)	41.0%(34)	92.8%(77)	13.3%(11)	20.5%(17)	26.5%(22)

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
Louis Jenkins	Narissa Edun	New teacher	Modeling lesson to strengthen instructional techniques Introduce innovative strategies Observations and feedback will be given
Breanna Mitkowski	Sally Shearhouse	New teacher	Modeling lesson to strengthen instructional techniques Introduce innovative strategies Observations and feedback will be given
Hendria Gaither	Brook Brunton	New teacher	Modeling lesson to strengthen instructional techniques Introduce innovative strategies Observations and feedback will be given
Steven Groothius	Jill Zahn	New teacher	Modeling lesson to strengthen instructional techniques Introduce innovative strategies Observations and feedback will be given
Lauren Faugno	Thomas Moore	New teacher	Modeling lesson to strengthen instructional techniques Introduce innovative strategies Observations and feedback will be given

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

Teachers
• Materials

- Staff Developments
- Parent Outreach Activities

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Math Coach

Title III

ELL
- Professional Development
- ELL Support
- Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school uses the Anti-Bullying district protocol; counseling is provided through the School Counselor and the Starting Place.
- Crimewatch

Nutrition Programs

Due to schools high Free and Reduced population the school qualifies for free breakfast for all students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

All seventh grade students participate in the district wide Career Visions technology based education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant Principal: Lisa Gayle
Assistant Principal: Lisa Gayle
Guidance Director: Ronnie Schorehart
Guidance Counselor: Dee Nelson
School Social Worker: Giselle Cruz
School Family Counselor: Margaret Arnold
ESE Specialist: Samoya Ogden
School Psychologist: Christine Sloucum
Literacy Coach: Lynnette Lendick

Math Coach/General Education Teacher: Karen Martinez
Magnet Coordinator: Katherine O'Fallon

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

The RtI Leadership Team meets on a bi-weekly basis. The ESE Specialist, Samoya Ogden, is the chair for the meetings and is responsible for reviewing and training teachers to
use data tracking mechanisms, in addition to organizing which students the team will focus on; guidance director Ronnie Schorehart serves as the recorder for the meetings and guidance counselor Dee Nelson is responsible for collecting and maintaining data. The literacy coach and guidance counselors will be the case managers and will assist teachers in their departments with filling out their academic/behavior intervention forms and displaying their data in a graph format. The general education teacher will facilitate classroom based
interventions and will collect academic and/or behavioral data relevant to the RTI process. The team was formed during the 2009-10 school year and at the midpoint of the school year a survey was administered to assess school-wide behavioral and academic priorities. That survey was the catalyst for developing the school-wide discipline plan with representation and input from each instructional and non-instructional area. The guidance department serves as the point of entry for teachers to refer concerns regarding small groups or individual students. The guidance counselors in conjunction with the assistant principal are responsible for prioritizing those issues for consideration by the CPS-RtI Team.

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

Members of the RtI Leadership Team contribute to the development and implementation of the School Improvement Plan through:
• Class configuration
Members of the RtI Leadership Team contribute to the development and implementation of the School Improvement Plan through:
• Class configuration
• Data analysis
• Data trend reporting
• Recommending future courses of action for academic programs based on data analysis.
• Generated curriculum/behavioral modification/intervention strategies for referred students
• Identification of lowest 30th percentile of students
• Identification of gifted students
• Identification of promoted and retained students
• Met with the School Advisory Council and reported data trends to develop the School Improvement Plan.

• Identification of promoted and retained students
• Met with the School Advisory Council and reported data trends to develop the School Improvement Plan.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The districts, BASIS System, is used to house Assessment data (FCAT, FCAT Writing, FCAT science, mini
benchmarks, Bat I and II, quarterly common assessments) for all students. Data can be disaggregated by
lower quartile by grade level and individual teachers.
Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT),FAIR, Diagnostic Exams
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Mini Assessments
End of year: FAIR, FCAT, CELLA, Final Exams

Frequency of Data Days: twice a month for data analysis and review of prescriptive data driven classroom strategies. RTI data will be reviewed routinely at Tier 1 in areas of reading, math, writing, science and behavior. Data is used to make decisions about modifications needed for core curriculum and behavior management strategies for all students. The same data will be used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; such students are referred to the CPS team for consideration of how best to proceed. Data sources for Tiers 2 and 3 consist of the Academic and Behavior Intervention Records and progress monitoring graphs are generated for individual students.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two Professional Development sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation data based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.
The RtI team will also evaluate additional staff professional development needs during the bi-weekly RtI Leadership Team meetings

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

┌─School-Based Literacy Leadership Team──────────────────────────────

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

The school-based Literacy Leadership Team consists of Administration, Literacy Coach, Media Specialist, and Curriculum Resource Teachers.

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

The school-based Literacy Leadership Team meets on a monthly basis to discuss and plan for increasing literacy in the classrooms. We meet with each team of teachers on a monthly basis to discuss effective strategies and best practices with literacy. The data will be used to redesign the instruction process. Monitoring and support will be ongoing to insure the implementation of the strategies. This team will also lead and support PLC's and study groups, create and share school-wide initiatives and activities that promote literacy.

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

- Improve overall levels of reading proficiency
- Use Data to drive instruction (FAIR, BAT, Common Assessments)
- Ensure that all students make at least expected yearly growth in reading ability
- Provide all struggling readers with timely interventions to accelerate their reading development
- Promote the use of effective reading strategies in Content Area Classes
- Provide ongoing and sustained job-embedded professional development on specific strategies

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

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

> Reading and Literacy strategies will be the responsibility of every teacher at New River Middle School. The Leadership Team will monitor teachers during classroom walkthroughs to ensure that the plan is done with fidelity. Additionally, teachers will be provided the opportunity to attain Reading Endorsement or certification. Monthly, teachers will have the opportunity to earn in-service hours to facilitate professional staff development.

*High Schools Only

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

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:	In grades 6-8, 30% (414) of the students will achieve mastery in reading on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (308)	30% (414)

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	1. Master schedule only allows for level 1 and 2 students to receive a reading class.	1. Reading classes will prepare students for the FCAT 2.0 by following the district's pacing guide using PWIMPACT, Rewards, Wilson, Just Words, Read XL and High Interest Articles. The reading materials used are aligned to the Common Core State Standards and the emphasis will be placed in all classes including content area on rigor and text complexity. Students not enrolled in a reading class will be taught literacy in History, Social Studies, Science and Technical Areas based on the Common Core State Standards. In addition, all classes will infuse 30 minutes each day of literacy strategies during the 90 minute 1st period block.	1. Administration Literacy Coach Department Head	1. Monitoring and Follow up based on Classroom observations	1. Mini-Assessments Classroom Assessments PWIMPACT Assessments Pre and Post Test FAIR
2	2. Students have a limited academic vocabulary that impedes reading comprehension.	2. Students will utilize Independent Learning Systems (ILS), FCAT Explorer, and Accelerated Reader to Increase vocabulary knowledge.	2. Administrator over Reading Literacy Coach Literacy Coach Reading Department Head.	2. Monitoring and Follow-up based on Classroom observations	2. Classroom Formative and Summative Assessments PWIMPACT Assessments Mini Assessments FAIR
3	3. Lack of student motivation.	3. Project Based Learning (PBL), CRISS, Webb's Depth of Knowledge, Marzano's High Yield strategies, Reading Across Broward, Accelerated	3. Administrator over Reading Literacy Coach Reading Department Head.	3. Monitoring and Follow-up based on Classroom observations	3. BAT 1 BAT 2 Mini Assessments PWIMPACT Assessments FAIR

| | | Reader (AR). Student will receive rewards and incentives for making progress on all common assessments, both formal and informal. | | | |

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:	In grades 6-8 , 26% (7) of all FAA students will make learning gains on the reading portion of the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(3)	26% (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	1. Student Current Reading Levels	1.WILSON series, Research-Based Strategies specifically for SWD students.	1. Administrator over ESE, Literacy Coach ESE Specialist	1. Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	1. Florida Oral Reading Probes, Pre and Post Tests, DAR Word List, FCAT/BAT 1 and 2. Diagnostic assessments accommodations and collaboration for SWD.
2	2. Student Oral Reading Fluency Levels	2. Oral reading fluency practice a minimum of two times per week.	2. Administrator over ESE, Literacy Coach ESE Specialist	2.Monitoring and Follow-up based on the Plan-Do-Check-Act model. Walkthroughs	2.Florida Oral Reading Fluency Probes, Pre and Post FORF Assessments
3	3.Students ability to answer higher level questions.	3. Item Specifications FCAT 2.0.	3. Administrator over ESE, Literacy Coach ESE Specialist	3. Monitoring and Follow-up based on the Plan-Do-Check-Act model. Walkthroughs	3. Pre and Post Tests, DAR Word List, FCAT/BAT 1 and 2.

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:	In grades 6-8, 28% (375) of all students will achieve above proficiency in reading on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (283	28% (307)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1. Students who are performing on FCAT level 4 and 5 will not have a reading class.	1. Literacy strategies will be used through the content area classes with the assistance of the Literacy Coach, specifically focusing on higher level thinking questions.	1. Language Arts Department Head, Assistant Principal over Language Arts, Reading Coach	1. Monitoring and Follow-up based on Classroom observations	1. Mini-Assessments Classroom Assessment, Pre and Post Tests
2	2. Language Arts teachers do not have adequate time to target the specific literacy needs of each student.	2. School Wide Literacy Activities during the scheduled 90-minute block. Students not not meeting proficiency on a specific benchmark will be targeted for remediation with a reading teacher for that benchmark.	2. Literacy Coach Administrator over Reading	2. Monitoring and Follow-up based on Classroom observations	2. Mini-Assessments Classroom Assessments Pre and Post (PW IMPACT) Assessments
3	3. Lack of exposure to higher-order questions.	3. All teachers will utilize FCAT 2.0 test item specifications.	3. Administration Literacy Coach Department Heads	3. Monitoring and Follow-up based on Classroom observations	3. Mini-Assessments Classroom Assessments Pre and Post (PW IMPACT Assessments)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In grades 6-8, 17% (4) of all FAA students will make learning gains on the reading portion of the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2)	17% (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	1. Student Current Reading Levels	1. WILSON series, Research-Based Strategies specifically for SWD students.	1. Administrator over ESE, ESE Specialist Literacy Coach	1. Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	1. Florida Oral Reading Fluency Probes, Pre and Post FORF Assessments
2	2. Student Oral Reading Fluency Levels	2. Oral reading fluency practice a minimum of two times per week	2. Administrator over ESE, ESE Specialist Literacy Coach	2. Monitoring and Follow-up based on the Plan-Do-Check-Act model. Walkthroughs	2. Florida Oral Reading Probes, Pre and Post Tests, DAR Word List, FCAT/BAT 1 and 2. Diagnostic assessments accommodations and collaboration for SWD.
1	3. Students ability to answer higher-level questions.	3. Teachers will use FCAT 2.0 Item Specifications weekly.	3. Administrator over ESE, ESE Specialist Literacy Coach	3. Monitoring and Follow-up based on the Plan-Do-Check-Act model.	3. Florida Oral Reading Probes, Pre and Post Tests, DAR Word

					Walkthroughs	List, FCAT/BAT 1 and 2. Diagnostic assessments accommodations and collaboration for SWD.
3						

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:	In grades 6-8 , 67% (765) of all students will make learning gains on the reading portion of the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (731)	67% (765)

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	1. Only Level 1 and 2 students are enrolled in reading classes.	1. Reading dis-fluent students will receive a 90 minute uninterrupted reading block daily. Fluent level 1 and 2 students will receive 55 minutes of reading instruction daily. Low level 3 students will receive instruction in critical thinking coursework. Literacy strategies will be infused school-wide everyday during the 1st period 90 minute block.	1. Administration, Reading Coach, and Department Heads	1. Monitoring and Follow-up based on classroom observations	1. Common Assessments per Grade Level, BAT1, BAT2, FAIR, Classroom Assessment, PW IMPACT ASSESSMENTS
2	2. Students have difficulty recalling previously learned skills and strategies	2. Teachers will collaborate to create horizontal and/or vertical lesson plans.	2. Administration Reading Coach Department Heads	2. Monitoring and Follow-up based on classroom observations, Lesson Study-PLC	2. Common Assessments per Grade Level, PW IMPACT ASSESSMENTS
3	3. Lack of exposure to Informational text.	3. Teachers will share best practices during PLCs.	3. Administration Reading Coach Department Heads	3. Monitoring and Follow-up based on classroom observations, Lesson Study-PLC	3. Common Assessments per Grade Level, PW IMPACT 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 6-8, 24% (4) of the students will make learning gains in reading on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3)	24% (4)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Current Reading Levels	1. Teachers will review data to reteach, re-mediate and enrich.	1. Administration, Reading Coach, Department Heads	1. Monitoring and Follow-up based on the Plan-Do-Check-Act Model CWT, Lesson Study-PLC	1. Florida Oral Reading Probes, Pre and Post Tests (Wilson), DAR Word List, BAT 1 and 2. Diagnostic assessments accommodations and collaboration for SWD.
2	2. Student Oral Reading Fluency Level	2. Students will be exposed to literacy strategies in their content area classes.	2. Administration, Reading Coach, Department Heads	2. Monitoring and Follow-up based on the Plan-Do-Check-Act Model, CWT, Lesson Study-PLC	2. Florida Oral Reading Probes, Pre and Post Tests (Wilson), DAR Word List, BAT 1 and 2. Diagnostic assessments accommodations and collaboration for SWD.
3	3. Students ability to answer higher-level questions.	3. Students will use graphic organizers and thinking maps to improve reading comprehension.	3. Administration, Reading Coach, Department Heads	3. Monitoring and Follow-up based on the Plan-Do-Check-Act Model, CWT, Lesson Study-PLC	3. Florida Oral Reading Probes, Pre and Post Tests (Wilson), DAR Word List BAT 1 and 2. Diagnostic assessments accommodations and collaboration for SWD.

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:	In grades 6-8 , 68% (199) of the students in Lowest 25% will make Learning Gains on the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (191)	68% (199)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of exposure to a variety of informational texts.	1. In addition to their scheduled reading class, students will be exposed to weekly informational texts during the 90-minute 1st period block.	1. Administrator over Reading, Literacy Coach	1. Monitoring and Follow-up based classroom observations	1. BAT 1, BAT 2, Common Assessments Per Grade Level
	2. Students in the lowest 25% lack higher order	2. Marzano's Nine High Yield Strategies will be	2. Administrator over	2. Data discussions, Data Analysis, Lesson	2. Common Assessments Per

2	thinking skills.	used by all teachers. Webb's Depth of Knowledge and the Item Specifications will be used in writing higher order thinking questions	Reading, Literacy Coach	Study PLC	Grade Level
3	3. Limited background knowledge	3. Incorporate current events and other real world reading materials into content area classes in order to expose students to more information.	3. Administration Literacy Coach Department Heads	3. Classroom observations, lesson plan review, team planning, data chats	3. FAIR data mini assessments, BAT 1, and BAT 2

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 #
	By June 2013 proficient students will increase to 60% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	64%	68%	72%	

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:	In grades 6-8, students in the ethnicity subgroups will meet the following targets for proficiency on the 2013 Reading FCAT 2.0; White (71%), Black (41%), and Hispanic (50%), Asian (83%) American Indian (N/A)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 33% (78) Black: 61% (240) Hispanic: 51% (243) Asian: 19% (5) American Indian: 33% (1)	White: 29% (70) Black: 59% (234) Hispanic: 50% (237) Asian: 17% (4) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students are unable to apply grade level reading skills to informational and literary texts.	1. Reading and critical thinking classes will prepare students for the FCAT 2.0 by using PW IMPACT and additional online resources (BEEP).	1. Administration, Literacy Coach, Department Heads	1. Monitoring and Follow-up based on the Plan-Do-Check-Act Model, classroom observations	1. Summative assessments, classroom observations
2	2. Lack of exposure to Informational Text.	2. Teachers will use think aloud as a strategy to increase background knowledge.	2. Administration, Literacy Coach, Department Heads	2. Monitoring and Follow-up based on the classroom observations	2. Summative assessments, classroom observations
3	3. Students lack critical thinking skills.	3. Reading classes will prepare students for the FCAT 2.0 by using READ XL, Wilson and the ESE support staff will review, re-mediate and reteach through push-in and pull-out sessions.	3. Administration Literacy Coach Department Heads	3. Monitoring and Follow-up based on the Plan-Do-Check-Act Model, classroom observations	3. Summative assessments, classroom observations

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grades 6-8, 37% (46) of ELL students will achieve level 3 or higher on the Reading portion of FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (60)	83% (54)

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	1. Students are unable to apply grade level reading skills to informational and literary text.	1.Reading and critical thinking classes will prepare students for the FCAT by using READ XL and the nonfiction. Based PW IMPACT textbooks per grade level, reading teachers will provide small group intensive instruction	1. Administration, Literacy Coach	1. Data discussions, data analysis	1. FAIR Classroom Assessments (VISIONS)
2	2. Students are unable to apply grade level reading skills to informational and literary text.	2. Reading classes will prepare students for the FCAT by using VISIONS. Our A1 and A2 students will receive instruction in Developmental Language Arts Through ESOL class.	2. Administration, Literacy Coach, ESOL Contact	2. Monitoring and Follow-up up based on the Plan Do Check Act model	2. Classroom Assessments, BAT 1, BAT 2, FAIR
3	3. Students lack sufficient vocabulary and background knowledge to comprehend grade level texts.	3.Students classified as A1, A2, or low level B1 will receive instruction in Developmental Language Arts through ESOL Reading. The teacher will use the research based Visions program to increase students' English language proficiency	3. Administrator over ESOL, Literacy Coach, ESOL Contact	3. Monitoring and Follow-up up based on the Plan Do Check Act model	3. Classroom Assessment, BAT 1, BAT 2, FAIR

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 6-8, 33% (49)of the SWD subgroup will achieve a level 3 or higher on the reading portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (129)	80% (123)

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	1. Students are unable to apply grade level reading skills to informational and literary text.	1. Reading classes will prepare students for the FCAT 2.0 by using READ XL, Wilson and the ESE support staff will review, re-mediate and reteach through push-in and pull-out sessions. We also have sheltered ESE classes for intensive support.	1. Administration, Literacy Coach, ESE specialist	1. Classroom observations, PLCs,Monitoring and Follow up based on the Plan Do Check Act model	1. FAIR Mini-Assessments, Classroom Assessment, DAR
2	2. Limited Background Knowledge	2. Students will be placed in sheltered ESE classes for intensive support.	2. Administration, Literacy Coach, ESE specialist	2. Monitoring and Follow-up based on the Plan-Do-Check-Act Model classroom observations	2. FAIR Mini-Assessments Classroom Assessment DAR
3	3. Students lack vocabulary skills in decoding text	3. Students will be using Vocabulary Strategies the first 30 minutes of class each day.	3. Administration, Literacy Coach, ESE specialist	3. Monitoring and Follow-up based on the Plan-Do-Check-Act Model, classroom observations	3. FAIR Mini-Assessments, Classroom Assessments, DAR

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:	In grades 6-8, 59% (549) of the Economically Disadvantaged subgroup will achieve a level 3 or higher on the 2012 reading portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (510)	50% (473)

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	1. Students are unable to apply grade level reading skills to informational and literary texts.	1. Reading classes will prepare students for the FCAT by using READ XL and they will access informational texts through the District's portal : BEEP.	1. Administrator over reading Reading Coach	1. Classroom observations Monitoring using the PDCA model	1. BAT 1 BAT 2 FAIR Mini-Assessments Classroom Assessment
2	2. Student lack exposure to grade level reading material.	2. The media specialist will teach students how to select appropriate books for students' ages and abilities.	Administrator over reading Reading Coach Media Specialist	2. Monitoring and Follow-up based on the Plan-Do-Check-Act Model, Classroom observation	2.Accelerated Reader Reports Mini Assessments
3	3. Students lack exposure to grade appropriate texts.	3. Students will have time daily for silent sustained reading as well as access to the media center for book checkout.	3. Administrator over Reading, Reading Coach, Media Specialist	3. Classroom observation, Media Center, Circulation	3. BAT 1 BAT 2 FAIR

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for English/Language Arts	6-8	Reading Coach	Reading, LA, SS, and Science Teachers	Weekly PLCs by grade level content area	Classroom Walkthroughs using Marzano Protocols Student work samples Teacher created CCSS Performance Tasks	Administration Reading Coach
FCAT 2.0 Item Specifications	6-8	Literacy Coach	Reading, Language Arts, and Social Studies Teachers	Each department will receive a 3 hour training in September or October	Classroom walkthroughs and lesson study	Administration, Department Chair Literacy Coach
NGCAR-PD	6-8	Literacy Coach	School Wide	Early Release and Planning Days, along with monthly department-al PLCs facilitated by the reading coach. This will be delivered to small groups	Classroom walkthroughs, student samples	Administration, Department Chair Literacy Coach
Lesson Study PLC	6-8	Department Chair	School Wide	Weekly	CWT, student work samples, lesson plan review	Administration, Department Chair
CRISS	6-8	HRD	School Wide	TBD when available	Classroom walkthroughs, student samples	Administration, 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
CARPD/CRISS	stipend/subs	Title 1	$2,000.00
Literacy in the content area/ Common core	stipend/subs	Title 1	$1,800.00
			Subtotal: $3,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,800.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In grades 6-8, 38% of ELL LY and LF students will achieve proficiency on the 2013 CELLA Listening/Speaking section.

2012 Current Percent of Students Proficient in listening/speaking:

In 2012, 35% (37) of students achieved Listening/Speaking proficiency with a score of 733-830

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	1. Students may not have English speakers living in the home in order to practice listening and speaking skills.	1. Students will practice with a buddy in their Developmental Language Arts class and/or Reading and Language Arts.	1. Administrator over Reading, Literacy Coach, Reading Department Chair, ESOL Contact	Classroom Walkthroughs using Marzano Protocols Student work samples Teacher created CCSS Performance Tasks	Common Assessments Teacher evaluations In class assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	In grades 6-8, 27% of ELL LY and LF students will achieve proficiency on the 2013 CELLA Reading section.

2012 Current Percent of Students Proficient in reading:

In 2012, 24% (25) of students achieved Listening/Speaking proficiency with a score of 759-815

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	1. Students are unable to apply grade level reading skills to informational and literary text.	1. Reading classes will prepare students for the FCAT by using READ XL. Our A1 and A2 students will receive instruction in Developmental Language Arts Through ESOL class.	1. Administrator over ESOL Literacy Coach, Reading Department Chair, ESOL Contact	1. Monitoring and Follow up based on the Plan Do Check Act model	1. FAIR, Mini-Assessments, Classroom Assessment
	2.Students lack sufficient vocabulary and background knowledge to comprehend grade	2. Students classified as A1, A2, or low level B1 will receive instruction in Developmental	2. Administrator over Reading, Literacy Coach Reading Department Chair,	2. FAIR, Mini-Assessments, Classroom Assessment	2. School-wide writing assessments, Classroom Writing Assessments

2	level texts.	Language Arts through ESOL Reading. The teacher will use the research based Visions program to increase students' English language proficiency.	ESOL Contact		

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

3. Students scoring proficient in writing. CELLA Goal #3:	In grades 6-8, 20% of ELL LY and LF students will achieve proficiency on the 2013 CELLA writing section.

2012 Current Percent of Students Proficient in writing:

In 2012, 17% (18) of students achieved Listening/Speaking proficiency with a score of 746-845.

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	1. Students are unable to apply the 6 traits writing skills to persuasive and expository essays.	1. Word of the Week Concept Mapping Scaffolding Instructions Step by Step Implementation of six traits Writing in The Content Area classes	1. Administration, Literacy Coach, Language Arts Department Chair, ESOL Contact	1. Classroom Walkthrough, PLCs District Support	1. School-wide writing assessments. Classroom Writing Assessments

CELLA Budget:

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

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:	In grades 6-8, 30% (353) of students will achieve proficiency on the 2013 administration of the FCAT mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (299)	30% (353)

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	1. Lack of foundational math skills necessary for building mathematical knowledge	1.Use of manipulatives and hands on activities (algebra tiles, fraction bars, technology integration, etc) Grade level common planning The math department will be supported by a SES afterschool enrichment and remediation program Differentiation of instruction based on prescriptive student needs. Teachers will incorporate the use of FCAT reference sheet and the struggling math chart	1.Administrator over math (T. Sierra) Site facilitator for afterschool programs (C. Johnson)	1. Classroom observations Data discussions Professional Learning Communities (PLC)	1. Mini-BAT results BAT 1 and BAT 2 results
2	2.Student inability to answer higher level questioning.	2. Mathematics teachers will be trained on incorporating FCAT Style questioning in all class assessments via HOT (Higher Order Thinking) questions Grade level common planning	2. Administrator over math (T. Sierra)	2. Data discussions Classroom observations Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies. Professional Learning Communities (PLC)	2. Mini-bat results, BAT 1 and BAT 2 Results Quarterly report card grades Common Formative Assessments
3					

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:	In grades 6-8 41% (6) of students will achieve a 4,5, and 6 on the 2013 administration of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5)	41% (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	1. Deficits in concepts involving number sense, patterns, geometry, knowledge of time, money skills and basic functions.	1. Use multi-sensory presentation methods for presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.	2. Math Teacher, ESE support staff, Math administrator	1. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	1. BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.
2	2. Deficits in comparison/ratio concepts and pictographs	2. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.	2. Math Teacher, ESE support staff, Math administrator	2. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	2. BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.
3	3. Deficits in Math application.	3. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions. Use multi-sensory presentation methods for presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.	Math Teacher, ESE support staff, Math administrator	Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 6-8 29% (341) of students will achieve above proficiency on the 2013 administration of the FCAT mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (286)	29% (341)

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	1. Teachers being able to differentiate instruction to challenge advanced students	1. Trainings across each grade level focusing on differentiated instruction Project based learning focused on advanced mathematical strategies and real world Applications Common grade level planning	1. Administrator over math (T. Sierra)	1. Classroom observations Lesson plan monitoring Professional Learning Communities (PLC)	1. Mini-BAT results BAT 1 and BAT 2 results Common formative assessment results
2	2. Lower level GEM students perform at a lower achievement level on the grade level FCAT	2.Use of manipulatives and hands on activities (algebra tiles, fraction bars, technology integration and math software, etc)	2.Administrator over math (T. Sierra)	2.Data discussions Classroom observations	2.Mini-bat results BAT 1 and BAT 2 results Common formative assessment results
3					

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:	IN grades 6-8 14% (2) of the students will make learning gains on the 2013 administration of the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	14% (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	1. Deficits in concepts involving number sense, pattern, geometry, knowledge of time, money skills and basic functions.	1. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions. Use multi-sensory presentation methods for presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.	Math Teacher, ESE support staff, Math Administrator	Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	Pre and Post tests for each unit. Pre and post tests for mid-term and Final.
	2. Deficits in comparison/ratio concepts and	2. Use Alternate Assessment Practice Tests to familiarize	Math Teacher, ESE support staff, Math Administrator	Use Alternate Assessment Practice Tests to familiarize	Pre and Post tests for each unit. Pre and post tests for

2	pictographs	students with test format and typical questions. Use multi-sensory presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.		students with test format and typical questions.	mid-term and Final.
3	3. Deficits in Math application.	3. Use Alternative Assessment Practice Tests to familiarize students with test format and typical questions.

Using multi-sensory presentation methods for presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms. | Math Teacher, ESE support staff, Math Administrator | Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions. | Pre and Post tests for each unit. Pre and post tests for mid-term and Final. |

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: | In grades 6-8 68% (775) of students will make learning gains on the 2013 administration of the FCAT mathematics test. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 63% (714) | 68% (775) |

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	1. Student's lack of vocabulary comprehension strategies to identify key words in mathematical word problems	1. Implementation of vocabulary building strategies within the Classroom

Interactive Word Walls providing math vocabulary words to assist with the comprehension of math word problems

Common grade level planning | 1.Administrator over math (T. Sierra) | 1.Data discussions

Classroom observations

Professional Learning Communities (PLC) | 1. Mini-bat results BAT 1 and BAT 2 results

Common formative assessment results |
| 2 | 2.Providing math challenges and competition that stimulate thinking and high-order questioning | 2. Participation in school and district-wide math competitions. Offering an afterschool math club | 2. Administrator over math (T. Sierra) | 2. Data discussions

Classroom observations | 2. Mini-bat results BAT 1 and BAT 2 results, Common formative assessment results |
| | 3. Parents lack some knowledge of math skills | 3. Math Nights will be conducted for students | 3. Administrator over math | 3. Logs for attendance at parent nights | 3. "Make and Take" products |

#					
3	being taught in school	and parents to learn problem solving strategies

A pacing guide has been developed along with scheduled common assessments to monitor student progress.

District assistance to teach FCAT 2.0 math standards to teachers.

Common planning will allow for Professional development focused on build teachers capacity through | (T. Sierra) Department Chair | | from Math Nights |
| 4 | Full implementation of Next Generation Sunshine State Standards in math | Students will be instructed through a departmentalized math model that will include grade level math teachers cooperatively planning core, supplemental and intensive instruction to ensure the continutiy and quality of instruction and the planning of differentiated instruction through instructional groups | Administrator over math (T. Sierra) Department Chair | Classroom observations

PLCs | Common formative classroom assessments

BAT 1 and 2 results

Mini-bat assessment results

Report cards |
| 5 | Parents lack some knowledge of math skills being taught in school | Math Nights will be conducted for students and parents to learn problem solving strategies | Administrator over math (T. Sierra) Department Chair | Logs for attendance at parent nights | "Make and take" products from Math Nights |

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:	In grades 6-8 42% (6) will make learning gains on the 2013 administration of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (5)	42% (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. Deficits in concepts involving number sense, patterns, geometry, knowledge of time, money skills and basic functions.	1. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions. Use multi-sensory	Math Teacher, ESE support staff, Math administrator	Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.

1		presentation methods for presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.			
2	2. Deficits in comparison/ratio concepts and pictographs	2. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions. Use multi-sensory presentation methods for presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.	Math Teacher, ESE support staff, Math administrator	Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.
3	3. Deficits in Math application.	.3. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions. Use multi-sensory presentation methods for presentation of math materials and accepts various modes of response. Repetitive drills using picture cards, pictographs, and sequence strips. Review common math vocabulary terms.	Math Teacher, ESE support staff, Math administrator	Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.

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:	In grades 6-8 65% (180) of students in the lowest 25% will make learning gains on the 2012 administration of the FCAT mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (170)	62% (180)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.Lack of basic math skills as building blocks for comprehension of grade level material	1.Use of manipulatives and hands on activities (algebra tiles, fraction bars, technology integration, etc)	1. Administrator over math (T. Sierra)	1.Classroom Walkthroughs Lesson plan review	1. Mini-bat results BAT 1 and BAT 2 results

#	Barrier	Strategy	Person Responsible	Process to Monitor	Evaluation Tool
1		Grade level common planning

The math department will be supported by a SES afterschool enrichment and remediation program

Increase math literacy through weekly academic math games

Differentiation of instruction based on prescriptive student needs.

Teachers will incorporate the use of the FCAT reference sheet and the struggling math chart | | Professional Learning Communities (PLC) | Common formative assessment results |
| 2 | 2. Students need additional time to practice math skills learned in the classroom | 2.SES tutoring

FCAT Saturday camp | 2.Administrator over math (T. Sierra) | 2. Classroom Walkthroughs | 2.BAT 1 and BAT 2 results

Common formative assessment results |
| 3 | 3. Students scoring Level 1 and 2 will not receive an additional intensive math class | 3.Differentiation of instruction

Use of manipulatives and hands on activities

SES Tutoring | 3. Administrator over math (T. Sierra) | 3. Classroom Walkthroughs

Data discussions | 3.BAT 1 and BAT 2 results

Common formative assessments |
| 4 | Implementation of new math series | A common planning will be given to the Math department where professional development can be implemented. Teachers will attend textbook training offered during the summer

A pacing guide has been developed along with scheduled common assessments to monitor student progress.

District assistance to teach FCAT 2.0 math standards to teachers.

Common planning will allow for Professional development focused on build teachers capacity through | Administrator over math (T. Sierra) Math Coach (K. Martinez) | Data discussions Classroom observations

Professional Learning Communities (PLC) | |
| 5 | Lack of basic math skills as building blocks for comprehension of grade level material | Use of manipulatives and hands on activities (algebra tiles, fraction bars, technology integration, etc)

The math department will be supported by a SES afterschool enrichment and remediation program

Increase math literacy through weekly academic math games | Administrator over math (T. Sierra) Math Coach (K. Martinez) | Classroom observations

Lesson plan review | Mini-bat results

BAT 1 and BAT 2 results

common formative assessment results |

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Differentiation of instruction based on prescriptive student needs.

Teachers will incorporate the use of the FCAT reference sheet and the struggling math chart | | | |
| 6 | | Students need additional time to practice math skills learned in the classroom | Pull-out/push-in groups conducted by Math Coach

SES tutoring

FCAT Saturday camp | Administrator over math (T. Sierra) Math Coach (K. Martinez) | Classroom observations

ELO Attendance Logs | BAT 1 and BAT 2 results

common formative assessment results |
| 7 | | Students scoring Level 1 and 2 will not receive an additional intensive math class | Differentiation of instruction

Use of manipulatives and hands on activities

Pull-out/push-in groups conducted by Math Coach

SES tutoring | Administrator over math (T. Sierra) Math Coach (K. Martinez) | Classroom observations

Data discussions | BAT 1 and BAT 2 results

Common formative assessments |
| 8 | | Parents lack some knowledge of math skills being taught in school | Math Nights will be conducted for students and parents to learn problem solving strategies | Administrator over math (T. Sierra) Math Coach (K. Martinez) | Parent sign in sheets for Parent Nights | "Make and Take" products from Parent Night activities |

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 #

By June 2013 proficient students will increase to 62%

5A : |
|---|---|

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	62%	66%	69%	73%	

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:	In grades 6-8, 73% (177) of White students, 42% (166) of Black students, and 53% (252) of Hispanic students will achieve a level 3 or higher on the 2011 administration of the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 32% (165)
Black: 63% (146)
Hispanic: 52% (230)
Asian: 27%
American Indian: 33% | White: 32% (165)
Black: 63% (146)
Hispanic: 52% (230)
Asian: 27%
American Indian: 33% |

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	1. Students lacking foundational math skills and knowing when and how to apply them	1. Use of manipulatives and hands-on activities Differentiation of Instruction Grade level common planning	1. Administrator over math (T. Sierra)	1. Classroom observations Data discussions Professional Learning Communities (PLC)	1. BAT 1 and BAT 2 results Common formative assessment results
2	2. Students need additional time to practice math skills learned in the classroom	2. SES tutoring FCAT Saturday camp	2. Administrator over math (T. Sierra)	2. Data discussions	2. BAT 1 and BAT 2 results Common formative assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 6-8, 23% (15) of ELL students will achieve a level 3 or higher on the 2013 Math portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (12)	23% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Language may be a barrier for students whose first language is not English.	1. Utilize ESOL strategies Interactive word wall Activities Student created math bi-lingual dictionaries to aid in vocabulary development	1. Administrator over math (T. Sierra)	1. Classroom observations Lesson plan overview	1. BAT 1 and BAT 2 results Common formative assessment results
2	2. Students need additional instructional strategies to learn grade level math skills	2. Teachers will utilize ESOL strategies in classroom lessons Differentiate instruction Provide manipulatives and hands on activities	2. Administrator over math (T. Sierra)	2. Classroom observations Lesson plan review Data discussions	2. BAT 1 and BAT 2 results Common formative assessment results
3	3. Students lacking foundational math skills and knowing when and how to apply them	3. Use of manipulatives and hands-on activities Differentiation of Instruction Grade level common planning	3. Administrator over math (T. Sierra)	3. Classroom observations Data discussions Professional Learning Communities (PLC)	3. BAT 1 and BAT 2 results, Common formative assessment results
4					

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:

In grades 6-8, 23% (36) of SWD subgroup will achieve a level 3 or higher on the 2013 administration of FCAT in math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (29)	23% (36)

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	1. SWD students need small group instruction	1. Differentiated Instruction Use of manipulatives and hands on activities	1. Administrator over math (T. Sierra)	1. Classroom observations Data discussions	1. BAT 1 and BAT 2 results Mini-bat results Common formative assessment results
2	2. Students need additional time to practice math skills learned in the classroom	2. SES tutoring FCAT Saturday camp	2. Administrator over math (T. Sierra)	2. Classroom observations	2. BAT 1 and BAT 2 results
3	3. Students lacking foundational math skills and knowing when and how to apply them	3. Use of manipulatives and hands-on activities Differentiation of Instruction Use of CRISS strategies for math Grade level common planning Refer students, that are not demonstrating progress to the Response to Instruction/Intervention Team.	Administrator over math (T. Sierra)	3.Classroom observations Data discussions Professional Learning Communities (PLC)	3. BAT 1 and BAT 2 Results Common formative assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 6-8, 51% (483) of students in the Economically Disadvantaged subgroup will achieve a level 3 or higher on the 2013 administration of FCAT in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (433)	51% (483)
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	1. Students lack exposure to technical mathematical terms	1. Vocabulary strategies will be implemented into math lessons Interactive word walls Common planning by grade level	1. Administrator over math (T. Sierra)	1. Classroom observations Professional Learning Communities (PLC)	1. Vocabulary quizzes Mini-BAT assessments
2	2. Students lacking foundational math skills and knowing when and how to apply them	2. Use of manipulatives and hands-on activities Differentiation of Instruction Grade level common planning	2. Administrator over math (T. Sierra)	2. Classroom observations Data discussions Professional Learning Communities (PLC)	2. BAT 1 and BAT 2 results Common formative assessment results
3	3. Consistency in attendance to school and supplemental tutoring of these students, which may be affected by students living in transition and parent involvement.	3. SES Tutoring FCAT Saturday Camp After school math club	3. Administrator over Math (T. Sierra)	3. Classroom observations Data Discussions SES/FCAT Saturday Camp sign in sheets	3. BAT 1 and BAT 2 results Common formative assessment results Pinnacle attendance and quarterly
4					

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In grades 7 & 8 10% (8) of the students achieve proficiency on the 2013 administration of the Algebra I End of Course Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (3)	10%(8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are more students Algebra I testing.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Examination.	Amy Bennett (Math Dept. Chair)	PLC	Common Assessments
2	Level 3 students were invited into the Algebra classes.	Revisit basic skills	Classroom Teacher	Informal Observation	Warm Ups

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:	In grades 7-8, 90% (76) of students will achieve proficiency on the 2013 administration of the End of Course Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (33)	90% (76)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are more students Algebra I testing.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Examination.	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessments
2	Level 3 students were invited into the Algebra classes	Revisit basic skills	Classroom Teacher	Informal Observation	Warm Ups

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	In Grades 7 & 8, 100% (81) of the students will make satisfactory progress on the 2013 administration of the End of Course Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (36)	100% (81)

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	There are more students taking the Algebra I End of Course Examination.	Teachers are working collaboratively so that students receive information in preparation	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessments

		for the End of Course Exam.			
2	Level 3 students were invited into the Algebra classes.	Revist basic skills	Classroom Teacher	Informal Observations	Warm Ups

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

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:	In grades 7 & 8, 100% (2) of the students will make satisfactory progress on the 2013 administration of the End of Course Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (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	There are more students taking the Algebra I End of Course Examination.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Exam.	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessments
2	Level 3 students were invited into the Algebra classes.	Revisit Basic Skills	Classroom Teacher	Informal Observation	Warm Ups

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.	In grades 7 & 8, 100% (58) of the students will make satisfactory progress on the 2013 administration of the End

Algebra Goal #3E:	of Course Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (21)	100% (58)

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	There are more students taking the Algebra I End of Course Examination.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Exam.	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessments
2	Level 3 students were invited into the Algebra classes.	Revisit Basic Skills	Classroom Teachers	Informal Observation	Warm Ups

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:	In grade 8, no student will receive a Level 3 on the End of Course Examination. All will earn a Level 4 & 5 on the End of Course Examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are more students testing in Geometry.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Exam.	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	In grade 8 100% (17) of the students achieve proficiency on the 2013 administration of the Geometry End of Course Examination.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (12)	100% (17)

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	There are more Geometry students testing.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Examination.	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessments

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

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

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	In Grade 8, 100% (17) of the students will make satisfactory progress on the 2013 administration of the End of Course Examination.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (12)	100% (17)

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	There are more students testing in Geometry.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Exam.	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessment

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

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

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

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:	NA

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

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	There are more students taking the Geometry End of Course Examination.	Teachers are working collaboratively so that students receive information in preparation for the End of Course Exam.	Math Dept Chair (Amy Bennett) Math Administrator (Tania Sierra)	PLC	Common Assessment

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	In Grade 8, 100% (10) of the students will make satisfactory progress on the 2013 administration of the End of Course Examination.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5)	100% (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
	There are more	Teachers are working	Math Dept Chair	PLC	Common

1	students taking the Geometry End of Course Examination.	collaboratively so that students receive information in preparation for the End of Course Exam.	(Amy Bennett) Math Administrator (Tania Sierra)		Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to Common Core	Math 6-8	District trainer	Math Department	Quarterly	Classroom Walkthroughs Lesson plan review	Administrator over Math (T. Sierra)
Differentiated Instruction for the Math Classroom	Math 6-8	K. Martinez	Math Department	Monthly – September through May	Classroom Walkthroughs Lesson plan review	Administrator over Math (T. Sierra)
Gizmo Implementation	Math 6-8	District Trainer/Attending teachers	Math Department	Monthly	Grade level common planning Lesson plan review Classroom walkthroughs	Administrator over Math (T. Sierra) Dept Chair (A. Bennett)
Common Assessments/Dat Analysis	Math 6-8	Team leader	Math Department	Monthly – Sept – May	Grade level common planning	Administrator over Math (T. Sierra) Dept chair (A. Bennett)

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core training	Substitutes	Title I	$1,000.00
Best Practices	Stipends	Title I	$5,000.00
CRISS for Math	Substitutes	Accountability	$3,000.00
			Subtotal: $9,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$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:	In grade 8 50% (191) will achieve proficiency on the 2013 administration of the FCAT Science assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (121)	50% (214)

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	1. Due to having it's own vocabulary English Language learners and Level 1 and2 reading students have difficulty comprehending science terminology.	1. To increase rigor vocabulary acquisition strategies; thinking maps; graphic organizers will be used across grade levels to dive instruction.	1. Science department chair; Literacy coach administrator over science	1. Classroom observations Development of common assessments Analysis of common assessment data Data discussions to be conducted by the department chair and the administrator over science Common Core literacy strategies to be modeled by the literacy coach.	1. Common classroom formative and summative assessments; mini BATs; Writing examples from Common Core activities.
2	2. Lack of knowledge of inquiry process of the scientific method	2. Hands on activities, inquiry labs with follow-up activities and lab notebooks to help with repetition and reinforce Common Core Literacy standards. Marine enhancement to reinforce the scientific process. Inquiry Boot Camp training for teachers.	2. Science Dept Chair/ Literacy Coach	2. Classroom observations, assessment data to be conducted by the department chair and the administrator over Science.	2. Common Assessments, Mini BATs, Science Writing samples
3	3. Retention of information from prior grades that is on the FCAT but not taught in the 8th grade.	3. Teachers will spiral previous curriculum through the use of daily bell ringers, writing prompts etc. that will review concepts tested but taught in previous grades. 8th grade	3. Science Dept chair/ Science Administrator	3. Students will be progress monitored September, December and with each new unit. To be conducted by the classroom teacher and be shared with the department chair and administrator	3. BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.

		teachers will compact their instructional focus calendar to free up three weeks of instructional time to review concepts taught in the 6th and 7th grade.		over science.	
4					

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:	In grade 8 46% (6) will achieve a level 4, 5 or 6 on the Florida Alternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (2)	46% (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	1. Deficits in concepts involving Measurement and Physical Science	1. Use multi-sensory presentation methods for presentation of Science materials and accept various modes of response Review and repetitive drills using picture cards that represent science concepts. Teach students using teacher gathered materials (real-life objects) to identify physical science concepts.	1. Science Teacher, ESE support staff, Science administrator	1. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions. .	1. BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.

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:	In grade 8 15% (57) of students will achieve above proficiency on the 2013 administration of the FCAT Science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (35)	15% (64)

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	1. Students scoring levels 4 and 5 need to receive enrichment opportunities with an emphasis of increasing rigor.	1. Rotation through the wet lab on a regular basis and participation in Marine science enhancements and field trips.	1. Science department chair, classroom teachers, magnet coordinator, administrator over science.	1. Assessment of lab activities observations to measure student achievement.	1. Classroom walkthroughs; evaluation of common assessments and classroom walkthroughs
2	2. Students are not proficient in inquiry process using higher level thinking skills in hands on labs nor with follow through after the labs.	2. Use thinking maps and inquiry methods to help increase student knowledge and investigative exploration in the inquiry process. Inclusion of Common Core literacy standards by classroom teachers.	2. Science department chair, literacy coach, administrator over science.	2. Common assessments, laboratory notebooks, and Science Fair monitored by Dept Chair	2. Classroom walkthrough, student portfolio.
3	3. Weak comprehension and critical thinking, ability to form and test a hypothesis, and follow a procedure through to a conclusion thereby communicating the results.	3. The rigor of curriculum will be increased to include project based learning, real world connections, problem solving and higher order questions.	3. Science dept chair, literacy coach, administrator over science	3. Students will be progress monitored September, December and with each new unit. To be conducted by the classroom teacher and be shared with the department chair and administrator over science. Department head will monitor through CWT's. Student work will be revised to increase the rigor. To be conducted by the department chair and the administrator over science.	3. BAT 1 & 2, Mini BATs, pre and post tests for each new unit, CWT Analysis of student work
4					

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:	In grade 8 53% (7) will achieve a level 7 on the 2013 administration Florida Alternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	53% (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. Deficits in concepts involving Measurement and Physical Science	1. Use multi-sensory presentation methods for presentation of Science materials and accept various modes of response Review and repetitive drills using picture cards that represent science concepts. Teach students using	1. Science Teacher, ESE support staff, Science administrator	1. Use Alternate Assessment Practice Tests to familiarize students with test format and typical questions.	1. BAT 1 & 2, Mini BATs, pre and post tests for each unit. Pre and post tests for mid-term and Final.

		teacher gathered materials (real-life objects) to identify physical science concepts			

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
Inquiry training	Science grade 6-8	Science dept chair/staff	Science teachers gr 6-8	August '12 through September '12 with follow up throughout the year during weekly PLC's	Classroom walkthroughs and Administrator observations	Science Dept Chair and Administrator over Science
Common Assessment/ progress monitoring	Science grade 6-8	Science dept chair/ staff	Science teachers gr 6-8	Ongoing throughout the year. During grade level common planning create common assessments and then review the outcomes.	Data meetings with administrator over science.	Administrator over Science
Marine infusion training	Science grade 6-8	Magnet Coordinator	Science teachers gr 6-8	Ongoing throughout the school year, whole department training for Marine Magnet infusion across grade levels.	Classroom Walkthroughs by Magnet coordinator and Administrator over Science	Science Department Chair, Magnet Coordinator
Common Assessment/ progress monitoring	Science grade 6-8	Science dept chair/ staff	Science teachers gr 6-8	Ongoing throughout the year. During grade level common planning create common assessments and then review the outcomes.	Data meetings with administrator over science.	Administrator over Science

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental material for curriculum enhancement	Marine science textbook, Marine Theme novels	School textbook funds/ Title I	$3,000.00
Supplemental materials for Common Core	Reading and Writing materials	Title I funds	$2,000.00
		Subtotal: $5,000.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos	Interactive virtual labs	County License	$0.00
		Subtotal: $0.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Stem Training/Inquiry training	Substitutes	Title 1	$5,000.00
Marine Infusion course development	Substitutes	Title 1	$2,500.00
		Subtotal: $7,500.00	

Other			

Strategy	Description of Resources	Funding Source	Available Amount
Supplemental reading materials for Marine Magnet infusion	Marine themed novels	Magnet budget	$1,500.00
		Subtotal:	$1,500.00
		Grand Total:	$14,000.00

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:	In grade 8, 78% (337) of students will achieve at level 3.0 or higher on the 2013 administration of the FCAT Writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of students scored 3.0 and higher	78% of students will score 3.0 and higher

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to effectively use elaboration and correct spelling, grammar, and punctuation in writing an essay.	Teachers will follow a writing calendar developed to teach students each component of the essay and focusing on nonfiction and academic writing. This includes developing a thesis statement with adequate support and details. Use of anchor papers will ensure students understand state writing exam expectations. Increase vocabulary skill building through Language Arts to improve word choice.	Language arts department chairperson; Department Administrator	FCAT Writing rubric and anchor papers will be used to determine quality of student writing: monthly writing strategies calendar will be developed and implemented across curriculum to enhance writing skills	Common writing assessments bimonthly writing prompts; student writing portfolios.
2	Background knowledge of content of area writing is limited.	Teachers will implement writing across the curriculum; Science will keep scientific journals, write and create science fair projects, lab notes that include summaries and reflections; Social studies will construct timelines focusing cause and effect as well as developing essays by citing evidence; Math will focus on vocabulary in story problems; Reading will	Language arts department chairperson; Department chairs; Literacy Coach Department Administrator	Language Arts department chair will look for evidence of writing integrated into the curriculum.	Monthly assessments

		utilize pre-reading strategies such as journals and writing prompts to connect to literature. Content area teachers will evaluate writing for content and support. Essay writing will be nonfiction and academic with students using references from content courses.			
3	Lack of elaboration and complex sentence structure	.Students will maintain a writing journal and a vocabulary notebook including a word of the week, quote of the week, and other academic vocabulary.	Language arts department chairperson; Department Administrator	Writing journals will be reviewed regularly for appropriate use of vocabulary, elaboration, and details.	Journal writing Vocabulary notebook

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:	In grade 8, 100% of students will achieve at level 4.0 or higher on the 2013 administration of the Florida Alternate Writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3) of students scored 4.0 and higher	100% of students scored 4.0 and higher

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	Background knowledge of content of area writing is limited.	Teachers will implement writing across the curriculum; Science will keep scientific journals, write and create science fair projects, lab notes that include summaries and reflections; Social studies will construct timelines focusing cause and effect as well as developing essays by citing evidence; Math will focus on vocabulary in story problems; Reading will utilize pre-reading strategies such as journals and writing prompts to connect to literature. Content area teachers will evaluate writing for content and support. Essay writing will be nonfiction and academic with students using references from	ESE department chairperson; Department Administrator	Specific feedback from teachers, parents, and students	Common writing assessments

		content courses.			

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
6-Traits	6-8	Department Chair	Language Arts teachers	Weekly department meetings will include training on a different trait each month.	Student writing samples will serve as evidence of 6-Trait implementation.	Department Chair
Legacy Writing	6-8	Department Chair	Language Arts teachers	Weekly grade level PLCs and monthly department training meetings	Student writing samples as evidence	Department chair
SpringBoard Strategies	6-8	Literacy Coach, Department Chair	Language Arts teachers	Weekly department meetings will include sharing of best practices and SpringBoard strategies	Teachers will use student work as evidence of SpringBoard implementation.	Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
LEGACY WRITES	Instructional manuals and student reproducible	Title 1 Budget	$4,999.99
Best Practices	Stipend/ substitutes	Title 1	$2,500.00
Extended Learning Opportunities	Afterschool/ In school pullouts	Accountability Budget	$3,000.00
			Subtotal: $10,499.99
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: $10,499.99

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:	50% of the 7th grade will score at level 3 or above on the Civics EOC in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
No previous data available	50% of the 7th grade will score at level 3 or above on the Civics EOC in 2013

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to apply grade skills to informational texts.	Literacy strategies will be used in Civics in order to focus on text complexity (CIS). Teachers will learn and use the strategies learned through staff development.	Literacy Coach Administration Department Chair	Class observations Common Assessments	Evaluation of common assessments and classroom observations.
2	Students have a limited academic vocabulary that impedes reading comprehension.	CRISS strategies will be used in order to increase vocabulary comprehension	Literacy Coach Administration Department Chair	Class observations Common Assessments	Evaluation of common assessments and classroom observations

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	25% of the 7th grade will score at level 4 or 5 on the Civics EOC in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
No previous data available	25% of the 7th grade will score at level 4 or 5 on the Civics EOC in 2013

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 scoring levels 4 and 5 need to receive enrichment opportunities with an emphasis of increasing rigor.	Literacy strategies will be used through the content area classes with the assistance of the Literacy Coach, specifically focusing on Document-based questions and higher level thinking questions.	Literacy Coach Social Studies Administrator Department Chair	Classroom observations Common Assessments	Classroom observations; evaluation of common assessments a

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
C.R.I.S.S strategies	7	Literacy Coach	Social Studies Department	Monthly Staff Development	Classroom Walkthroughs	Literacy Coach Administrator Department Chair
DBQs/Higher Order Thinking	7	Literacy Coach	Social Studies Department	PLC	Classroom Walkthroughs	Literacy Coach Administrator Department Chair

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:	Improve school attendance from 93.8% (1,214) to 95% (1,241)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.8%(1,214)	95%(1,241)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

138	100
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
47	37

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proper accounting of daily attendance and tardies by teachers	Attendance clerk will monitor Pinnacle attendance every period	Attendance Clerk (N. Armstrong) ; Assistant Principal (Lisa Gayle)	Daily Attendance Report	Monitoring of Daily Attendance Report
2	Communication links between school and parents.	Increased involvement of guidance, Social Worker (Giselle Cruz), and School Psychologist (C. Sloucum) and Cins Fins	Guidance Director (R. Schorehart)	Guidance and RtI referrals	The percentage decrease of truant behavior

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
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:	During the 2012 – 2013 school year, NRMS will increase the overall classroom instruction time through a 25% reduction in discipline referrals, a 25% reduction in out of school suspensions, a 25% reduction in in-school suspensions, and attain a 96% attendance rate.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
844	500
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
382	200
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
49	30
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
47	30

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent implementation of a unified comprehensive disciple Plan	Solicit teachers to join Solicit teachers to joina Discipline Committee and create a School Discipline plan that can be utilized in conjunction with the School Board of Broward County's Discipline Matrix.	Principal Assistant Principals Teachers	Year to year comparison by Quarters	Discipline Management System
	Poor attendance/tardiness • Disruptive classroom behaviors	Create a welcoming and supportive environment with tangible rewards. • Recognize students	The Assistant Principal over Discipline The School	Data Collection Functional Behavioral Assessment	Discipline Management System

2	• Academic frustration • Environmental influences • Poor peer/adult relationships	through positive referrals and awards. • Increase family communication. • Report behavior data to staff on a monthly basis. • Provide opportunities for staff development. Staff will continue to use RTI to enhance internal communication regarding student needs and progress. • Staff will build and maintain positive relationships with students through a mentoring program. • Staff will develop an increased awareness and recognition of positive student behaviors.	Behavior Specialist The Guidance Counselors The ESE Specialist		
3	Negative interactions between demographics and subgroups	Improve subgroup communications and coping skills through use of outside support services (ASPIRA, & YMCA)	Principal Assistant Principals Guidance Counselors School Psychologist School Social Worker Teachers	Year to year comparison by academic Quarter	RtI database, Discipline Management System

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase the percentage of parents attending parent nights from 79% (1048) to 90% (1170) , as well as increase the number of parent conferences from 33% (422) to 40% (520).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
33%(422) of parents participated in Parent Conference.	40% (520) of parents will participate in Parent Conferences.

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 scheduled parent activities have been scheduled in the afternoons	Offer several opportunities and times throughout days and weekends, in order to accommodate the parental schedules	Title I liaison; Amy Bennett; A.P. overseeing guidance , Christopher Johnson	Parent survey Sign-in Sheets	Sign-in Sheets Customer Survey
2	Lack of communication between school and home.	Students will be given student planners to record information that needs to be shared with the home. An acknowledgment will be sent home for parent signature upon receipt of planner first day of school. A training session on the planner information will be conducted at a parent night. Planner will be displayed in front office as a reminder and to increase awareness of parents. ParentLink phone calls to provide school	Administration	Parent survey Teacher monitoring of student planner use and parent awareness. Parent participation in family nights, school events, and parent conferences. Parent survey responses	Sign-in sheets Returned acknowledgment forms

		updates and family night invitations.			
3	Parent lack of transportation	Phone conferences Teachers will record parent contact and submit the log quarterly.	Community Liaison Administration	Number of phone conferences conducted	Contact log Parent end-of-year survey
4	Lack of childcare for younger children	Provide childcare	Administration	Sign-in sheets	Parent survey
5	Language Barriers	Translators will be provided for all parent training.	Administration	Sign-in sheets	Parent survey
6	Parent Work schedule conflicts	Provide flexible meeting/training times.	Administration	Sign-in sheets	Parent survey
7	Parent lack of access to technology	In addition to school website, provide ParentLink robot calls, quarterly newsletter, and SAC meetings to keep parents updated.	Administration SAC Chair	Sign-in sheets	Parent survey Needs assessment
8					

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent participation through incentives	Continental breakfast items/food items	Title 1	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.

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		Provide access to alternative STEM education—such as through museums, fieldtrips, or after-school clubs or programs	Magnet Coordinator Katherine O'Fallon Magnet Teacher Barbara Rapoza General Science teachers	Number of Students participating in STEM activities and enrollment in non magnet marine science classes.	Science fair projects (the number of student projects selected for district awards)

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

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

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

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
Science	Supplemental material for curriculum enhancement	Marine science textbook, Marine Theme novels	School textbook funds/ Title I	$3,000.00
Science	Supplemental materials for Common Core	Reading and Writing materials	Title I funds	$2,000.00
Writing	LEGACY WRITES	Instructional manuals and student reproducible	Title 1 Budget	$4,999.99
Writing	Best Practices	Stipend/ substitutes	Title 1	$2,500.00
Writing	Extended Learning Opportunities	Afterschool/ In school pullouts	Accountability Budget	$3,000.00
Parent Involvement	Increase parent participation through incentives	Continental breakfast items/food items	Title 1	$1,000.00
				Subtotal: $16,499.99

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Gizmos	Interactive virtual labs	County License	$0.00
				Subtotal: $0.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CARPD/CRISS	stipend/subs	Title 1	$2,000.00
Reading	Literacy in the content area/ Common core	stipend/subs	Title 1	$1,800.00
Mathematics	Common Core training	Substitutes	Title I	$1,000.00
Mathematics	Best Practices	Stipends	Title I	$5,000.00
Mathematics	CRISS for Math	Substitutes	Accountability	$3,000.00
Science	Stem Training/Inquiry training	Substitutes	Title 1	$5,000.00
Science	Marine Infusion course development	Substitutes	Title 1	$2,500.00
				Subtotal: $20,300.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Supplemental reading materials for Marine Magnet infusion	Marine themed novels	Magnet budget	$1,500.00
				Subtotal: $1,500.00
				Grand Total: $38,299.99

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
After school behavior management Program Before School safety monitoring program Push in and Pull out academic programs	$12,000.00

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

SAC committee members will decide how accountability funds will be allocated to impact student growth.
Review school data and monitor progress of students by comparing BAT I results to BAT II results.
Assist in the SIP process to ensure that the goals are attainable.
Monthly recognition program for staff members.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
NEW RIVER MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	66%	92%	39%	261	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	61%	64%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	58% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					509	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
NEW RIVER MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	63%	86%	42%	255	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	61%	65%			126	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?	61% (YES)	62% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					504	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested