

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RUBEN DARIO MIDDLE SCHOOL

District Name: Dade

Principal: Dr. Verona McCarthy

SAC Chair: Maribel Duarte

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/14/2012

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
Tallahassee, Florida 32399

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	Dr. Verona McCarthy	Bachelors of Arts- Sociology, University of Miami; Master of Science – Reading, Nova Southeastern University; Doctoral Degree – Educational Leadership, Nova Southeastern University Certifications: SOCIOLOGY, READING, SCHOOL PRINCIPAL	3.5	16.5	12' 11' 10' 09' 08' School Grades A A A A A High Standards-Rgd 55 69 71 73 70 High Standards-Math 51 65 68 70 69 Lmg Gains Rgd 70 67 70 45 68 Lmg Gains Math 72 64 76 70 77 Gains 25 Rgd 74 69 79 76 74 Gains 25 Math 72 62 79 65 73 Lrng Gains-Math 64% 76% 70% N/A 69% Gains-Rdg-25% 69% 74% 76% N/A 62% Gains-Math-25% 62% 79% 65% N/A 63% 2012 AMO Reading: White - 68% Black - 69% Hispanic - 54% ELL - 24% SWD - 28% ED - 53% 2012 AMO Math: White - 42% Black - 63%

					Hispanic - 50% ELL - 37% SWD - 18% ED - 49%
Assis Principal	Ms. Fabiola Izaguirre	Bachelors of Arts; Physical Education, Florida International University Master of Science; Educational Leadership; Nova Southeastern University Certifications: ENGLISH, READING, ESOL, ED LEADERSHIP	12	5	12' 11' 10' 09' 08' School Grades A A A A A High Standards-Rgd 55 69 71 73 70 High Standards-Math 51 65 68 70 69 Lmg Gains Rgd 70 67 70 45 68 Lmg Gains Math 72 64 76 70 77 Gains 25 Rgd 74 69 79 76 74 Gains 25 Math 72 62 79 65 73 2012 AMO Reading: White - 68% Black - 69% Hispanic - 54% ELL - 24% SWD - 28% ED - 53% 2012 AMO Math: White - 42% Black - 63% Hispanic - 50% ELL - 37% SWD - 18% ED - 49%

INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Offer in-house professional development targeting area of need	Assistant Principal	On-going	
2	2. Schedule quarterly meetings with new teachers	Assistant Principal	On-going	
3	3.Provide release time in order to observe and learn from master teachers	Assistant Principal	On-going	
4	4.Form partnership with local colleges and universities for internship placement and completion of class hours.	Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	Collaborate with content area teachers focusing on effective teaching

Out-of-Field Staff: One	strategies. Engage in model lessons and common planning. Participate in professional development opportunities in appropriate subject areas.
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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
39	7.7%(3)	5.1%(2)	53.8%(21)	33.3%(13)	53.8%(21)	69.2%(27)	20.5%(8)	0.0%(0)	20.5%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Stephen Szydlo	Daniel Brilliat	Mentoring and Induction for New Teachers (MINT) Mentor; Demonstration of commitment to professional growth and learning.	Bi-weekly meetings with mentee in order to discuss evidence-based strategies and best practices in science. Mentor will observe mentee and provide feedback.

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

Supplementary services are provided throughout the school year to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. In addition, support services are provided to the school, students, and families through professional development and workshops targeting areas of need. Curriculum leaders develop and facilitate professional development opportunities for staff focusing on effective reading and instructional strategies. Leadership Team reviews data assessments and reports identifying students and teachers in need of support encourage teachers to engage in professional growth opportunities. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. Parents participate in the design of their school's Parent Involvement Plan (PIP), the school improvement process and the life of the school and the annual Title I Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program to inform planning for the following year. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students.

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
 - o Mentors are assigned to new/beginning teachers and they provide instructional support during the school year through observations, professional development, content area discussions and feedback.
 - Training for add-on endorsement programs, such as Reading, Gifted, ESOL
 - o Identified teachers are encouraged to complete subject/content-based endorsements based on student need.
 - Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and Protocols
- The PDL plans and organizes in-house professional development workshops based on student/teacher need.

Title III

Title III funds are used to enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement:

- Purchase of supplementary hardware and software for the development of language and literacy skills in reading, mathematics and science.
- Tutorial services during the school day through the Home Language Assistance Program (HLAP), extended learning opportunities through Saturday Academy.
- Professional development on best practices for ELL and content area teachers
- Reading and supplementary instructional materials

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01, titled, Homeless Students – it ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists school with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless student and for school counselors. The school has identified a school based homeless coordinator to be trainee on the McKinney-Vento Law ensuring appropriate services are provided to homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling. Intervention services for students are provided by counselors and TRUST Specialist, who receive specialized training and technical assistance on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises. Additionally, students participate in peer mediation, in which identified students provide conflict resolution using a peer to peer approach.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. In addition, articulation agreements allow students to earn college and postsecondary technical credits in high school and provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

N/A

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Health Connect in Our Schools (HCIOS)

HCIOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCIOS services reduces or eliminates barriers of care, connects eligible students with health insurance and a medical home, provides care for students who are not eligible for other services. It enhances the health education activities provided by the schools and by the health department.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI/MTSS, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Ensure commitment to the RtI/MTSS process and allocate resources for teachers and students.

Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the RtI implementation. Review student data and progress for all students, including target groups and individual students.

General Education Teachers: Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. ESE teachers review intensive instructional and/or behavioral interventions with the goal of increasing individual

student's rate of progress academically and/or behaviorally.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Counselors will monitor students' rate of progress academically and/or behaviorally.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The team will use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following questions:

- What will all students learn?
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency?
- How will we respond when grades, subject areas, or class of or individual students have not learned?
- How will we respond when student have learned or already know?

The team will hold regular meetings in which the four step problem solving process will be implemented as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. The team will review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Additionally, the team will assist with monitoring and responding to the needs of all students, including SWD and ELL. The team will also identify clear indicators of student need and progress, assisting in examining the validity and effectiveness of program delivery. Through grade leveled team meetings, teachers will receive detailed student data and information in order to better assist each identified student. In addition, the team will maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

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

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data and strategies on: academic subject that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship). Throughout the school year the team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis and monitor fidelity of the delivery of instruction and intervention. Lastly, the team will provide levels of support and interventions to students based on available data and implement actions steps included in the SIP.

MTSS Implementation

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

Data will be used to guide instructional decisions and system procedures for all students. In doing so, adjustments will be made to the delivery of curriculum and instruction to meet specific needs of students; adjustments will be made to the allocation of school-based resources; adjustments to the delivery of behavior management system; drive decisions regarding targeted professional development; and create student growth trajectories in order to identify and develop interventions.

Managed Data sources:

Academic:

Baseline Data, Progress Monitoring and Reporting Network (PMRN), and Florida Comprehensive Assessment Test (FCAT),

Voyager Benchmark Assessments and Voyager Checkpoints.

- Based on FCAT and Baseline results, students in need of supplemental instruction will be identified in reading, mathematics, science and writing.

o Students will receive focused instruction targeting weak benchmark areas.

o Pull-out tutoring sessions will be implemented for those students.

Progress Monitoring: PMRN, Interim Assessments, In-house progress monitoring assessments and student grades.

- Based on Interim results and student grades, students will be identified for intensive instructional intervention in reading, math, writing and science.

o Identified students will participate in pull-out and Saturday tutoring sessions.

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

End of year: FAIR, FCAT, and Student Grades

Behavior:

In monitoring and improving student behavior, the team will utilize the Student Case Management System. The team will monitor the number of suspensions and referrals by student behavior, as well as, the attendance rate of students. The team will make recommendations and develop interventions to improve student behavior with the assistance of guidance counselor, school psychologist, school social worker, core teachers and parents.

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. PD sessions focusing on implementation of data-based decision-making and the MTSS/Rtl processes will be scheduled during the five scheduled district early release day.

The MTSS team will also evaluate additional staff PD needs during the biweekly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

District staff and the school's MTSS Leadership Team will:

- Provide ongoing efficient facilitation and accurate use of problem solving process to support planning, implementing, and evaluating effectiveness of services.
- Provide strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increase in student outcomes.
- Provide ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicate outcomes with stakeholders and celebrate success frequently.
- Provide comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
- Ensure alignment of policies and procedures across classroom, grade, building, district, and state levels.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Verona McCarthy, Principal
Ms. Fabiola Izaguirre, Assistant Principal
Ms. Maribel Duarte, Reading Chair
Mr. Oscar Gonzalez, Mathematics Chair
Mr. Ismael Ibarra, Student Services Chair
Mr. Gino Kennedy, Science Chair
Ms. Lourdes Pena, ESE Chair
Ms. Natasha Pages, Language Arts Chair
Ms. Ileana Masud, ESOL Chair
Mr. Hector Perez, Social Studies Chair
Ms. Ana Paneda, Team Leader
Ms. Aida Talavera, Team Leader
Ms. Aileen Rodriguez, Team Leader
Mr. Brian Vallinas, Team Leader
Ms. Alessandra Russo, Team Leader

The LLT represents highly qualified professionals who are interested in serving to improve instruction across the curriculum.

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

The LLT will meet at least once a month in order to discuss and review student data, school-wide instructional practices, increase parental involvement and make general recommendations on improving school programs.

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

The focus for the 2012-2013 school year will be to ensure all students are meeting reading proficiency and/or are making learning gains. The team will identify the students in need of additional support, and review students' data, grades and progress monitoring results in order to provide intensive supplemental instruction. The LLT will maintain a connection to the schools RtI/MTSS process by using RtI problem solving approach to ensure that a multi-tiered system of literacy support is present and effective.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The administration and staff of Rubén Darío Middle Community School implement the Florida Continuous Improvement Model (FCIM), which emphasizes data analysis and a systematic process for making improvements. As a component of the Secondary School Reform, the staff of Rubén Darío Middle Community School has participated in in-depth professional development sessions focusing on differentiated instruction. The staff has completed CRISS training workshops as well as participated in coaching sessions with the reading coach focusing on reading intervention strategies. Additionally, teachers responsible for teaching intensive reading classes have received specialized training on reading programs. Content area teachers implement strategies focusing on main idea, vocabulary and reference and research through the use of graphic organizers, research and project-based activities. Furthermore, teachers within their departments plan collaboratively in developing focused lesson and activities. Moreover, they review data, identify the weakest accountability indicators, and discuss the weakest performance in reading, mathematics and science. Consequently, teachers develop action steps to be implemented in order to reverse the pattern of low performance.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading test indicates that 29% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school-year is to increase the proficiency of FCAT Level 3 by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (225)	34% (259)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test were: Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process Grade 8 - Reporting Category 1- Vocabulary	1A.1. The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: Reciprocal teaching, opinion proofs, question-and-answer relationships and summarization skills. Instruction will focus helping students build stronger arguments to support their answers and students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: Use of task cards, use of multiple meaning words and interactive word walls. Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks.	1A.1 Language Arts Chair and Administration	1A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	1A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Compass Learning, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading test indicates that 21% of students achieved Level 4. Our goal for the 2012-2013 school-year is to increase the percentage of students scoring FCAT Level 4 by 2 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (161)	23% (175)

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
	2A.1 The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test were: Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process Grade 8 - Reporting Category 1- Vocabulary	2A1. The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: Questioning the Author, opinion proofs, question-and-answer relationships and summarization skills. Instruction will focus helping students build stronger arguments to support their answers and students will practice locating and verifying	2A.1. Language Arts Chair and Administration.	2A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	2A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Compass Learning, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessment.

1	<p>details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: Use of task cards, use of multiple meaning words and reading from a wide variety of texts.</p> <p>Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>Based on the 2012 FCAT 2.0 Reading Results 70% of students made learning gains. Our goal for the 2012-2013 school year is to increase the overall learning gains to 75%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (458)	75% (491)

Problem-Solving Process to Increase Student Achievement

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

1	<p>3A.1 The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test were:</p> <p>Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process Grade 8 - Reporting Category 1- Vocabulary</p>	<p>3A.1 The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: note-taking skills, question-and-answer relationships and summarization skills.</p> <p>Instruction will focus helping students build stronger arguments to support their answers and students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: Use of vocabulary word maps, multiple meaning words and personal dictionaries.</p> <p>Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks.</p>	<p>3A.1. Language Arts Chair, Administration and MTSS/RtI Team.</p>	<p>3A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.</p>	<p>3A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Voyager, Language, FAIR and in-class assessments.</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>Based on the 2012 FCAT 2.0 Reading Results 74% of students in the Lowest 25% made learning gains. Our goal for</p>
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Reading Goal #4:	the 2012-2013 school year is to increase the overall learning gains to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (130)	79% (139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4A.1. The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test were:</p> <p>Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process</p> <p>Grade 8 - Reporting Category 1- Vocabulary</p>	<p>4A.1. The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: question-and-answer relationships and summarization skills.</p> <p>Instruction will focus helping students build stronger arguments to support their answers and students will practice locating and verifying details and synthesizing details to draw correct conclusions.</p> <p>The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: use of multiple meaning words and vocabulary word maps.</p> <p>Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks.</p> <p>Incorporation of technology through the use of Discovery Learning focusing on vocabulary lessons to assist all the grade levels.</p> <p>Before/After School and Saturday Tutoring will be available and highly recommended.</p>	<p>4A.1. Administration, Language Arts Chair and Rtl/MTSS Team.</p>	<p>4A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.</p>	<p>4A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Voyager, Language, Achieve 3000, FAIR and in-class assessments.</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment.</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	<p>Reading Goal #</p> <p>Our reading goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.</p> <p>5A :</p>

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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:	Based on the 2012 FCAT 2.0 Reading Results 54% of Hispanic students did make satisfactory progress. Our goal for the 2012-2013 school year is to increase the overall performance of the Hispanic subgroup to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 54% (390)	Hispanic: 63% (455)

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	5B.1. Hispanic: The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test were: Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process Grade 8 - Reporting Category 1- Vocabulary	5B.1. The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: Questioning the Author, opinion proofs, question-and-answer relationships and summarization skills. Instruction will focus helping students build stronger arguments to support their answers and students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: Use of task cards, use of multiple meaning words and reading from a wide variety of texts. Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks.. Incorporation of technology through the use of Discovery Learning focusing on vocabulary lessons to	5B.1. Administration, Language Arts Chair, and RtI/MTSS Team	5B.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	5B.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Voyager, Language, FAIR and in-class assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessment.

assist all the grade levels.

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:	Based on the 2012 FCAT 2.0 Reading Results 24% of students in the ELL subgroup made adequate progress. Our goal for the 2012-2013 school year is to increase the overall progress of ELL by 22 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(43)	46%(82)

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	5C.1. The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test were: Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process Grade 8 - Reporting Category 1- Vocabulary	5C.1. During the 2012-2013 school year The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: reciprocal teaching and summarization skills. Instruction will focus helping students locate and verify details and drawing correct conclusions. The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: Use interactive word walls, vocabulary word maps and creating personal dictionaries. Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks. Incorporation of technology through the use of Discovery Learning focusing on vocabulary enrichment to assist all the grade levels. Before/After School and Saturday Tutoring will be available and highly recommended.	5C.1. Administration Language Arts Chair, ELL Chair and RtI/MTSS Team	5C.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	5C.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Achieve 3000, FAIR and in-class assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessment and CELLA.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Based on the 2012 FCAT 2.0 Reading Results 28% of students with disabilities made satisfactory progress. Our goal for the 2012-2013 school year is to increase the overall progress of SWD to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (24)	39% (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	The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were: Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process Grade 8 - Reporting Category 1- Vocabulary	The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: reciprocal teaching and summarization skills. Instruction will focus helping students locate and verify details, and draw correct conclusions. The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: Use of task cards, use of multiple meaning words and reading from a wide variety of texts. Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks.	Administration, SPED Chair, and RtI/MTSS Team	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Achieve 3000, FAIR and in-class assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on the 2012 FCAT 2.0 Reading Results 53% of the Economically Disadvantaged subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase the overall progress by 8 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(360)	61%(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
	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.

1	<p>The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were: Grade 6 and 7 - Reporting Category 4- Informational Text/Research Process Grade 8 - Reporting Category 1 - Vocabulary</p>	<p>The following instructional strategies will be used to support Reporting Category 4 - Informational Text/Research Process: Questioning the Author, opinion proofs, question-and-answer relationships and summarization skills.</p> <p>Instruction will focus helping students build stronger arguments to support their answers and students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>The following instructional strategies will be used to support Reporting Category 1 - Vocabulary: Use of task cards, use of multiple meaning words and reading from a wide variety of texts.</p> <p>Instruction will focus on teaching vocabulary with context clues and the implementation of vocabulary notebooks.</p>	Administration, Language Arts Chair, and Rtl/MTSS Team	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	<p>Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Achieve 3000, Voyager, Language, FAIR and in-class assessments.</p> <p>Summative: Results from 2013 FCAT Reading Assessment and CELLA.</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Through the use of the Promethean Boards and Discovery Learning	6th, 7th, and 8th grade Reading and Language Arts	Dept. Chairpersons and District Staff	Reading, Language Arts, and ELL	Early Release Days: Oct. 25, 2012, Dec. 13, 2012, January 17, 2013, Feb. 14, 2013 and May 2, 2012.	Classroom walk-throughs and progress monitoring assessments.	Reading/Language Arts Dept. Chairpersons and Administrators
Data Analysis and Grade Level Collaboration	6th, 7th, and 8th grade Reading and Language Arts	Dept. Chairpersons and District Staff	Reading, Language Arts, and ELL	Early Release Days: Oct. 25, 2012, Dec. 13, 2012, January 17, 2013, Feb. 14, 2013 and May 2, 2012.	Classroom walk-throughs and progress monitoring assessments.	Reading/Language Arts Dept. Chairpersons and Administrators
				Early Release		

Common Core/Best Practices	6th, 7th, and 8th grade Reading and Language Arts	Dept. Chairpersons and District Staff	Reading, Language Arts, and ELL	Days: Oct. 25, 2012, Dec. 13, 2012, January 17, 2013, Feb. 14, 2013 and May 2, 2012.	Classroom walk-throughs and progress monitoring assessments.	Reading/Language Arts Dept. Chairpersons and Administrators
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 3-5	Provide extended learning opportunities utilizing researched based reading strategies.	Title I	\$2,000.00
			Subtotal: \$2,000.00
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: \$2,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The results of the 2011-2012 CELLA test indicates that 38% of ELL achieved proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the proficiency percentage by 2 percentage points to 40%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
38% (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
	The area of deficiency as noted on the 2012	The following instructional strategies	Administration, ELL Chair	Data results of ongoing classroom assessments	Formative: District Interim

1	administration of hte CELLA Test was Listening/Speaking.	will be used for Listening/Speaking: Language Experience Approach, use of Illustrations and Diagrams. Instruction will focus on using students' ideas and their language to develop reading, writing, and speaking skills. In addition, questions will be open ended so that students process the information and articulate it on their own.		will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Assessments, Computer Assisted Program (CAP) reports from FCAT Explorer, Reading Plus, Achieve 3000, FAIR and in class assessments. Summative: 2013 CELLA
2	The area of deficiency as noted on the 2012 administration of hte CELLA Test was Listening/Speaking.	The following instructional strategies will be used for Listening/Speaking: Language Experience Approach, use of Illustrations and Diagrams. Instruction will focus on using students' ideas and their language to develop reading, writing, and speaking skills. In addition, questions will be open ended so that students process the information and articulate it on their own.	Administration, ELL Chair	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from FCAT Explorer, Reading Plus, Achieve 3000, FAIR and in class assessments. Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			The results of hte 2011-2012 CELLA test indicates that 31% of ELL achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase the proficiency by 2 percentage points to 33%.		
2012 Current Percent of Students Proficient in reading:					
31% (55)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was Reading.	The following instructional strategies will be used for Reading: Question Answer Relationships, Read Alouds, Cooperative Learning, and Reciprocal Teaching. Instruction will focus on developing questions, helping students identify question types and teaching text	Administration and ELL Chair.	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Achieve 3000, FAIR and in-class assessments. Summative: 2013 CELLA

	organization. Before/After school and Saturday tutorial programs will be available to all ELL.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA test indicates that 25% of ELL achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase the proficiency by 2 percentage points to 27%.
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2012 Current Percent of Students Proficient in writing:

25% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was Writing.	The following instructional strategies will be implemented for Writing: Process writing, personal journals, and graphic organizers. Instruction will focus on the writing process, as well as, sharing and responding to writing. Before/After school and Saturday tutorial programs will be available to ELL.	Administration and ELL Chair.	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Reading Plus, Achieve 3000, FAIR and in-class assessments. Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 2-3	Provide extended learning opportunities utilizing research based reading and writing strategies.	Title III	\$3,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT 2.0 Mathematics test indicates that 28% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school-year is to increase the proficiency of FCAT Level 3 by 5 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (211)	33% (250)

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	1A.1. The reporting category with the highest deficiency as noted on the 2012 administration of the FCAT 2.0 in Mathematics in grades Sixth and Eighth it was Reporting Category- Geometry and Measurement. In Seventh Grade it was Reporting Category - Statistics and Probability.	1A.1. The following instructional strategies will be used to support Geometry and Measurement and Statistics and Probability - provide students with opportunities to investigate geometric properties and infuse the Step-It-Up Problem Solving Protocol into daily instruction. Instruction will focus on providing hands-on activities to explore area and volume, and use a variety of graph paper to explore area and perimeter of two-dimensional figures	1A.1. Administration and Mathematics Chair	1A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	1A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT 2.0 Mathematics test indicates that 20% of students achieved Levels 4 and 5. Our goal for the 2012-2013 school-year is to increase the percentage of students scoring FCAT Levels 4 and 5 by 2 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (152)	22% (167)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category – Geometry and Measurement in Grades Sixth and Eighth and in Seventh Grade it was Statistics and Probability.	2A.1. The following instructional strategies will be used to support Geometry and Measurement and Statistics and Probability - Use virtual manipulatives to explore area and perimeter of two dimensional figures. Instruction will focus on enrichment utilizing the Holt Online textbook and calculators to reinforce concepts as well as Discovery Education lessons.	2A.1. Administratin and Mathematics Chair.	2A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments	2A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Based on the 2012 FCAT 2.0 Mathematics Results 72% of students made learning gains. Our goal for the 2012-2013 school year is to increase the overall learning gains to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (498)	77% (498)

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	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category – Geometry in Sixth and Seventh Grade and Reporting Category - Statistics and Probability	3A.1. The following instructional strategies will be used to support the Reporting Categories of Geometry, and Statistics and Probability - Infuse the Step-It-Up Problem Solving Protocol into daily instruction and use manipulatives to introduce basic concepts. Instruction will focus on providing students with the opportunities to complete more rigorous mathematical problems and provide extended learning opportunities for additional practice.	3A.1. Administration, Mathematics Chair and MSTT/RTI Team.	3A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	3A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on the 2012 FCAT 2.0 Mathematics Results 72% of students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the overall learning gains to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (127)	77% (136)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category – Geometry in Sixth and Eighth Grade and Reporting Category - Statistics and Probability in Seventh Grade.	The following instructional strategies will be used to support the Reporting Categories of Geometry, Statistics and Probability - Use visual models to explain mathematical concepts, provide students with opportunities to investigate geometric properties, and incorporate related vocabulary. Before/ after school and Saturday tutoring will be available and highly recommended.	4A.1. Administration, Mathematics Chair and Rtl/MTSS Team.	4A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our Mathematics goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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.	Based on the 2012 FCAT 2.0 Mathematics Results 50% of Hispanic students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the overall gains of
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Mathematics Goal #5B:	the Hispanic subgroup to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 50% (359)	Hispanic: 58% (416)

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	5B.1. Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category – Geometry and Measurement in Sixth and Eighth Grade and Reporting Category Statistics and Probability in Seventh Grade.	The following instructional strategies will be used to support Geometry and Statistics and Probability - provide students with opportunities to investigate geometric properties. Before/ after school. and Saturday Tutoring will be provided and highly recommended. Incorporate FCAT Explorer, Riverdeep, Destination Math resources into the instructional process to aid in differentiating instruction based on students' areas of weakness. Develop a computer lab schedule to increase the utilization of computer lab time.	5B.1. Principal, Assistant Principal, Mathematics Chair and MSTT/RTI Team.	5B.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	5B.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on the 2012 FCAT 2.0 Mathematics Results 37% of ELL made satisfactory progress. Our goal for the 2012-2013 school year is to increase the overall gains of the ELL subgroup to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (65)	55% (97)

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
	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was	5C.1 The following instructional strategies will be used to support Geometry and Measurement - provide	5C.1 Principal, Assistant Principal, Mathematics Chair and MSTT/RTI Team.	5C.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make	5C.1 District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT

1	Reporting Category – Geometry and Measurement in Sixth and Eighth Grade and Reporting Category - Statistics and Probability in Seventh Grade.	students with opportunities to investigate geometric properties. Before/After School and Saturday Tutoring will be available and highly recommended. Incorporate FCAT Explorer, Riverdeep, and Destination Math resources into the instructional process to aid in differentiating instruction based on students' areas of weakness.	instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the 2012 FCAT 2.0 Mathematics Results 18% of SWD made satisfactory progress. Our goal for the 2012-2013 school year is to increase the overall gains of the SWD subgroup to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (15)	33% (27)

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	5D.1 The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category – Geometry and Measurement in Sixth and Seventh Grade and Reporting Category Statistics and Probability in Seventh Grade.	5D.1. The following instructional strategies will be used to support Geometry and Statistics and Probability - Use visual models to explain geometric principles, use manipulatives and real world scenarios to develop meanings Statistics and related vocabulary. Provide before/after school and Saturday Academy extended learning opportunities.	5D.1. Administration, SPED Chair, and RtI/MTSS Team	5D.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	5D.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on the 2012 FCAT 2.0 Mathematics Results 49% of Economically Disadvantaged students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the overall gains of the Economically Disadvantaged subgroup to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

49% (331)			57% (385)		
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	5E.1. Reporting category with the highest deficiency is Geometry and Measurement in Sixth and Seventh Grade and Reporting Category - Statistics and Probability in Seventh Grade.	5E.1. The following instructional strategies will be used to support Geometry and Measurement and Statistics and Probability - Use visual models to explain geometric principles, use manipulatives and real world scenarios to develop meanings for Statistics and Probability and related vocabulary. Before/After School and Saturday Tutoring will be available and highly recommended. Incorporate FCAT Explorer, Discovery Learning, Riverdeep, and Destination Math resources into the instructional process to aid in differentiating instruction based on students' areas of weakness.	5E.1 Principal, Assistant Principal, Mathematics Chair and MSTT/RTI Team.	5E.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	5E.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Riverdeep, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:		The results of the 2012 Algebra EOC Assessment indicate that 46% of students scored level 3. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% (6)		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 According to the	.1.	Principal, Assistant	1.1.	1.1.

1	results of the 2012 Algebra EOC the area of greatest difficulty for students was reporting category 2 – Polynomials.	The following instructional strategies will be used to support Polynomials - provide students with opportunities to complete more rigorous mathematical problems. Utilize the Prentice Hall Online Textbook and Discovery Education Lessons in order to reinforce taught skills.	Principal, and Mathematics Chair	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, and in-class assessments. Summative: Results from 2013 Algebra EOC Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC Assessment indicate that 54% of students scored Achievement Level 4 and 5. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (7)	54% (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	According to the results of the 2012 Algebra EOC the area of greatest difficulty for students was reporting category 2 – Polynomials.	The following instructional strategies will be used to support Polynomials - provide enrichment activities utilizing computer software and hands-on experiences.	Principal, Assistant Principal, and Mathematics Chair	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, and in-class assessments. Summative: Results from 2013 Algebra EOC Assessment.

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

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

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:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra EOC Assessment indicate that 49% of Economically Disadvantaged students made satisfactory progress in Algebra. Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged students making satisfactory progress to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (6)	57% (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	According to the results of the 2012 Algebra EOC the area of greatest difficulty for students was reporting category 2 – Polynomials.	The following instructional strategies will be used to support Polynomials - provide extended learning activities utilizing computer software and hands-on experiences.	Administration and Mathematics Chair.	Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: District Interim Assessments, and in-class assessments. Summative: Results from 2013 Algebra EOC Assessment.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

3C. English Language Learners (ELL) not making					
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satisfactory progress in Geometry. Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices focusing on Geometry and Algebra.	6-8 Math	Mathematics Teacher and/or Department Chair	6-8 Mathematics Teacher	Every other Wednesday at 8:35 AM on-going throughout the 2012-2013 school year.	Grade level planning sessions in order to implement various teaching and/or learning strategies of Strand.	Mathematics Department Chair and Administrators.
Common Core/Best Practices	6-8 Math	Mathematics Department Members	6-8 Mathematics Teacher	Twice a Month on-going throughout the 2012-2013 school year.	Classroom walk-throughs and progress monitoring assessments.	Mathematics Department Chair and Administrators.
Data Analysis and Instructional Implementation	6-8 Math	Mathematics Teacher and/or Department Chair	6-8 Mathematics Teacher	Every other Wednesday at 8:35 AM on-going throughout the 2012-2013 school year.	Grade level planning sessions in order to implement various teaching and/or learning strategies of Strand.	Mathematics Department Chair and Administrators.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	Provide extended learning/enrichment opportunities utilizing researched based mathematics strategies and programs.	Title I	\$2,000.00
			Subtotal: \$2,000.00
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: \$2,000.00

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:	Based on the 2012 FCAT Science results, 28% of students achieved Proficiency Level 3. Our goal for the 2012-2013 school-year is to increase the proficiency of FCAT Level 3 by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (82)	32% (95)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting Category – Nature of Science.	<p>1A.1. The following instructional strategies will be used to support the Nature of Science Category - provide enhanced content, collaborative learning, questioning, inquiry, manipulating, testing, instructional technology and enhanced materials such as STEM.</p> <p>Teachers will develop professional learning communities to research, discuss, design, and implement strategies to increase inquiry-based learning in Nature of Science.</p> <p>Provide opportunities for Level 1 and 2 students to participate in Nature of Science enrichment activities, science clubs, and Saturday academy.</p> <p>Increase the opportunities for use of school virtual/online lab programs.</p> <p>Provide opportunities for students to explore evidence of variable manipulation in Nature of Science by incorporating lab investigations and utilize Discovery</p>	1A.1. Administration and Science Department Chairperson	1A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments	<p>1A.1. Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Odyssey Compass Learning, Gizmos, and in-class assessments.</p> <p>Summative: Results from 2013 FCAT 2.0 Science Assessment.</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on the 2012 FCAT Science results, 10% of students achieved Proficiency Level 4 or 5. Our goal for the 2021-2013 is to increase the students at Level 4 or 5 Proficiency by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (29)	12% (34)

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	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Reporting Category – Nature of Science.	2A.1. The following instructional strategies will be used to support the Nature of Science Category - provide enhanced content, collaborative learning, questioning, inquiry, manipulating, testing, instructional technology and enhanced materials such as STEM. Provide students the opportunity to compare, contrast, interpret, analyze, and explain earth and space science	2A.1. Administration and Science Department Chair.	2A.1. Data results of ongoing classroom assessments will be reviewed to ensure progress is being made and make instructional adjustments as needed. Teachers will follow the FCIM in planning instruction and making adjustments	2A.1. Formative: Formative: District Interim Assessments, Computer Assisted Program (CAP) reports from: FCAT Explorer, Odyssey Compass Learning, Gizmos, and in-class assessments. Summative: Results from 2013 FCAT 2.0 Science Assessment.

	concepts including climate and weather, planetary motions, plate movement, gravity, and tides concepts during laboratory activities and classroom discussion.		AT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Workshops including Gizmos, and Discovery Education.	6-8 Science	Science Department Head and/or District Personnel	Science Teachers	On-going weekly department meetings and professional development days: Nov. 6, 2012 and Feb. 1, 2013.	Department meetings, debriefing, and classroom visits.	Administration and Science Chair.
STEM Related PDs and competitions	6-8 Science	Science Department Head and/or District Personnel	Science Teachers	On-going weekly department meetings and professional development days: Nov. 6, 2012 and Feb. 1, 2013.	Department meetings, debriefing, and classroom visits.	Administration and Science Chair.
Common Core/Best Practices	6th, 7th, and 8th grade Science	Science Department Members	Science Teachers	On-going twice a month.	Classroom walk-throughs and progress monitoring assessments.	Administration and Science Chair.

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-2	Provide extended learning/enrichment opportunities utilizing hands-on activities.	Title I	\$2,000.00
			Subtotal: \$2,000.00
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: \$2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Based on the 2012 FCAT Writing scores 74% of eighth grade students achieved Proficiency Level 3. Our goal for the 2012-2013 school year is to increase the percent of students achieving a Proficiency Level 3 and above to 77%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
74% (218)		77% (226)			
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	1.1. Benchmark focus on writing will be on revisions and developing relationships among ideas. This barrier because of students' lack of editing opportunities.	1.1. During the 2011-2012 school year, students will improve connection between main ideas/details by changing words and adding transitional words to clarify meaning or to add interest.	1.1. Administration, Language Arts Dept. Chair, and Reading Coach	1.1. Monthly Writing Samples and District Pre/Post Tests and adjust instructional focus as needed.	1.1. Formative: District Writing Baseline and Mid-Year Monthly Essay Progress Monitoring Summative: 2012 FCAT Writing

	Students will also engage in peer sharing and editing, as well as, student-teacher writing conferences.			Assessment.
	Students will participate in quarterly scheduled writing workshops.			

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing 2.0 Professional Development	6th, 7th, and 8th Language Arts	District Staff	6th, 7th, and 8th Language Arts Teachers	Professional Development Days - Nov. 6, 2012 and Feb. 1, 2013	Classroom Walkthroughs and Student Writing Samples.	Administration and Language Arts Chair.

Writing Budget:

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

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

End of Writing Goals

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:	Our goal for the 2012-2013 school year is to increase the percent proficient of Achievement Level 3 in Civics to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading comprehension and application through the reading of informative texts.	strategies will be used to support Civic goals - Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in civics. Provide activities that allow students to interpret primary and secondary sources of information.	Administration and Social Studies Department Chair.	Monthly school generated assessments. Teachers will follow the FCIM in planning instruction and making adjustments.	Formative: Monthly Assessments, Chapter/Unit Tests. Summative: Civics 2013 Spring Assessment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the 2012-2013 school year is to increase the percent proficient of Achievement Level 4 in Civics to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrated lack of Reading comprehension and application through the reading of informative texts, which included Civics topics and benchmarks.	The following instructional strategies will be used to support Civics goals: Provide students with the opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Provide opportunities for students to participate in project-based learning activities.	Administration and Social Science Chair.	Monthly school generated assessments. Teachers will follow the FCIM in planning instruction and making adjustments as needed.	Formative: Monthly Assessments, Chapter/Unit Tests. Summative: Civics Spring 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
Implementation of District's Pacing Guides and available resources.	Seventh Grade - Social Science	Social Science Teachers	Social Science Teachers	On-going through bi-weekly department meetings.	Classroom walkthroughs and monthly assessments.	Administration and Social Science Chair.
District Sponsored professional development focusing on Civics topics, such as Project Citizen.	Seventh Grade - Social Science	District Staff	Social Science Teachers	Professional Development Days: Nov. 6, 2012 and Feb. 1, 2013	Classroom walkthroughs and monthly assessments.	Administration and Social Science 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:	Our goal for the 2012-2013 school year is to increase the average attendance rate to 95.77%, minimizing absences due to truancy and unexcused absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.27% (768)	95.77% (772)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
221	210
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
61	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	<p>1.1. Many students need to leave the country with their families for emergencies, causing excessive absences of more than a week.</p> <p>Students who cut the entire school day without the consent of knowledge of their parents.</p> <p>These barriers are due to parents not understanding the</p>	<p>1.1. Counsel parents on the importance of students staying in school and how missing school can jeopardize their academic grade.</p> <p>Implement the RtI/MTSS process for those students accumulating excessive absences. Institute the Code of Student Conduct procedures for those students with repeated offenses.</p>	<p>1.1. Attendance Review Committee and Administration</p>	<p>1.1. Review attendance records of those students who acquire excessive absences consecutively to determine the cause of their absences.</p>	<p>1.1. Formative: Attendance bulletins Summative: COGNOS Reports</p>

	attendance requirements				
2	1.2. Parents that allow their children to stay home for reasons other than those accepted by the school board or encourage tardiness by not managing time in the mornings. This is a barrier due to parents not understanding the attendance/tardiness requirements.	1.2. Implement into the Parent Academy workshops strategies that parents can use to deter their children from cutting school. Utilize the Community Involvement Specialist to make home visits to act as a deterrent for parents and students who do not follow school attendance policies. Place students on attendance contracts.	1.2. Counselors, Community Involvement Specialist	1.2. Distribute parent survey to determine the effectiveness	1.2. Formative: Attendance bulletins Summative: COGNOS Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District sponsored Professional Development on Response to Intervention	Grades 6-8	District Staff	Administration, counselors, school RTI team	Professional Development Days: November 6, 2012 and/or February 1, 2013	RtI/MTSS team will review process with academic teams to ensure process is being followed and streamlined to meet the needs of tier students.	Administration and Team Leaders

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

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 2011-2012 school year, the total number of out-of-school suspensions was 196. Our goal for the 2012-2013 school year is to reduce the number of out-of-school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
11	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
196	194176
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
104	94

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	1.1. Students exhibiting progressive disciplinary issues. This is a barrier due to the fact that students are not aware of requirements in as outlined in the Code of Student Conduct.	1.1. Implement the RtI/MTSS process for those students who exhibit minor offenses. Utilize the Attendance Review Committee to make recommendations for those students who lack motivation and target high-risk students early in the year and place them on a behavioral contract. Meet with students and parents to discuss Code of Student Conduct and strategies that can be implemented in the home to motivate students to do well.	1.1. Administration, RtI/MTSS Team, Attendance Review Committee	1.1. Review SCAM reports to identify students and review suspension reports to identify and monitor those students with previous history of suspensions.	1.1. Formative: District generated reports Summative: COGNOS Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District sponsored Professional Development on Response to Intervention	Grades 6-8	On-line or District Sponsored Staff	Administrators, counselors, and school's RtI/MTSS team.	Professional Development Days: Nov. 6, 2012 and Feb. 1, 2013	RtI/MTSS team will review process with academic teams to ensure process is being followed and streamlined to meet the needs of tier students.	Administration and RtI/MTSS team.

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A - Title I school, see PIP

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I school, see PIP	N/A - Title I school, see PIP

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Students incorporate STEM practices through the STREAM (Science, Technology, Robotics, Aerospace and Mathematics) classes. Students participate in SECME competitions, Science Fair, as well as, Science, Technology and Investigative Research. Our goal for the 2012-2013 school year is to increase the number of students enrolled in STREAM by 20%.			
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	Informing parents about the program due to the fact that parents might not be knowledgeable about the program's specific goals and objectives and also increase the number of students in upper level classes.	Implement articulation/orientation meetings for parents and members of the community. Advertise the program throughout the community and feeder elementary schools.	Administration and counselors.	Class enrollment and project-based participation.	Participation in various competitions and projects.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM best practices and instructional strategies.	Grades 6-8	District Staff	Science and Math Teachers	Professional Development Days: Nov. 6, 2012 and Feb. 1, 2013	Classroom Walkthroughs and project-based learning.	Administration

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Our goal for the 2012-2013 school year is to increase the number of students enrolled in Agriculture class by 20%.		
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	Due to the limited number of classes offered, students are not familiar with the class.	Promote the agriculture class through articulation and orientation presentations, highlighting the class goals and objectives.	Administration	Number of students selecting the course and student course completion.	End of year course request tally. Course project-based assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Reading	Goals 3-5	Provide extended learning opportunities utilizing researched based reading strategies.	Title I	\$2,000.00
CELLA	Goals 2-3	Provide extended learning opportunities utilizing research based reading and writing strategies.	Title III	\$3,000.00
Mathematics	Goals 1-5	Provide extended learning/enrichment opportunities utilizing researched based mathematics strategies and programs.	Title I	\$2,000.00
Science	Goals 1-2	Provide extended learning/enrichment opportunities utilizing hands-on activities.	Title I	\$2,000.00
				Subtotal: \$9,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives and Teacher Requests	\$3,600.00

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

The Educational Excellence School Advisory Council (EESAC) has an important function for the success of Ruben Dario Middle Community School. The functions are as follows:
Reach out to the community to obtain more parent participation.
Assist in organizing monthly parent meetings.
Assist the school in creating and analyzing school data.
Approve and monitor implementation of the School Improvement Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District RUBEN DARIO MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	65%	89%	47%	270	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	67%	64%			131	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?	69% (YES)	62% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District RUBEN DARIO MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	68%	91%	46%	276	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	76%			146	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?	74% (YES)	79% (YES)			153	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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested