

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: JEAGA MIDDLE SCHOOL

District Name: Palm Beach

Principal: Kevin L. Gatlin

SAC Chair: Lawanna Byrd

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/4/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Jeaga Middle School SY11 School Grade: B Reading: 56% Math: 64% Science: 34% Writing: 81% AYP: 64% Jeaga Middle School SY10 School Grade: A Reading: 60% Math: 67% Science: 44% Writing: 87% AYP: 69% White and Hispanic made AYP in Math.
					Westward Elementary

Principal	Kevin L. Gatlin	<p>B.S. Business Administration with emphasis in Marketing & Advertisement</p> <p>M.S. Educational Leadership</p> <p>Certifications include: Athletic Coaching, Social Science 6-12, Social Science 5-9, Ed. Leadership all levels</p>	2.25	6	<p>SY09 School Grade: A Reading: 66% Math: 66% Science: 48% AYP: 92% Black and ED did not make AYP in Math.</p> <p>Lantana Middle SY08 School Grade: A Reading: 58% Math: 61% Science: 38% AYP: 90% Hispanic and SWD did not make AYP in Reading or Math.</p> <p>SY07 School Grade: B Reading: 52% Math: 53% Science: 41% AYP: 74% Black, Hispanic, ED, and SWD did not make AYP in Reading or Math. ELL did not make it in Math.</p> <p>SY06 School Grade: B Reading: 44% Math: 50% Science: N/A AYP: 74% Black, Hispanic, ED, SWD, ELL did not make AYP in Reading or Math</p>
Assis Principal	Carl B. Gibbons	<p>B.S. in Business Administration;</p> <p>M.S. in Educational Leadership; Ed.D in Education</p>	2	8	<p>Jeaga Middle School Jeaga Middle School SY12 School Grade: B Reading: 42% Math: 50% Science: 35% Writing: 82%</p> <p>SY11 School Grade: B Reading: 56% Math: 64% Science: 34% Writing: 81% AYP: 64%</p> <p>SY10 School Grade: A Reading: 60% Math: 67% Science: 44% Writing: 87% AYP: 69% White and Hispanic made AYP in Math.</p> <p>Jeaga Middle School 2008-2009 Grade A Reading 61%; math mastery 64%; Science mastery 46%; writing mastery 94% AYP: 69% Black, ED, ELL, and SWD did not make AYP in reading. White, Black, Hispanic, ED, ELL and SWD did not make AYP in math.</p> <p>2007-2008 Grade C Reading mastery 47%; math mastery 45%; writing mastery 91%; science mastery 28% AYP: 79% Reading: White subgroup made AYP—Black, ED, SWD did not make AYP Math: White subgroup made AYP—Black, ED, SWD did not make AYP</p> <p>2006-2007 Grade C Reading mastery 48%; math mastery 44%; writing mastery 88%; science mastery 30% AYP: 73% Reading: White subgroup made AYP—Black, ED, SWD did not make AYP Math: White subgroup made AYP—Black, ED, SWD did not make AYP</p> <p>2005-2006 Grade C Reading mastery 49%; math mastery 44%; writing mastery 77% AYP: 82% Reading: White subgroup made AYP—</p>

					Black, ED, SWD did not make AYP Math: White subgroup made AYP—Black, ED, SWD did not make AYP
Assis Principal	Brent Higley	Degrees: BS, Biology MS, Biology MS Ed., Ed Leadership Certification: Biology 6-12 Ed Leadership	6	6	Jeaga Middle School SY12 School Grade: B Reading: 42% Math: 50% Science: 35% Writing: 82% SY11 School Grade: B Reading: 56% Math: 64% Science: 34% Writing: 81% AYP: 64% SY10 School Grade: A Reading: 60% Math: 67% Science: 44% Writing: 87% AYP: 69% White and Hispanic made AYP in Math. SY09: School Grade: A Reading: 61% Math 64% Science: 46% AYP: 69% Black, ED, ELL, SWD did not make AYP in reading. White, Black, Hispanic, ED, ELL, and SWD did not make AYP in math. SY08: School Grade: A Reading: 59% Math: 64% Science: 42% AYP: 82%. Black, ED, ELL, SWD did not make AYP in reading. ELL and SWD did not make AYP in math.
Assis Principal	Alisha McKnight	Degrees: BS, Elementary Education; MS, Reading Certification: Educational Leadership, Reading K-12; Elementary Education Endorsement: ESOL	2	6.5	Jeaga Middle School SY12 School Grade: B Reading: 42% Math: 50% Science: 35% Writing: 82% Jeaga Middle School SY11 School Grade: B Reading: 56% Math: 64% Science: 34% Writing: 81% AYP: 64% 2008/2009 - Woodlands Middle School, Assistant Principal. School Grade "A" total points 598 74% of criteria for AYP was met. 2007/2008 – Woodlands Middle School, Assistant Principal. School Grade "A" total points 598. 82% of criteria for AYP was met. 2006/2007 – Woodlands Middle School, Assistant Principal. School Grade "A." 95% of criteria for AYP was met.

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)
					11-12 School Grade B Math HS: 50

Math	Danielle Brandt	BS MS Math 5-9 El. Ed. 1-6 ESOL Endorsement	10	8	Math LG: 70 AYP Proficiency not met: 7 subgroups 10-11 School Grade B Math HS: 64 Math LG: 71 AYP Proficiency not met: 7 subgroups 09-10 School Grade A Math HS: 67 Math LG: 75 AYP Proficiency not met: 2 subgroups 08-09 School Grade A Math HS: 58 Math LG: 75 AYP Proficiency not met: 6 subgroups 07-08 School Grade A Math HS: 64 Math LG: 74 AYP Proficiency not met: 2 subgroups 06-07 School Grade B Math HS: 59 Math LG: 72 AYP Proficiency not met: 2 subgroups 05-06 School Grade B Math HS: 53 Math LG: 64 AYP Proficiency not met: 6 subgroups
Reading	Nicole Haddock	BS MS Certification: English (5-9) Endorsement: Reading, ESOL	9	3	Jeaga Middle School 11-12 School Grade B Reading HS: 42 Reading LG: 64 AYP Proficiency not met: 7 subgroups 10-11 School Grade B Reading HS: 56 Reading LG: 59 AYP Proficiency not met: 7 subgroups Loggers Run Middle School 09-10 School Grade A Reading HS: 84 Reading LG: 72 AYP Proficiency not met: 1 subgroup

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	Mentor and Peer pairings	Alisha McKnight, AP	Ongoing	
2	Provide a positive working environment through regularly scheduled meetings of new teachers with Admin. and "key" staff	Alisha McKnight, AP	Ongoing	
3	New teachers will be offered workshops to provide opportunities for professional growth. Literacy coach is available to provide demonstrations of best practices in reading instruction.	Assistant Principals, Reading and Math Coaches	Ongoing	
4	New teachers receive extra support from coaches and LTM Facilitator.	Reading and Math Coaches, LTM Facilitator	Ongoing	

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
No data submitted	

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
81	6.2%(5)	23.5%(19)	40.7%(33)	29.6%(24)	32.1%(26)	100.0%(81)	23.5%(19)	0.0%(0)	19.8%(16)

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
Y. Tabon	J. Atkinson	Clinical Ed certified/Same Content area and Grade Level	Mentor will assist in tracking student data, assuring effective content teaching and classroom management strategies through weekly meetings, as well as review walk through data. LTF will review Marzano's Art and Science of Teaching.
Y. Garcia	J. Bland	Clinical Ed certified/Same Content area and Grade Level	Mentor will assist in tracking student data, assuring effective content teaching and classroom management strategies through weekly meetings, as well as review walk through data. LTF will review Marzano's Art and Science of Teaching.
C. Freniere	K. Gates	Clinical Ed certified/Same Content area and Grade Level	Mentor will assist in tracking student data, assuring effective content teaching and classroom management strategies through weekly meetings, as well as review walk through data. LTF will review Marzano's Art and Science of Teaching.
H. Tully	A. Leeds	Clinical Ed certified/Same Content area and Grade Level	Mentor will assist in tracking student data, assuring effective content teaching and classroom management strategies through weekly meetings, as well as review walk through data. LTF will review Marzano's Art and Science of Teaching.
R. Lorenzo	M. Theodoris	Clinical Ed certified/Same Content area and Grade Level	Mentor will assist in tracking student data, assuring effective content teaching and classroom management strategies through weekly meetings, as well as review walk through data. LTF will review Marzano's Art and

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

Services are provided to ensure students requiring remediation are assisted through tutoring and after-school programs. Title I funds are also used to ensure staff development and family involvement needs are provided. Title 1 funds are used to purchase the following positions: Parent Liaison, Math Coach, Language Arts and Science Teacher. Title 1 funds are also used to purchase classroom materials including paper and books as well as technology for student use.

Title I, Part C- Migrant

District Migrant Liaison provides services and support to students and parents and coordinates with Title 1 and other programs to ensure needs are met.

Title I, Part D

District receives funds to support the Alternative Education programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL students.

Title X- Homeless

District personnel provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school coordinates with the Department of Safe Schools to support violence prevention efforts on campus. Guidance Counselors provide services and programs.

District-wide implementation of Single School Culture as well as appreciation of Multicultural Diversity.

Nutrition Programs

Jeaga will participate in the new Federal Provision II Breakfast Program where breakfast will be offered to all students free of charge every day.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Jeaga provides and supports a Pre-Law Choice program for grades 6-8.

Job Training

N/A

Other

Required instruction listed in 1003.42(2) F.S., as applicable to appropriate grade levels.

Positions purchased with Title 1 funds: Science Teacher, Language Arts Teacher, and Math Coach.

The science and language arts teachers will be used to further lower class sizes in two critical areas, and provide additional support for these respective departments.

The Math Coach provides services such as providing professional development to the math department and modeling effective teaching strategies in math classrooms.

The Parent Liaison serves as a link between the school and parents. Our PL provides parent education opportunities such as the Technology piece at our FCAT parent night and ongoing redline workshops. Our PL also provides home visits for a variety of reasons and initiates clothing and food drives for our low income parents and students. He is also heavily involved in recruiting students for our FRL rates.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math coaches, and guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure:

a sound, effective academic program is in place

a process to address and monitor subsequent needs is created

the School Based Team (SBT) is implementing RtI processes

assessment of RtI skills of school staff is conducted

fidelity of implementation of intervention support is documented

adequate professional development to support RtI implementation is provided

effective communication with parents regarding school-based RtI plans and activities occurs.

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 school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY11 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

AYP and subgroups

strengthens and weaknesses of intensive programs

mentoring, tutoring, and other services.

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.

Baseline data:

Florida Comprehensive Assessment Test (FCAT)

Curriculum Based Measurement

SDPBC Fall Diagnostics

Palm Beach Writes

SRI

FAIR

Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)

Office Discipline Referrals

Retentions

Absences

Midyear data:

FAIR

SDPBC Winter Diagnostics

Palm Beach Writes

Progress Monitoring and Reporting Network (PMRN)

End of year data:

Florida Comprehensive Assessment Test (FCAT)

FCAT Writes

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

In-service to the faculty will be provided on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model

Consensus building

Positive Behavioral Intervention and Support (PBIS)

Data-based decision-making to drive instruction

Progress monitoring

Selection and availability of research-based interventions

Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kevin L. Gatlin, Principal
Alisha Mcknight, Assistant Principal
Nicole Haddock, Reading Coach
Robert Lorenzo, Language Arts Instructional Leader
Claudia Echelberger, Media Specialist
Timothy Shannon, Social Studies Instructional Leader
Marlene Pryce, Reading Counts Coordinator
Nicole Mangaroo, Learning Team Facilitator

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

The LLT will meet monthly to create and monitor new and current initiatives around our reading program.

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

Reading Counts Program
FCAT Parent Night
Classroom Libraries: maintaining and tracking

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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.

Instructional focus calendars will be created that incorporate a reading benchmark as the secondary benchmark for all content Reading, Language Arts & Social Studies courses. Teachers will receive professional development on reading strategies during professional development days, after school and on Saturdays. The reading coach will model reading strategies in classrooms.

*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:	Students achieving proficiency (FCAT Level 3) in reading will maintain proficiency and experience learning gains on the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 24% (250) of students achieved mastery on the 2011 administration of the FCAT Reading Test.	In grades 6-8, 86% (1000) of students will achieve mastery for reading on the 2012 FCAT Reading Test to make AYP through proficiency.

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	Proficient students will not receive additional instruction through intensive reading classes to maintain their proficiency.	<ol style="list-style-type: none"> The school will implement the new FAIR assessments to monitor student progress (required for Corrective II schools) Common board configuration including objectives, essential questions, date, agenda, and homework assignment in all reading, language arts and social studies classrooms. Implement Instructional Focus Calendar for Reading and Language Arts classes on Learning Village. Social Studies department will provide reading instruction in their content area. Integration of technology into the curriculum; utilizing Apple I pads for additional reading support. 	<ol style="list-style-type: none"> Principal, Curriculum Assistant Principal, and the Reading Coach Principal and Curriculum Assistant Principal. Curriculum Assistant Principal, Reading Coach, Department Chair, Language Arts Department Chair. Curriculum Assistant Principal, Reading Coach, Social Studies Department Chair. Curriculum Assistant Principal, Reading Coach, Reading Department 	<ol style="list-style-type: none"> Review FAIR data reports to ensure teachers are assessing students according to the created schedule. Focused walkthroughs by administration will be used to ensure that all reading, language arts and social studies teachers are using the common board configuration. Administration will be familiar with the IFC and monitor implementation through classroom walkthroughs Administration will conduct walkthroughs and monitor lesson plans. Administration and Reading Coach will monitor implementation through classroom walkthroughs. 	<ol style="list-style-type: none"> Print out of FAIR assessments. Reports generated from walkthroughs by administration. Effectiveness will be determined through cycle assessments and FAIR assessments. FCIM through LTMs and assessments including FCAT. FCIM through LTMs and assessments including FCAT.
2	Current headsets used with Read 180 program are non-functioning.	Purchase additional headsets for use with the Read 180 program.	Curriculum AP, Principal, Read 180 Teacher	Walkthroughs conducted by Curriculum AP and Reading Coach.	2013 FCAT Reading results.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students achieving proficiency (FAA Achievement level 4-6) in reading will maintain proficiency and experience learning gains on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 6-8, 27% (4) of students achieved mastery on the 2012 administration of the Florida Alternate Assessment.	In grades 6-8, 32% (5) of students will achieve mastery for reading on the 2013 Florida Alternate Assessment.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proficient students will not receive additional instruction through intensive reading classes to maintain their proficiency.	<ol style="list-style-type: none"> 1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment in all reading, language arts and social studies classrooms. 2. Implement Instructional Focus Calendar for Reading and Language Arts classes on Learning Village. 3. ESE Social Studies teachers will provide reading instruction in their content area. 4. Integration of technology into the curriculum. 	<ol style="list-style-type: none"> 1. Principal and Curriculum Assistant Principal. 2. Curriculum Assistant Principal, Reading Coach, ESE department 3. Curriculum Assistant Principal, Reading Coach, ESE department 4. Curriculum Assistant Principal, Reading Coach, ESE Department 	<ol style="list-style-type: none"> 1. Focused walkthroughs by administration will be used to ensure that all reading, language arts and social studies teachers are using the common board configuration. 2. Administration will be familiar with the IFC and monitor implementation through classroom walkthroughs 3. Administration will conduct walkthroughs and monitor lesson plans. 4. Administration and Reading Coach will monitor implementation through classroom walkthroughs. 	<ol style="list-style-type: none"> 1. Reports generated from walkthroughs by administration. 2. Effectiveness will be determined through the Brigance. 3. Effectiveness will be determined through the Brigance. 4. Effectiveness will be determined through the Brigance.

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:	Students achieving above proficiency (FCAT Level 4 & 5) in reading will maintain proficiency and experience learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 17% (175) of students achieved mastery on the 2012 administration of the FCAT Reading Test.	In grades 6-8, 25% (291) of students will achieve above proficiency for reading on the 2013 FCAT Reading Test

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	Level 4 & 5 students will not receive additional instruction through intensive reading classes to maintain their proficiency.	Students achieving Level 4 & 5 on the 2012 administration of the FCAT Reading Test will receive enrichment through differentiated instruction.	Principal, Curriculum Assistant Principal, and the Reading Coach	Administration and Reading Coach will monitor implementation through classroom walkthroughs.	<ol style="list-style-type: none"> 1. Fall and Winter diagnostics 2. 2013 administration of FCAT Reading Test
2	Level 4 & 5 students may retain proficiency but not make sufficient learning gains.	SAL-P data chats will be held with all students for the purpose of goal setting.	Principal, Curriculum Assistant Principal, Reading Coach and teachers	Administrators will review logs for Student Goal Setting Conferences during classroom walkthroughs.	<ol style="list-style-type: none"> 1. Fall and Winter diagnostics 2. 2013 administration of FCAT Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		Students achieving at or above proficiency (Achievement Level 7) in reading will maintain proficiency and experience learning gains on the 2013 Florida Alternate Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grades 6-8, 47% (7) of students achieved mastery on the 2012 administration of the Florida Alternate Assessment.		In grades 6-8, 52% (8) of students will achieve mastery for reading on the 2013 Florida Alternate Assessment.			
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	Level 7-9 students will not receive additional instruction through intensive reading classes to maintain their proficiency.	Students achieving Level 7-9 on the 2012 administration of the Florida Alternate Assessment will receive enrichment through differentiated instruction.	Principal, Curriculum Assistant Principal, and the ESE Coordinator	Administration and ESE Coordinator will monitor implementation through classroom walkthroughs.	2013 administration of Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		The number of students that make learning gains in reading will increase during the 2013 administration of the FCAT reading test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grades 6-8, 64% (425) of students achieved learning gains on the 2012 administration of the FCAT Reading test.		In grades 6-8, 69% (802) of students will achieve learning gains on the 2013 administration of the FCAT reading test.			
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	Not all students will be eligible for intensive or regular reading classes.	1. Student Goal Setting Conferences will be conducted with all students following the administration of the Fall and Winter Diagnostics utilizing the SAL-P Report. 2. Implement Learning Village instructional focus calendar for social studies that will enable teachers to explicitly infuse reading benchmarks in their lesson plans and instructional delivery.	1. Principal, Curriculum Assistant Principal and teachers. 2. Principal, Curriculum Assistant Principal, Reading Coach, Social Studies Department Chair and social studies teachers.	1. Administrators will review logs for Student Goal Setting Conferences during classroom walkthroughs. 2. During classroom walkthroughs administrators will focus their attention on lesson plans, board configuration and materials utilized for lesson delivery.	1. Administrators will randomly ask students how they performed on their most recent assessment to determine if the data chats are being conducted and anecdotally judge their success. 2. FAIR Assessments will be disaggregated by social studies teachers to determine the effectiveness of reading benchmark instruction.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The number of students that make learning gains in reading will increase during the 2013 administration of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 27% (4) of students achieved learning gains on the 2012 administration of the Florida Alternate Assessment.	In grades 6-8, 32% (5) of students will achieve learning gains on the 2013 administration of the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are disfluent with limited vocabulary and insufficient reading strategies.	1. ESE teacher will differentiate instruction and provide take home books for additional reading. 2. Students will receive instruction through PCI Reading and Caught Reading.	Curriculum Assistant Principal and ESE Contact.	Administrator will conduct walk throughs and monitor lesson plans.	Weekly reading and vocabulary test.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% will experience learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 72% (202)of the lowest 25% of students made learning gains on the 2012 administration of the FCAT Reading Test.	In grades 6-8, 74% (232)of students in the lowest 25% will achieve mastery for reading on the 2013 FCAT Reading Test

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	Many Level 2 students that make up a portion of the lowest 25% will not be in reading classes.	1. Language Arts & Social Studies teachers will also teach reading strategies. 2. These students will be included in after-school, Saturday and pull-out subgroup specific tutorials for reading.	Principal, Curriculum Assistant Principal, and the Reading Coach	1. Instructional Focus Calendars for Language Arts & Social Studies will have a reading secondary benchmark which administrators will observe during instructional walkthroughs.	1. Fall & Winter diagnostic 2. 2013 FCAT reading test
2	Parents do not have information on New Generation Sunshine State Standards and reading strategies.	FCAT Parent Night for lowest 25%	Literacy Leadership Team	1. Parents will be invited to FCAT Parent Night 2. Increased learning gains among the lowest 25%.	1. FCAT Parent Night sign in sheet 2. 2013 FCAT reading test
3	Communication with parents	Teachers will send bi-weekly progress reports on students progress in class	Grade level AP	Documentaion of signed progress report	End of year school climate evaluation

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The number of student subgroups making proficiency will increase on the 2013 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficient for the 2012 FCAT reading test: Black 39% (190), Hispanic 40% (168), White 48% (48)	44% of Black (227), Hispanic 45% (182) and White 53%(152) students will be proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A large percentage of the subgroups are not proficient.	1. Achievement of subgroups will be monitored after assessments occur in order to set goals and remediate. 2. These students will be included in after-school, Saturday and pull-out subgroup specific tutorials for reading.	Administration/Reading Coach/Guidance Counselors/Teachers/LTF	1. Student tracking sheets 2. LTM 3. Increase in student achievement on assessments	1. Mini Assessments 2. Diagnostics 3. SRI

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The number of proficient ELL students will increase on the 2013 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficient for the 2012 FCAT reading test: 10% (6).	15% of ELL students (27) will be proficient on the 2013 FCAT reading test.

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	ELL subgroup did not make proficiency.	1. Achievement of ELL subgroups will be monitored after assessments occur in order to set goals and remediate. 2. These students will be included in after-school, Saturday and pull-out subgroup specific tutorials for reading.	Administration/Reading Coach/Guidance Counselors/Teachers/LTF	1. Student tracking sheets 2. LTM 3. Increase in student achievement on assessments	1. Mini Assessments 2. Diagnostics 3. SRI
2	ELL subgroup did not make proficiency	Provide an additional instructor for ELL students to further reduce class size and provide additional support.	Administration/Reading Coach	Increase in student achievement on assessments	1. Fall and Winter Diagnostics 2. 2013 FCAT reading test

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:	The number of student subgroups making Adequate Yearly Progress (AYP) will increase on the 2012 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficient for the 2011 FCAT reading test: 26% (48).	86% of students (169) will be proficient on the SY12 FCAT. 26% (52) for Safe Harbor.

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	SWD subgroup did not make AYP.	1. Achievement of SWD subgroup will be monitored after assessments occur in order to set goals and remediate. 2. These students will be included in after-school, Saturday and pull-out subgroup specific tutorials for reading.	Administration/Reading Coach/Guidance Counselors/Teachers/LTF	1. Student tracking sheets 2. LTM 3. Increase in student achievement on assessments	1. Mini Assessments 2. Diagnostics 3. SRI
2	SWD students that are disfluent will not benefit from Read 180, our typical intensive reading intervention.	Utilize Wilson Reading for Disfluent SWD students.	Administration, Reading Coach, ESE Coordinator	Increase in student achievement on assessments.	1. Diagnostics 2. 2012 FCAT reading test.

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:	The number of student subgroups making Adequate Yearly Progress (AYP) will increase on the 2013 FCAT reading test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficient for the 2012 FCAT reading test: 25% (42).	30% of ED students (54) will be proficient on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A large percentage of the Economically Disadvantaged subgroup were not proficient.	1. Achievement of the Economically Disadvantaged subgroup will be monitored after assessments occur in order to set goals and remediate. 2. These students will be included in after-school, Saturday and pull-out subgroup specific tutorials for reading.	Administration/Reading Coach/Guidance Counselors/Teachers/LTF	1. Student tracking sheets 2. LTM 3. Increase in student achievement on assessments	1. Mini Assessments 2. Diagnostics 3. SRI

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
Core K-12	ALL/Reading, Language Arts, Social Studies	Mr. Sanchez, Dr. Jackson, Ms. Steinmetz	school-wide	PDD Sept. 13, 2012	Inservice assignment	PDD team
Ongoing reading strategies staff development	6-8 Reading, Language Arts, Social Studies and Science teachers	Reading Curriculum AP, REading Coach, Language Arts DIL	All teachers	After school periodically as needed.	Implementation of strategies will be evident in lesson plans and classroom walk throughs.	Administration REading Coach

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Staff development of strategies for reading instruction in their content area.	Salaries and stipends for reading strategies training.	Title 1	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorials	Tutorial resources/supplies	Title 1	\$3,500.00
Tutorials	Teacher Salaries	Title 1	\$10,000.00
Tutorials	Transportation	Title 1	\$5,000.00
Language Arts Teacher.	Salary and benefits.	Title 1.	\$63,644.00
Reading Coach/Resource Teacher	Salary and benefits	Title 1	\$33,794.00
Increase availability of hands-on materials relevant to content area.	Reading enrichment supplies and materials.	Title 1	\$10,000.00
			Subtotal: \$125,938.00
			Grand Total: \$129,938.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		In SY 13, 35%(36) of students will achieve proficiency in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
In SY12, 32%(23) of students were proficient in Listening/Speaking. This was an increase from 29% (28) in SY11.					
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	ELL students are unfamiliar with the format of the test.	Students will practice for the CELLA with periodic CELLA-like questions in class and CELLA-like tests.	ESOL Coordinator Teachers of ELL students	Scores on the practice CELLA-like assignments will be reviewed for their effectiveness.	CELLA results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		In SY 13, 25%(26) of students will achieve proficiency in Reading.			
2012 Current Percent of Students Proficient in reading:					
In SY12, 20%(15) of students were proficient in Listening/Speaking. This was an increase from 15% (14) in SY11.					
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				

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

3. Students scoring proficient in writing. CELLA Goal #3:	In SY 13, 15% (15) of students will achieve proficiency in Writing
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2012 Current Percent of Students Proficient in writing:

In SY12, 10%(10) of students were proficient in Listening/Speaking. This was a decrease from 12% (11) in SY11.

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				

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3 and above) in mathematics will maintain proficiency and experience learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 50% (568) of students 6-8 are achieving proficiency Level 3 in mathematics.	In grades 6-8, 55% of students (624) will achieve mastery on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on 2012 FCAT data, all AYP subgroups were not proficient in mathematics.	Student Achievement Chats will be conducted with all students following the fall and winter diagnostics utilizing the SAL-P report. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment. Supplemental Educational Services will provide additional mathematics instruction. Implement the TransMath program for all Intensive Math classes Increase the use of Adobe Master Collection math manipulatives in all intensive classes to give "hands-on" experience	Principal, Curriculum Assistant Principal and Mathematics Coach	Administrators will review log for Student Achievement Chats during walkthroughs. Administration will review results of mini-assessments. Review student grouping charts frequently to target the needs of students based on assessments.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are being conducted and anecdotally judge their success. Progress of students on assessments.
2					
3					
4					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Students achieving proficiency (FAA Achievement level 4-6) in math will maintain proficiency and experience learning gains on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 40% (6) of students achieved mastery on the 2012 administration of the Florida Alternate Assessment.	In grades 6-8, 46% (7) of students will achieve mastery for reading on the 2013 Florida Alternate Assessment.

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	Proficient students will not receive additional instruction through intensive math classes to maintain their proficiency.	<ol style="list-style-type: none"> 1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment in all math classrooms. 2. Implement Instructional Focus Calendar for Math classes on Learning Village. 3. ESE Science teachers will provide addition math support through their content area. 4. Integration of technology into the curriculum. 	Curriculum AP ESE Coordinator Math Coach	<ol style="list-style-type: none"> 1. Focused walkthroughs by administration will be used to ensure that all math teachers are using the common board configuration. 2. Administration will be familiar with the IFC and monitor implementation through classroom walkthroughs 3. Administration will conduct walkthroughs and monitor lesson plans. 4. Administration and Math Coach will monitor implementation through classroom walkthroughs. 	<ol style="list-style-type: none"> 1. Reports generated from walkthroughs by administration. 2. 2013 FAA

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:	Students achieving mastery (FCAT Level 4, 5) in mathematics will maintain proficiency and experience learning gains on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 21% (214) students are achieving proficiency Level 4 and 5 in mathematics.	25% (284) of current students will achieve mastery (Level 4, 5) on the 2012 FCAT Assessment.

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 within the above proficiency level decreasing in proficiency.	<p>Include higher-order questions in lessons.</p> <p>Student Achievement Chats will be conducted with all students following the fall and winter diagnostics utilizing the SAL-P report.</p> <p>Develop an Instructional Focus Calendar for Mathematics classes.</p> <p>Integration of technology into the classroom; use of Ipads and associated programs as tool for further enrichment.</p>	Principal, Curriculum Assistant Principal and Mathematics Coach	Administration will monitor through classroom walkthroughs.	Reports generated by administrative walkthroughs

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.	Students achieving at or above proficiency (Achievement Level 7) in math will maintain proficiency and experience
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Mathematics Goal #2b:	learning gains on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 33% (5) of students achieved mastery on the 2012 administration of the Florida Alternate Assessment.	In grades 6-8, 40% (6) of students will achieve mastery for reading on the 2013 Florida Alternate Assessment.

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	Proficient students will not receive additional instruction through intensive math classes to maintain their proficiency.	<ol style="list-style-type: none"> 1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment in all math classrooms. 2. Implement Instructional Focus Calendar for Math classes on Learning Village. 3. ESE Science teachers will provide addition math support through their content area. 4. Integration of technology into the curriculum. 	Curriculum AP ESE Coordinator Math Coach	<ol style="list-style-type: none"> 1. Focused walkthroughs by administration will be used to ensure that all math teachers are using the common board configuration. 2. Administration will be familiar with the IFC and monitor implementation through classroom walkthroughs 3. Administration will conduct walkthroughs and monitor lesson plans. 4. Administration and Math Coach will monitor implementation through classroom walkthroughs. 	<ol style="list-style-type: none"> 1. Reports generated from walkthroughs by administration. 2. 2013 FAA

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:	Students achieving proficiency (FCAT Level 3) in mathematics will maintain proficiency and experience learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 70% (795) of students achieved learning gains on the 2012 administration of the FCAT Mathematics test.	In grades 6-8, 75% (851) of students will achieve learning gains on the 2013 administration of the FCAT Math test.

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	TransMath implementation	Professional Development on the TransMath implementation. Instructional Leader coaching and demonstrating effective strategies for implementation	Administration; Instructional leader (math coach)	Classroom Walkthroughs; Anecdotal notes of coaching visits	Classroom walkthrough instrument; observation notes; student working folders.
2	Consistency of instructional strategies among teachers	Ongoing professional development and student workshops	Administration	LTM, classroom walkthroughs	<ol style="list-style-type: none"> 1. mini assessments 2. Diagnostics

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:	The number of students that make learning gains in math will increase during the 2013 administration of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 13% (2) of students achieved learning gains on the 2012 administration of the Florida Alternate Assessment.	In grades 6-8, 20% (3) of students will achieve learning gains on the 2013 administration of the Florida Alternate Assessment.

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	Proficient students will not receive additional instruction through intensive math classes to maintain their proficiency.	1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment in all math classrooms. 2. Implement Instructional Focus Calendar for Math classes on Learning Village. 3. ESE Science teachers will provide addition math support through their content area. 4. Integration of technology into the curriculum.	Curriculum AP ESE Coordinator Math Coach	1. Focused walkthroughs by administration will be used to ensure that all math teachers are using the common board configuration. 2. Administration will be familiar with the IFC and monitor implementation through classroom walkthroughs 3. Administration will conduct walkthroughs and monitor lesson plans. 4. Administration and Math Coach will monitor implementation through classroom walkthroughs.	1. Reports generated from walkthroughs by administration. 2. 2013 FAA

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:	Students achieving proficiency (FCAT Level 3) in mathematics will maintain proficiency and experience learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 71% (209)of students made learning gains on the 2012 administration of the FCAT test.	In grades 6-8, 76% (223)of students in the lowest 25% will achieve mastery for reading on the 2012 FCAT Mathematics Test

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	TransMath implementation	Professional development; instructional department leader demonstration of effective strategies of implementation	Administration, instructional department leader	Classroom Walkthroughs, observations,	Walkthrough instrument, lesson plans, anecdotal notes
2					

3					
4					
5					

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 #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The number of student subgroups making satisfactory progress will increase on the 2013 FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT, 45% Black (219), 51% Hispanic (214), 52% White(52)achieved proficiency in mathematics	57% of White (57), 50% of Black (244), and 56% of Hispanic (235)will be proficient on the SY13 FCAT.

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	L1 and L2 students need remediation in math in addition to mastering new concepts.	1. Implementation of TransMath program for all intensive math classes 2. These students will be included in after-school and pull-out subgroup specific tutorials for math. Study Island will be used in tutorials. 3. Teachers will utilize differentiated instruction to relate content to students' skill level.	Administration, instructional department leader	Administration will monitor through classroom walkthrough. Teachers will monitor by utilizing the FCIM model and mini assessments based on benchmarks.	Generated reports of classroom walkthroughs

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:	The number of student subgroups making satisfactory progress will increase on the 2013 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (92)of student within the subgroup English Language	86% (194) of our ELL students will be proficient on the 2012

Learners (ELL) achieved proficiency on the 2011 FCAT mathematics test	FCAT. 52% (117) for Safe Harbor.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	L1 and L2 students have a difficult time "catching up" to grade level standards of proficiency. Proficient students need to maintain proficiency.	1. Implementation of TransMath program for all intensive math classes 2. These students will be included in after-school and pull-out subgroup specific tutorials for math. 3. Teachers will utilize differentiated instruction to relate content to students' skill level.	Administration, instructional department leader; SES contact	Administration will monitor through classroom walkthrough. Teachers will monitor by utilizing the FCIM model and mini assessments based on benchmarks.	Administrative walkthroughs, PMP of students, tutorial attendance logs.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of student subgroups making satisfactory will increase on the 2013 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (48) of student within the subgroup Students With Disabilities (SWD) achieved proficiency on the 2012 FCAT mathematics test	34% (57) of our SWD students will be proficient on the 2013 FCAT.

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	L1 and L2 students have a difficult time "catching up" to grade level standards of proficiency. Proficient students need to maintain proficiency.	1. Implementation of TransMath program for all intensive math classes 2. These students will be included in after-school and pull-out subgroup specific tutorials for math. 3. Teachers will utilize differentiated instruction to relate content to students' skill level.	Administration, instructional department leader; SES contact	Classroom Walkthroughs, tutoring attendance and progress monitoring plan (PMP)	Administrative walkthroughs, PMP of students, tutorial attendance logs.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The number of student subgroups making satisfactory progress will increase on the 2013 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (427) of student within the subgroup Economically Disadvantaged (ED) achieved proficiency on the 2012 FCAT mathematics test	52% (473) of our ED students will be proficient on the 2013 FCAT.

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	L1 and L2 students have a difficult time "catching up" to grade level standards of proficiency. Proficient students need to maintain proficiency.	1. Implementation of TransMath program for all intensive math classes 2. These students will be included in after-school and pull-out subgroup specific tutorials for math. 3. Teachers will utilize differentiated instruction to relate content to students' skill level.	Administration, instructional department leader; SES contact	Administration will monitor through classroom walkthrough. Teachers will monitor by utilizing the FCIM model and minin assessments based on benchmarks.	Administrative walkthroughs, PMP of students, tutorial attendance logs.

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:	Students achieving proficiency on the algebra EOC will maintain proficiency and experience learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 96% (59) of students are achieving proficiency on the algebra EOC.	100% of students (86) will achieve proficiency on the 2013 administration of the algebra EOC.

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					
2	Students within the above proficiency level decreasing in proficiency	student achievemtn chat will be conducted with all students following fall and winter diagnostic EOC assessment. SAL-P report. Benchmark enrichment instruction	Curriculum Assistant Principal, Instructional Leader (math coach), tutoring coordinator	Administration will monitor through walkthroughs, observations and assessments	anecdotal notes, walkthrough instrument, assessments.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students achieving proficiency on the Algebra EOC will maintain proficiency and experience learning gains on the 2013 FCAT Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 44% (27) students are achieving proficiency on the Algebra EOC	100 % (86) students will achieve proficiency on the 2013 administration of the Algebra EOC.

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 within the above proficiency level decreasing in proficiency.	Include higher-order questions in lessons. Student Achievement Chat and Data Chat with students after fall and winter EOC diagnostic test	Curriculum Assistant Principal, Instructional Leader, Teacher	Monitor during walkthroughs, student work folders, data binders	Reports from walkthroughs, note, data binder checks.

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The number of student subgroups making satisfactory progress in Algebra will increase on the 2013 Algebra EOC,
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Algebra 1 EOC, 100% (10)White; 95% (20)Black; 96% (22)Hispanic; 100% (4) Asian achieved proficiency in Algebra 1.	100% of all subgroups will achieve proficiency on the 2013 Algebra 1 EOC.

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 within the above proficiency level decreasing in proficiency.	professional development; instructional department leader demonstration of effective strategies of implementation.	administration, instructional department leader	classroom walkthrough, observations	walkthrough instrument, data chat.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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:	N/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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:	100% of Economically disadvantaged students will achieve proficiency on the 2013 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 95%(41) of students that are economically disadvantaged achieved proficiency on the 2012 Algebra 1 EOC.	100% of the economically disadvantaged students will achieve proficiency on the 2013 Algebra1 EOC.

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	Student with the above proficiency level decreasing in proficiency	Monitoring student progress, data chats, tutoring	administration, instructional leader	walkthroughs, monitoring students progress	Test and quizzes

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.
Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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
Continuous mathematics staff development	6-8 mathematics	Math Curriculum AP Math Coach Administration	All	PD days, after school periodically as needed Department meetings, LTMs	Implementation of strategies will be evident in lesson plans and classroom walk throughs.	Administration Math Coach

Mathematics Budget:

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

Integration of technology into classroom instruction.	Apple iPads, cart, and Apps.	Title 1	\$15,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math department will provide strategies for instruction in their content area.	Salaries and stipends for teachers receiving training on effective strategies in mathematics.	Title 1	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorials	Salries for tutorial teachers.	Title 1	\$10,000.00
Tutorials	Supplies/resources	Title 1	\$3,500.00
Tutorials	Transportation	Title 1	\$5,000.00
Staff development resource teacher	Salary and benefits.	Title 1	\$66,195.00
Increase availability of hands-on materials relevant to content area.	Math manipulatives, supplies, and materials.	Title 1	\$10,000.00
			Subtotal: \$94,695.00
			Grand Total: \$113,695.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Jeaga Middle School's science proficiency increased 3% (11) SY12 from SY11.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on current school data, 35% (128) of 8th grade students achieved proficiency.		Given instruction based on the NGSSS, 40% (167) of students will score at level three or above on the 2013 FCAT Science Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' abilities to teach students with a range of proficiency in the same class.	Close monitoring of diagnostic data; using this data reschedule students, specifically bubble 2's into effective teacher's classrooms	Lead 8th grade Science teacher, Science AP	Continual improvement model utilizing mini-assessments as formative tools, anecdotal evidence from teacher	2013 FCAT, mini assessments
2	Previously proficeint students may regress to non-proficiency based on diagnostic data.	Identify students based on previous years' diagnostic gains and current year's diagnostic data. These students will be included in after-school and pull-out tutorials for science.	Lead 8th grade Science teacher, Science AP	Continual improvement model utilizing mini-assessments as formative tools, anecdotal evidence from teacher	2013 FCAT, mini assessments

3	Traditionally Jeaga students are weak in Scientific Method	Use of appropriate lab activities once per week, minimally. All science classes have a minimum of 5 computers for use of Gizmos as enrichment, or in a rotational model,	Lead 8th grade Science teacher, DIL, Science AP	Continual improvement model utilizing mini-assessments as formative tools, anecdotal evidence from teacher	2013 FCAT, mini assessments
4	Effective monitoring of classroom learning and benchmark mastery.	Effective use of LTM meetings and data collection utilizing formative assessments given at the end of each unit/benchmark to ensure mastery.	Lead 8th grade Science teacher, DIL, Science AP, LTF, Science Teachers	Continual improvement model utilizing mini-assessments as formative tools, anecdotal evidence from teacher	2013 FCAT, mini assessments, other formative assessments
5	Student ability ranges in each class hinder the learning of the low ability students and slow the learnign of the high ability students.	Students will be homogenously grouped based on 2011 FCAT data. All L4 and L5 students will have the same teacher (Advanced). All L1 students will be grouped with the same teacher (Remedial). L2 and L3 students will be randomly dispersed among regular classes.	Science AP	Formative data, diagnostic data, anecdotal evidence from teacher.	2013 FCAT, mini assessments
6	Supporting reading through Science curriculum	Use of classroom libraries in science classes, silent sustained reading, and reading logs to increase student literacy and thereby increase science achievement scores. Utilize Reading Coach as a resource to provide technical reading examples.	Title 1 Coordinator, Curriculum AP, Science Department Chair, Science teachers	Formative data, diagnostic data, anecdotal evidence from teacher.	2013 FCAT, mini assessments
7	Meeting class size reduction.	Purchase of additional science teacher with Title 1 funds.	Title 1 Coordinator, Principal, head secretary	Fromative data, diagnostic data, anecdotal evidence from teacher.	2013 FCAT, mini assessemnts

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:	Only 4 stuardents took the FAA in science in SY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 100% (4) students scored at Levels 4, 5, and 6.	No student will fall below Level 4.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students scoring Level 4 or above in Science fell from 5%(17) in SY11 to 4%(14) in SY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30(7%) eighth grade students that scored a level 4 or 5 on one or both of last year's science diagnostic.	The number of students achieving Levels 4 or 5 in science will increase to 10% (40 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barrier	Offer benchmark appropriate enrichment to these students in the form of Gizmos assignments, real-world Science experiences, field trips, and participation in the district science fair.	Science DIL, science teachers, LTF, Science AP	Continual improvement model utilizing mini-assessments as formative tools, anecdotal evidence from teacher	Formative assessments, 2013 FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Only 4 students took the FAA in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, no student scored at Level 7.	At least 1 student will score at Level 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
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
Ongoing staff development workshops	6-8 science	Science DIL, Science teachers, Science AP	All	PD Days, LTMs, Department meetings, after school as needed.	Data chats, walk throughs, lesson plan checks	Science Curriculum AP.

Science 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
Science department will provide strategies for instruction in their content areas.	Salaries and stipends.	Title 1	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorials.	Supplies/resources.	Title 1	\$1,000.00
Tutorials.	Salaries.	Title 1	\$7,750.00
Science Teacher.	Salary and benefits.	Title 1	\$63,644.00
Increase the availability of hands-on materials and manipulatives relevant to content area.	Science manipulatives, models, kits, supplies and materials.		\$9,542.00
			Subtotal: \$81,936.00
			Grand Total: \$84,436.00

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:	Students scoring a level 3 in writing fell from 98%(327) to 83%(277) in SY12.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(89)of our 8th grade students scored Level 4 and above. 83%(277) scored Level 3 and above.	90% (368) of our students will score 4.0 or better on the 2012 FCAT Writing test.
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 sometimes don't have a ride to attend tutorials.	Pull Out and Push In tutorials for ELL and ESE students. Saturdays and In school tutorials for all eight grade students.	Department Instructional Leader and Assistant Principal.	Palm Beach Writes Scores. Teacher Feedback. Administrative Monitoring.	Palm Beach Writes and Classroom Assessments
2	Students are unclear as to the requirements of a given writing prompt.	Purchase, use, and implementation of strategies involving specific writing paper that is color coded for the various parts necessary to answer a given writing prompt.	Assistant Principal.	Palm Beach Writes scores, Teacher feedback, Administrative monitoring.	Palm Beach Writes and Classroom Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Only 4 students took the FAA in Writing in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4) scored Level 4 and above on the FAA in Writing.	100% will score Level 4 and above on the FAA in Writing.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Ongoing staff development workshops	6-8, all content areas	Language Arts DIL	All	PDD, afterschool as needed.	Data chats, Palm Beach Writes results	Curriculum AP

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
Ongoing staff development workshops for strategies to be utilized in writing instruction.	Stipends and salaries.	Title 1	\$4,300.00
			Subtotal: \$4,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorials	Supplies/resources	Title 1	\$1,000.00
Tutorials.	Salaries for tutorial teachers.	Title 1	\$9,750.00
			Subtotal: \$10,750.00
			Grand Total: \$15,050.00

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	
Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The attendance goal for the 2011 school year is 100% (1169).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
74% (1,085)	100% (1169)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
348	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
484	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will continue to have excessive absences and tardies.	Administration and guidance counselors will meet with students after they have had five absences and/or five tardies in a grading period.	Guidance counselors	Decrease in excessive absences and tardies	TERMS attendance report

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		The goal is to reduce the number of suspensions as well as the number of students suspended by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
754		679			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
346		311			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
765		689			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
360		324			
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 must receive consequences for inappropriate actions.	Monitor behavior of students with more than one discipline issue through weekly progress reports and/or mentors.	Administration/Guidance Counselors/Teacher Mentors	Reduction in discipline referrals.	Gold report
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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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal # 1:	ELL parents will receive FCAT information in their native

<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	language and be invited to participate in an FCAT parent night.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
An estimated 15% of our parents participated in school activities.	25% of our parents will participate in school activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The language barrier inhibits some parents from participating in their child's education.	Offer Family Night for ELL families to support educational issues and to encourage partnerships.	ELL Coordinator, Curriculum AP	1. Collect and analyze post consumptive participation data. Monitor data of students of participating families. 2. Monitor data of students of participating families.	1. Parent sign-in form and post consumptive survey. 2. Parent sign-in forms and student data.
2	Parents are not aware of the FCAT tested benchmarks and strategies to use at home to help their student(s).	1.Offer information about the academic curriculum and expectations to parents during Registration and Open House. 2.Offer FCAT Parent Night.	1. Administration, Coaches 2.Curriculum APs and Coaches	1. Collect participation data. 2. Collect participation data.	1 .Parent sign-in forms. 2. Parent sign-in forms.
3	Communication between parents and school	Edline workshop	Edline Contacts.	Collect participation data	1. Parent sign-in forms. 2. Survey
4	Lack of timeley communication between parent s and school regarding Title 1 trainings, meeting dates, and school-wide program.	Use of call outs, flyers, newsletter, marquee noting Jeaga Middle SAC and PTO meetings as well as encouraging parents to call the school for more information.	SAC Chair, Principal Title 1 Contact	Collect participation data.	SAC sign ins End of Year involvement survey.
5	Lack of opportunity for parent input in school matters/lack of parental involvement in decision making.	Use of call outs, flyers, newsletter, marquee, etc to communicate opportunities for parents to provide input for decision making: SAC and PTO meetings, parent involvement survey, the Parent-School Compact, the Parent Involvement Plan, and the School Improvement Plan.	SAC Chair, Principal, Title 1 Contact	Monitoring of sign-in sheets	Sign-in sheets, feedback forms, EOY involvement survey.
6	Lack of support from business partners, school volunteers.	Recruitment of Business partners and parent volunteers occurs regularly at SAC and PTO meetings and is coordinated through our PTO. Student volunteers are recruited at our feeder pattern high schools as an opportunity for these students to gain community service hours as required for graduation.	SAC Chair, PTO President, Title 1 Coordinator.	Monitoring of business partner relationships and volunteer hours.	Sign-in sheets, volunteer log in front office, PTO and SAC minutes and sign in sheets.

7	Continuous improvement to the School Wide Title 1 Program	Conduct End-Of-Year parent surveys; this information is reviewed and used to create the PIP, Compact, and SIP for the next school year along with input from parents.	Title 1 Contact	Collect participation data at SAC, PTO Title 1 meetings, and completion of EOY surveys.	EOY involvement survey
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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
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
Offer Family Night for families to support educational issues and to encourage school-parent partnerships.	Materials, food, facilitators, door prizes	Title 1	\$500.00
Offer FCAT parent night for all students.	Materials, food, facilitators, door prizes	Title 1	\$500.00
Edline workshop.	Food, facilitators	Title 1	\$500.00
Title 1 Family Involvement Night.	Materials, food	Title 1	\$1,000.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communication with parents throu a Jeaga MS newsletter, mail-outs and parent workshops.	In house printing of newsletter (District Print Shop)	Title 1	\$7,500.00
Increase written communication with parents.	Postage	Title 1	\$4,000.00
			Subtotal: \$11,500.00
			Grand Total: \$14,000.00

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

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

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

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:		100% of our Pre-Law Choice program students will maintain proficiency in reading and math and remain eligible for the PL academy.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some current students are Level 1 or Level 2 in reading and/or math and require Intensive Classes	These students need intensive classes for remediation.	Curriculum APs	Review quantitative benchmark assessment and daignostic data to determine effectiveness.	Common benchmark assessments, fall and winter diagnostic, 2013 FCAT.

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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Integration of technology into classroom instruction.	Apple iPads, cart, and Apps.	Title 1	\$15,000.00
				Subtotal: \$15,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff development of strategies for reading instruction in their content area.	Salaries and stipends for reading strategies training.	Title 1	\$4,000.00
Mathematics	Math department will provide strategies for instruction in their content area.	Salaries and stipends for teachers receiving training on effective strategies in mathematics.	Title 1	\$4,000.00
Science	Science department will provide strategies for instruction in their content areas.	Salaries and stipends.	Title 1	\$2,500.00
Writing	Ongoing staff development workshops for strategies to be utilized in writing instruction.	Stipends and salaries.	Title 1	\$4,300.00
Parent Involvement	Offer Family Night for families to support educational issues and to encourage school-parent partnerships.	Materials, food, facilitators, door prizes	Title 1	\$500.00
Parent Involvement	Offer FCAT parent night for all students.	Materials, food, facilitators, door prizes	Title 1	\$500.00
Parent Involvement	Edline workshop.	Food, facilitators	Title 1	\$500.00
Parent Involvement	Title 1 Family Involvement Night.	Materials, food	Title 1	\$1,000.00
				Subtotal: \$17,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutorials	Tutorial resources/supplies	Title 1	\$3,500.00
Reading	Tutorials	Teacher Salaries	Title 1	\$10,000.00
Reading	Tutorials	Transportation	Title 1	\$5,000.00
Reading	Language Arts Teacher.	Salary and benefits.	Title 1.	\$63,644.00
Reading	Reading Coach/Resource Teacher	Salary and benefits	Title 1	\$33,794.00
Reading	Increase availability of hands-on materials relevant to content area.	Reading enrichment supplies and materials.	Title 1	\$10,000.00
Mathematics	Tutorials	Salries for tutorial teachers.	Title 1	\$10,000.00
Mathematics	Tutorials	Supplies/resources	Title 1	\$3,500.00
Mathematics	Tutorials	Transportation	Title 1	\$5,000.00
Mathematics	Staff development resource teacher	Salary and benefits.	Title 1	\$66,195.00

Mathematics	Increase availability of hands-on materials relevant to content area.	Math manipulatives, supplies, and materials.	Title 1	\$10,000.00
Science	Tutorials.	Supplies/resources.	Title 1	\$1,000.00
Science	Tutorials.	Salaries.	Title 1	\$7,750.00
Science	Science Teacher.	Salary and benefits.	Title 1	\$63,644.00
Science	Increase the availability of hands-on materials and manipulatives relevant to content area.	Science manipulatives, models, kits, supplies and materials.		\$9,542.00
Writing	Tutorials	Supplies/resources	Title 1	\$1,000.00
Writing	Tutorials.	Salaries for tutorial teachers.	Title 1	\$9,750.00
Parent Involvement	Increase communication with parents throu a Jeaga MS newsletter, mail-outs and parent workshops.	In house printing of newsletter (District Print Shop)	Title 1	\$7,500.00
Parent Involvement	Increase written communication with parents.	Postage	Title 1	\$4,000.00
				Subtotal: \$324,819.00
				Grand Total: \$357,119.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/13/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Jeaga's School Advisory Committe will meet on a regualr basis to discuss any and all issues that stakeholders beleive are relvant to student achievement and student safety including, but not limited to tutorials, Title 1 funds, budget, and the vision and purpos eof th eschool.

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

Palm Beach School District JEAGA MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	64%	81%	34%	235	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	59%	71%			130	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)	74% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					508	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District JEAGA MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	67%	87%	44%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	75%			139	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)	71% (YES)			140	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested