FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOUTHWOOD MIDDLE SCHOOL

District Name: Dade

Principal: Magda R. Pereira

SAC Chair: Michael Deutsch

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/5/2012

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)
					Southwood Middle School 2012 - A High Standards Reading 67% High Standards Math 71% Learning Gains Reading 68% Learning Gains Math 81% Gains in Reading Lowest 25% -64% Gains in Math Lowest 25% - 70% Six Subgroups, White, Black, Asian, English Language Learners, Students with Disabilities and Economically Disadvantaged did not make AYP in Reading. Seven subgroups, White, Black, Asian, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged did not make AYP in Mathematics. Southwood Middle School 2011 – A High Standards Reading 81% High Standards Math 80% Learning Gains Reading 67% Learning Gains Math 77%

Position	Name	Degree			Details
Assis Principal	Tierney Hunter	BS English Educational Leadership	3	3	Gains in Reading Lowest 25% -67% Gains in Math Lowest 25% - 68% Three subgroups, Black, Students with Disabilities and Economically Disadvantaged did not make AYP in Reading. Two subgroups, Hispanic and Economically Disadvantaged did not make AYP in Math. Southwood Middle School 2010 – A High Standards Reading 79% High Standards Math 78% Learning Gains Reading 67% Learning Gains Math 77% Gains in Reading Lowest 25% -63% Gains in Math Lowest 25% - 73% Three subgroups, Blacks, Students with Disabilities and Economically Disadvantaged did not make AYP in Reading. One subgroup, Students with Disabilities did not make AYP in mathematics. Ruben Dario Middle School 2009 – A High Standards Reading 73% High Standards Math 70% Learning Gains Reading 71% Learning Gains Math 70% Gains in Reading Lowest 25% - 76% Gains in Math Lowest 25% - 65% ELL students did not make AYP in Reading or Math Hispanic, ED did not make AYP in Math Ruben Dario Middle School 2008 – A High Standards Reading 70% High Standards Math 69% Learning Gains Reading 68% Learning Gains Math 77% Gains in Reading Lowest 25% - 74% Gains in Math Lowest 25% - 73% ELL student did not make AYP in Math or Reading Ruben Dario Middle School 2007 – B High Standards Reading 65% High Standards Math 63% Learning Gains Reading 63% Learning Gains Math 69% Gains in Reading Lowest 25% - 69% Gains in Math Lowest 25% - 66% All students made AYP
Assis Principal	Calondria Williams	Masters of Science in Educational Leadership Educational Leadership and Supervision	2	5.5	Southwood Middle School 2012 - A High Standards Reading 67% High Standards Math 71% Learning Gains Reading 68% Learning Gains Math 81% Gains in Reading Lowest 25% -64% Gains in Math Lowest 25% - 70% Six Subgroups, White, Black, Asian, English Language Learners, Students with Disabilities and Economically Disadvantaged did not make AYP in Reading. Seven subgroups, White, Black, Asian, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged did not make AYP in Mathematics. Robert Russa Moton Elementary - 2011 - D High Standards Reading 55% High Standards Math 51% Learning Gains Reading 57% Learning Gains Math 48% Gains in Reading Lowest 25% -47% Gains in Math Lowest 25% - 50% Two subgroups, Black, and Economically Disadvantaged did not make AYP in Reading or Math. Hammocks Middle 2010 – A High Standards Reading 71% High Standards Math 69% Learning Gains Reading 65% Learning Gains Math 65% Gains in Reading Lowest 25% -67% Gains in Math Lowest 25% - 63% The Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. The Economically

			Bachelor of Science in Health Science Education			Disadvantaged students did not meet AYP in Math. Hammocks Middle 2009 – A High Standards Reading 68% High Standards Math 69% Learning Gains Reading 59% Learning Gains Math 76% Gains in Reading Lowest 25% -72% Gains in Math Lowest 25% - 69% The Students with Disabilities did not Make AYP in Reading. The Hispanic, Students with Disabilities and Economically Disadvantages students did not make AYP in Math. Hammocks Middle 2008 – A High Standards Reading 68% High Standards Math 69% Learning Gains Reading 68% Learning Gains Math 76% Gains in Reading Lowest 25% -72% Gains in Math Lowest 25% - 69% The Black, ELL and Students with Disabilities did not make AYP in Reading or Math. Hammocks Middle 2007 – A High Standards Reading 65% High Standards Math 65% Learning Gains Reading 59% Learning Gains Math 70% Gains in Reading Lowest 25% -66% Gains in Math Lowest 25% - 698% The Economically Disadvantaged, ELL And Students with Disabilities did not make AYP in Reading. The ELL and Student with Disabilities did not make AYP in Math.
Assis Principal	Joan Lobo		BS Psychology/Education, Masters in Guidance and Counseling, Specialist in Educational Leadership	6	8	Southwood Middle School 2012 - A High Standards Reading 67% High Standards Math 71% Learning Gains Reading 68% Learning Gains Math 81% Gains in Reading Lowest 25% -64% Gains in Math Lowest 25% - 70% Six Subgroups, White, Black, Asian, English Language Learners, Students with Disabilities and Economically Disadvantaged did not make AYP in Reading. Seven subgroups, White, Black, Asian, Hispanic, English Language Learners, Students with Disabilities, and Economically Disadvantaged did not make AYP in Mathematics. Southwood Middle School 2011 - A High Standards Reading 81% High Standards Math 80% Learning Gains Reading 67% Learning Gains Math 77% Gains in Reading Lowest 25% -67% Gains in Math Lowest 25% - 68% Three subgroups, Black, Students with Disabilities and Economically Disadvantaged did not make AYP in Reading. Two subgroups, Hispanic and Economically Disadvantaged did not make AYP in Mathematics. Southwood Middle School 2010 – A High Standards Reading 79% High Standards Math 78% Learning Gains Reading 67% Learning Gains Math 77% Gains in Reading Lowest 25% -63% Gains in Math Lowest 25% - 73% Three subgroups, Blacks, Students with Disabilities and Economically Disadvantaged did not make AYP in Reading. One subgroup, Students with Disabilities did not make AYP in Mathematics. Southwood Middle School 2009 – A High Standards Reading 80% High Standards Math 76% Learning Gains Reading 67% Learning Gains Math 72% Gains in Reading Lowest 25% -67% Gains in Math Lowest 25% - 62% Three subgroups, Blacks, Students with

					Disabilities, and Economically Disadvantaged did not make AYP in Reading and Mathematics. Southwood Middle School 2008 – A High Standards Reading 79% High Standards Math 77% Learning Gains Reading 68% Learning Gains Math 78% Gains in Reading Lowest 25% -68% Gains in Math Lowest 25% - 69% Two subgroups, Blacks and Students with Disabilities did not make AYP in Reading. Three subgroups, Blacks, Students with Disabilities, and Economically Disadvantaged did not make AYP in Mathematics. Southwood Middle School 2007 – A High Standards Reading 77% High Standards Math 75% Learning Gains Reading 60% Learning Gains Math 74% Gains in Reading Lowest 25% -61% Gains in Math Lowest 25% - 68% Five subgroups, Blacks, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not make AYP in Reading. Four subgroups, Blacks, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not make AYP in Mathematics.
Principal	Magda R Pereira	BA-Psychology, FIU, Miami, FL; MS – Specific Learning Disability, Nova Southeastern University, Miami, FL; Certification in Specific Learning Disabilities, Educational Leadership	1	8	Irving and Beatrice Peskoe K8 Center 2012 - A High Standards Reading 46% High Standards Math 46% Learning Gains Reading 72% Learning Gains Math 87% Gains in Reading Lowest 25% - 66% Gains in Math Lowest 25% - 90% All subgroups made AYP in Reading and Mathematics. Coral Reef Senior High School 2011 - A High Standards Reading 78% High Standards Math 92% Learning Gains Reading 72% Learning Gains Math 82% Gains in Reading Lowest 25% - 63% Gains in Math Lowest 25% - 81% The following subgroups did not make AYP in Reading: Black, Hispanic, and Economically Disadvantaged. The following subgroups did nor make AYP in Mathematics: Black. Coral Reef Senior High School 2010 – A High Standards Reading 77% High Standards Math 91% Learning Gains Reading 70% Learning Gains Math 81% Gains in Reading Lowest 25% - 54% Gains in Math Lowest 25% - 76% The following subgroups did not make AYP in Reading: Black, and Economically Disadvantaged. All subgroups made AYP in Mathematics. Coral Reef Senior High School 2009 – A High Standards Reading 75% High Standards Math 92% Learning Gains Reading 64% Learning Gains Math 81% Gains in Reading Lowest 25% - 52% Gains in Math Lowest 25% - 80% Coral Reef Senior High School 2008 – A High Standards Reading 75% High Standards Math 92% Learning Gains Reading 74% Learning Gains Math 83% Gains in Reading Lowest 25% - 57% Gains in Math Lowest 25% - 85%

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)
	No Coaches				

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	Southwood Middle School has an active Beginning Teachers Program in place to provide new teachers and new teachers to the building with the assistance and support necessary for their success. This includes monthly meetings with the Curriculum Leadership Team and content area meetings. All support personnel and department chairs are available for assistance at any time.	Administration Team Magnet Lead Teacher	June 7, 2013	
2	Professional Development – a survey will assist the PDL in designing the professional development workshops needed for all teachers	Assistant Principals Professional Development Liaison (PDL)	June 7, 2013	
3	Teacher Buddy System – all teachers will be given the opportunity to observe expert teachers in action	Assistant Principals Department Chairpersons	June 7, 2013	
4	Soliciting referrals from current employees and parents	Principal	June 7, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Three (3) – Not Highly Qualified

Zero (0) - Teachers with less than an effective rating | Southwood Middle School provided out of field teachers the following strategies to ensure proper certification I a timely manner:

Professional development opportunities, mentor Teacher, Buddy teacher, Observing colleagues, and support through the department chairs. |

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

| 72 | 5.6%(4) | 12.5%(9) | 38.9%(28) | 43.1%(31) | 43.1%(31) | 138.9% (100) | 8.3%(6) | 6.9%(5) | 16.7%(12) |

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
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal:
The principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principals:
The Assistant Principals assist in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Curriculum Leadership Team:
Principal, Assistant Principals, Department Chairpersons, SPED Chair, Gifted Teacher, Student Service Personnel, School Psychologist, and Speech and Language Pathologist provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/intervention with Tier 2/3 activities.
Professional Development Liaison:
Reading/Language Arts Department Chair provides professional development and technical assistance to teachers regarding data-based instructional planning.

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 MTSS Leadership Team meets with the principal and Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

The MTSS Leadership team will gather and review data during their biweekly meetings to determine professional development for faculty; communicate with staff for input, feedback as well as evaluate daily instruction and data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at risk for not meeting grade level expectations. The team will collaborate regularly and assist in determining the validity and effectiveness of program delivery.

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

The MTSS team works together to implement strategies on a school-wide basis to address the low achieving students. These strategies have been written into the SIP to address the different levels of need. Using the MTSS tier approach, the students receive different strategies and interventions based on student need.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic
- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- CELLA
- Student grades
- School site specific assessments

Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team Climate surveys
- Attendance
- Referrals to Special Education programs

Describe the plan to train staff on MTSS.

Professional Development activities will be utilized to train all staff on the MTSS Plan.

Describe the plan to support MTSS.

Ongoing meetings will be set up to review student cases and assess school/student/staff needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is made up of the Principal, the Assistant Principals, representatives from each academic department, and support staff. Ms. Beverly Perez-Villarreal, the Math Department, Ms. Raquel Santiago Argote, the Language Arts Department, Ms. Ana Maria Philotas, the Science Department, Ms. Jena Snow, the Social Studies Department, Ms. Omayra Guedes, the SPED Department and Ms. Bea Llano, the Magnet/Elective Department. All Reading Teachers are active participants, which includes, Ms. Nelmay Silva, Ms. Monica Palma-Lima, and Ms. Maureen Vargas. Instructional support staff includes Mr. Nicholas Cameron, Mr. Michael Deutsch, Ms. Maria Concepcion, and Ms. Malena Calle.

The representatives receive input from the instructional staff in each department. The planning meetings are open to everyone on the faculty and announced via the e-mail system. The LLT members work with other teams because they are directly involved with improving student achievement and they are leaders and members of the Learning Communities. These Learning Communities are data driven and meet to support the SIP by disseminating data from assessments which can impact student achievement. This is achieved by discussing standards, by developing units, and by writing lessons to meet the needs demonstrated by the results of the interim progress assessments.

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The principal will allocate and commit resources to build staff support, internal capacity and sustainability over time. The department chairs will work with the Leadership Team to guarantee fidelity of the implementation of the K-12 CRRP.

The principal will ensure that the reading teachers use the online coach's log on the Progress Monitoring Reporting Network (PMRN) analyzing the biweekly entries in the PMRN and monitoring the time spent on specific activities to ensure alignment to the K-12 CRRP.

The principal will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. The indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principal will conference with all teachers individually to review the indicators observed during classroom visitations of the lesson plans and delivery of instruction. At these meetings, the principal and teacher will analyze the students' data to determine strength and weaknesses. The teacher will be encouraged to incorporate any area in need to the Individual Professional Development Plan (IPDP).

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

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

The principal, the department chairs and the LLT will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP form, and School Improvement Plan, when planning professional development for the school. The principal and department chairs will meet regularly to collaborate about the needs of teachers and students. During these meetings the department chairs will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the chairpersons about district and state reading requirements that could impact reading instruction at the school. A school-wide cross-curricular initiative by the Social Studies and Language Arts departments in an effort to align the content pacing guides through inter-content area lessons. Additionally, the principal and the department chairs will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

• participating in the Data Analysis Team meetings after each FAIR assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the language arts chairperson to meet with grade level/departments to review their progress monitoring (FAIR) data
• monitoring that the department chairs use the data to differentiate teachers support as evidenced by classroom visitations/observations/requests.
• monitoring the teacher's use of data driven instruction during classroom visitations.

Collaborative planning with teachers utilzing the media center resources will positively impact the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

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.

Reading, at Southwood Middle, is infused across the curriculum. The entire school moved toward utilizing the Edusoft assessment tool for all examinations in order to facilitate the identification of common areas of weakness of student groups this past year. Teachers will be guided on the utilization of Edusoft data reports in order to drive instruction, during in-house in services. The school's Reading Leaders will provide continued support during the in-services on how to incorporate print-rich lessons across the curriculum. Reading across the curriculum will be an item in all long term lesson plans and professional development activities will be provided to all teachers to ensure all staff is familiar with various reading strategies.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 29% of students achieved level 3 proficiency. Our 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (428)	34% (499)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Informational Text and Research Process. Students lack the ability to utilize critical thinking strategies needed to find the theme, topic, and main idea of texts.	Students will identify explicit and implied Main idea. Students will be able to identify causal relationships imbedded in text using cause and effect charts. Students will be familiar with text structures interpreting data charts and be able to determine the differences between each text structure. Teachers will provide practice in identifying topics and themes within texts. Utilization of Discovery education as a means to infuse real-world experiences into the classrooms. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Literacy Leadership Team	Ongoing progress monitoring of classroom assessments, focusing on students' knowledge of text structure, theme, and topic.	Formative Mini Assessments, such as Theme Skills Tests, FAIR assessments, Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Our 2012-2013 school year is to increase level 4,5, and 6 student proficiency on the Florida Alternate Assessment.
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	Students lack the ability to organize and describe information to meet the core knowledge contained in the access points curriculum.	Through small group instruction and teacher reinforcement of strategies, students will be able to explain, conclude, restate, compute, organize and describe information. Utilization of Discovery education as a means to infuse real-world experiences into the classrooms. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Literacy Leadership Team	Ongoing progress monitoring of classroom assessments, focusing on the access points curriculum.	Formative Mini Assessments, such as Theme Skills Tests, and FAIR assessments. Summative 2013 Florida Alternate Assessment (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 reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 38% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 year is to increase levels 4 and 5 student proficiency by 2 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (551)	40% (588)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Informational Text and Reference and Research. Students lack the ability to utilize critical thinking strategies needed to find the theme, topic, and main idea of texts.	Students will practice making inferences and drawing conclusions within and across texts in an effort to enrich their curriculum through project based learning. Students will identify a correct summary statement. Students will focus on what the author thinks and feels. Main idea may be stated or implied and will be determined based on theme and topic of the text. Students will receive additional enrichment time utilizing FCAT Task Cards and Computers.	Literacy Leadership Team	Teachers will serve as facilitators guiding students to become independent learners, utilizing real-world and environmental print to increase comprehension. Teachers will also provide enrichment activities, increasing critical thinking skills and higher-order thinking skills.	Formative student work utilizing, mini assessments, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

| | | Utilization of Discovery education as a means to infuse real-world experiences into the classrooms. | | | |

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:	Our 2012-2013 school year is to increase the number of level 7 student proficiency on the Florida Alternate Assessment.
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	Students lack the ability to organize and describe information to meet the core knowledge contained in the access points curriculum.	Through small group instruction and teacher reinforcement of strategies, students will be able to explain, conclude, restate, compute, organize and describe information. Utilization of Discovery education as a means to infuse real-world experiences into the classrooms and utilize project based learning	Literacy Leadership Team	Ongoing progress monitoring of classroom assessments, focusing on the access points curriculum.	Formative Mini Assessments, such as Theme Skills Tests, and FAIR assessments. Summative 2013 Florida Alternate Assessment (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 reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 68% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (955)	73% (1026)

	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
	As noted on the 2012 administration of the FCAT 2.0 Reading Test Informational Text and	Implement a school-wide Reading Plus/ FCAT Explorer/AR incentive program as a support and	Literacy Leadership Team	Monitor, analyze and share student progress on Reading Plus/FCAT Explorer/AR	Formative classroom evaluation, Interim Assessments,

1	Reference and Research were the content areas in need of improvement. Student's lack participation in Accelerated Reader Programs.	intervention system, utilize data chats with teachers and students to target weaknesses, Incorporate more cross-curricular assignments/enrichment activit ies that focus on school-wide areas in need of improvement. Utilization of Discovery education as a means to infuse real-world experiences into the classrooms. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.		incentive program and analyze data as a means of targeting school, class, and student weaknesses.	Reading Plus participation reports, and AR student performance reports. Summative 2013 FCAT 2.0 Assessment.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Our goal for the 2012-2013 school year is to increase student achieving learning gains on the Florida Alternate Assessment.
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	Students lack the ability to organize and describe information to meet the core knowledge contained in the access points curriculum.	Through small group instruction and teacher reinforcement of strategies, students will be able to explain, conclude, restate, compute, organize and describe information. Utilization of Discovery education as a means to infuse real-world experiences into the classrooms. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Literacy Leadership Team	Ongoing progress monitoring of classroom assessments, focusing on the access points curriculum.	Formative Mini Assessments, such as Theme Skills Tests, and FAIR assessments. Summative 2013 Florida Alternate Assessment (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 reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 64% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% by 5 percentage points to 69%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (234)	69% (253)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test the number of students in the lowest 25% making learning gains decreased by 3 percentage points. Students need additional remediation and intervention in order to meet the 5 percentage point gain.	Simulate FCAT-type reading questions on weekly and unit tests with a focus on students in the lowest 25% making learning gains to establish familiarity and acquire skills with the Next Generation Sunshine State Standards tested benchmarks. Utilize technology tools and differentiated instruction strategies in order to meet individual student needs as measured by the current data assessments. Reading skills and instructional approaches are utilized according to the Reading curriculum as outlined by the district's Voyager program. Utilization of Discovery education as a means to infuse real-world experiences into the classrooms. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Literacy Leadership Team	Review progress monitoring assessments, review FAIR data, review AR reports, and review Reading Plus to assess mastery of skills.	Formative: Reading Plus student participation and performance reports, AR performance reports, FAIR reports, Voyager reports, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75	78	80	83	

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.	The results of the 2012 FCAT Reading Test indicate that the white, black, and asian subgroups did not achieved proficiency. Our goal for the 2012-2013 school year is to increase student profiency within our white student subgroup

Reading Goal #5B:	proficiency by 6 percentage points to 84% (339), black student subgroup proficiency by 15 percentage points to 58% (208), and the asian student subgroup proficiency by 5 percentage points to 90% (36).

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 78% (315) Black: 43% (154) Asian: 85% (34)	White: 84% (339) Black: 58% (208) Asian: 90% (36)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for the white, black, and asian subgroups of students was in the Reading Category Area Content 2 of Reading Application and Literary Analysis.</td><td>Increased community outreach in order to promote and maintain parental involvement. Students will use graphic organizers as well as paraphrasing, summarizing, inferring, and identifying relevant details to determine the main idea in grade level texts. Differentiated instruction will be utilized by teachers when presenting content to students.</td><td>Literacy Leadership Team</td><td>Ongoing classroom assessments focusing on student knowledge of tested benchmarks through Edusoft</td><td>Formative: Monitor student progress through the Edusoft Pre and Post Tests Summative: 2013 FCAT 2.0 Assessment</td></tr>
</table>

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:	Results of the 2012 Reading FCAT 2.0 and AMO calculations indicate that the English Language Learners (ELL) subgroup did not make Adequate Yearly Progress. The goal is to increase the ELL students reading at or above grade level by 21 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(9)	56%(15)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td></td><td>As noted on the administration of the 2012 FCAT Reading Test English Language Learners subgroup did not make AMO. The reporting categories in need of improvement are Informational text and Reference and Research.

Organization and structuring of small group intervention is necessary</td><td>Through the PLC utilize data to monitor intervention programs tailored to individual student needs in an effort to complement the core curriculum with frequent monitoring.

Increased community outreach in order to promote and maintain parental involvement. Students will use graphic</td><td>MTSS Leadership Team</td><td>MTSS Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.</td><td>Formative: FAIR, Interim Assessments, Achieve 3000 student performance reports.

Summative 2013 Florida Alternate Assessment.</td></tr>
</table>

		for benchmark mastery	organizers as well as paraphrasing, summarizing, inferring, and identifying relevant details to determine the main idea in grade level texts. Differentiated instruction and technology tools will be utilized by teachers when presenting content to students. Utilization of Discovery education as a means to infuse real-world experiences into the classrooms.			
2						

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Results of the 2011 Reading FCAT and AMO calculations indicate that the Students with Disabilities (SWD) subgroup did not make Adequate Yearly Progress. The goal is to increase the SWD students reading at or above grade level by 14 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(42)	45%(61)

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	As the results of the 2012 FCAT reveal, the Students With Disabilities (SWD) subgroup did not make AMO. Students need to be organized in small groups that address their individual needs based on benchmark mastery and their Individual Educational Plans.	Increased community outreach in order to promote and maintain parental involvement. Students will use graphic organizers as well as paraphrasing, summarizing, inferring, and identifying relevant details to determine the main idea in grade level texts. Differentiated instruction will be utilized by teachers when presenting content to students in respect to the students Individualized Educational Plan.	Literacy Leadership Team	Focused walkthroughs by administration will be used to determine that all teachers are incorporating differentiated instruction in their lessons	Formative: FAIR, Interim Assessments, AR student reports, Voyager performance reports. Summative 2013 FCAT 2.0 Assessment.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Results of the 2011 Reading FCAT and AMO calculations indicate that the Economically Disadvantaged subgroup did not make Adequate Yearly Progress. The goal is to increase the Economically Disadvantaged students reading at or above grade level by 9 percentage points.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	53%(384)		62%(449)		

		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 results of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AMO. The progress of this particular subgroup is hindered by their limited prior knowledge of vocabulary and reading skills.	Increased community outreach in order to promote and maintain parental involvement. The ED Students will use note taking and concept mapping to determine the main idea in grade level texts through paraphrasing, summarizing, inferring, and identifying relevant details and author's purpose to understand meaning.	MTSS Leadership Team	MTSS Leadership Team will create an at-a-glance chart to track the progress of student in that subgroup for the purpose of reassessing the effects of the interventions programs.	Formative: FAIR, Interim Assessments, AR student performance, and Reading Plus student reports. Summative 2013 FCAT 2.0 Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing Technology tools to support Reading instruction	Grades 6-8/Reading	PD Liaison In-House Trainers	School-wide	August 16, 2012	Departmental minutes reflecting discussion and realignment of instruction based on data	Principal, Curriculum Assistant Principal
Cross-Curricular Reading Strategies	Grades 6-8 / Reading	PD Liaison In-House Trainers	School-wide	October 25, 2012 thru December 13, 2012	Monitor classroom use of Reading Plus program	Principal, Curriculum Assistant Principal Language Arts Dept. Chair
Utilizing CRISS Strategies	Grades 6-8 / Reading	PD Liaison In-House	School-wide	August 17, 2012	Monitor classroom use of CRISS strategies	Principal, Curriculum Assistant Principal
Reading Plus	Grades 6-8 / Reading	PD Liaison In-House Trainers	School-wide	October 25, 2012 thru December 13, 2012	Monitor classroom use of Reading Plus program	Principal, Curriculum Assistant Principal Language Arts Dept. Chair

Reading Budget:

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

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Nutritional Snacks	EESAC	$500.00
Provide students the activities bus transportation service as a means to encourage students to increase student achievement, maintain good academic standings, in an effort to participate in our Sports program.	Activities Bus	EESAC	$1,500.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Reading Test indicate that 66% of students in the ELL population met proficiency in the area of listening/speaking. . Our goal for the 2012-2013 school year is to increase Listening/Speaking learning gains in the ELL population by 3 percentage points to 69%.

2012 Current Percent of Students Proficient in listening/speaking:

66% (19)

	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	Organization and structured small group intervention will enhance percent of proficiency in Listening/Speaking within the ELL student population.	Through PLC utilize effective ESOL strategies as repetition, cloze, language experience approach, and realia.	MTSS Leadership Team	MTSS Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention	Formative: FAIR, Interim Assessments, Early Star, Star student performance reports.

			assessments.	Summative 2013 FCAT 2.0 Assessment and CELLA.

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading Test indicate that 21% of students in the ELL population met proficiency standards in the area of Reading. Our goal for the 2012-2013 school year is to increase Reading in the ELL population by3 percentage points to 24%.

2012 Current Percent of Students Proficient in reading:
21% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Organization and structured small group intervention will enhance percent of proficiency in Reading within the ELL student population	Through PLC utilize effective ESOL strategies as repetition, cloze, language experience approach, and realia.	MTSS Leadership Team	MTSS Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.	Formative: FAIR, Interim Assessments, Early Star, Star student performance reports. Summative 2013 FCAT 2.0 Assessment and CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Test indicate that 17% of students in the ELL population met proficiency in writing. Our goal for the 2012-2013 school year is to increase Writing in the ELL population by 3 percentage points to 20%.

2012 Current Percent of Students Proficient in writing:
17% (5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Organization and structured small group intervention will enhance percent of proficiency in Writing within the ELL student population	Through PLC utilize effective ESOL strategies as repetition, cloze, language experience approach, and the writer's conferencing model to guide the ELL students through the writing process.	MTSS Leadership Team	MTSS Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.	Formative: FAIR, Interim Assessments, Early Star, Star student performance reports. Summative 2013 FCAT 2.0 Assessment and

					CELLA.

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 27% of students achieved proficiency at level 3. Our goal for the 2012-2013 school year is to increase level 3 student's proficiency by 4 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (397)	31% (450)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry. This deficiency is due to limited applications to real-world concepts and grasp of mathematical concepts.	Allow students to make connections with real-world situations, and develop problem solving skills. Provide contexts for mathematical exploration and the development of student understanding of number and Base Ten Fractions by supporting the use of manipulatives and engaging opportunities for practice. Teachers will focus on the use of the FCAT 2.0 Mathematics Reference Sheet with specific focus on identifying and utilizing the appropriate information needed in order to solve real-world problems. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	MTSS LeadershipTeam	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Our goal for the 2012-2013 school year is to increase proficiency at levels 4, 5, or 6 on the FAA students.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FAA results, the SWD subgroup did not make proficiency in the area of Geometry. The area of deficiency noted was limited student participation during small group instruction.	The emphasis on small group instruction during the mathematics block will be implemented with fidelity as per the student's Individual Educational Plans. This includes the utilization of manipulatives and connections to real-world topics. Additional training will be offered to students and parents in the utilization of online resources including: textbook, parent/student portal, FCAT Explorer, and FCAT Focus in respect to the students Individualized Educational Plan. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative: 2013 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 43% of students achieved level 4-5 proficiency. Our goal for the 2012-2013 school year is to increase level 4-5 student's proficiency by 1 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (619)	44% (639)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry. The area of deficiency is	Through the utilization of project based learning, students will develop an understanding of and fluency with division of whole numbers; develop an understanding of and	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments.

					Summative 2013 FCAT 2.0 Assessment.
1	the lack of prior knowledge to transfer the math skills and apply it to real-world concepts.	fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems. Teachers of these students will focus on the use of the FCAT 2.0 Mathematics Reference Sheet with specific focus on identifying and utilizing the appropriate information needed in order to solve real-world problems.			

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Our goal for the 2012-2013 school year is to increase proficiency at levels 7 or higher on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FAA results, the SWD subgroup did not make proficiency in the areas of Geometry. The area of deficiency noted was limited student participation during small group instruction.	The emphasis on small group instruction during the mathematics period will be implemented with fidelity as per the student's Individual Educational Plans. This includes the utilization of manipulatives, connections to real-world topics, and project-based learning. Additional training will be offered to students and parents in the utilization of online resources including: textbook, parent/student portal, FCAT Explorer, and FCAT Focus in respect to the students Individualized Educational Plan.	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative: 2013 FCAT 2.0 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 mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate 81% of students making learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 86%
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (1127)	86% (1196)

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	As noted on the 2012 FCAT 2.0 Mathematics administration the area of deficiency is the limited use of hands-on and inquiry-based activities in the area of Geometry to enhance comprehension of real-world problems .	Provide the instructional support needed for students to develop fluency in mathematical concepts and facts. Teachers of these students will focus on the use of the FCAT 2.0 Mathematics Reference Sheet with specific focus on identifying and utilizing the appropriate information needed in order to solve real-world problems. Students will be given opportunities to increase their understanding of applying Algebraic expressions, equations, and functions to real-world problems. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative 2013 FCAT 2.0 Assessment.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Our goal for the 2012-2013 school year is to increase learning gains of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FAA results, the SWD subgroup did not make proficiency in the area of Geometry. The area of deficiency noted was limited student participation during small group instruction.	The emphasis on small group instruction during the mathematics class will be implemented with fidelity as per the student's Individual Educational Plans. This includes the utilization of manipulatives and connections to real-world topics. Additional training will be offered to students and parents in the utilization of online resources including: textbook, parent/student portal, FCAT Explorer, and FCAT Focus in respect to the students Individualized Educational Plan. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative: 2013 FCAT 2.0 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicates 70% of students in the lowest 25% making learning gains. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (249)	75% (266)

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 results of the 2012 FCAT 2.0 Mathematics Test indicate that students in the Lowest 25% making learning gains demonstrated deficiencies in the limited number of student's' participation in intervention programs such as Intensive Math class.	Implement Intensive Math (IM) intervention in a timely manner. Identify lowest performing students in grades 6-8 and provide interventions focusing on the weakest benchmarks and adjust groups accordingly. Teachers of these students will focus on the use of the FCAT 2.0 Mathematics Reference Sheet with specific focus on identifying and utilizing the appropriate	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative 2013 FCAT 2.0 Assessment.

	information needed in order to solve real-world problems. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students. .				

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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:	Results of the 2012 Mathematics FCAT and AMO calculations indicate that the White, Black, Hispanic and Asian subgroups did not make Adequate Yearly Progress. The goal is to increase the percentage of White by 3%, Black by 7%, Hispanic by 5%, and Asian by 15% of students scoring at or above proficiency. Our goal for the 2011-2012 school year is to increase Hispanic student proficiency by 2 percentage points to 78% (473)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 84%(336) Black: 48%(168) Hispanic: 73%(469) Asian: 85%(34)	White: 87%(348) Black: 55%(193) Hispanic: 77%(494) Asian: 100%(40)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our students' in all subgroup's deficiency is the lack of vocabulary skills necessary to master mathematical concepts and skills in the area of Geometry. This deficiency is due to limited practice using different measurement tools in a variety mathematics questions requiring measurement.	Provide intervention programs, focusing on weakest benchmark and adjust groups accordingly. Use peer tutoring strategies during guided math groups.	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative 2013 FCAT 2.0 Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Results of the 2011 Mathematics FCAT and AMO calculations indicate that the English Language Learners (ELL) subgroup did not make Adequate Yearly Progress. The goal is to increase the ELL student's math skills at or above grade level by 41 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(8)	73%(19)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency within the students' in the ELL subgroup is the lack of vocabulary in order to understand mathematical concepts and skills in the area of Geometry.	Provide students with real life exposure to concepts that will improve their understanding of mathematical notions through exploration and demonstration.	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Results of the 2011 Mathematics FCAT and AMO calculations indicate that the Students with Disabilities (SWD) subgroup did make Adequate Yearly Progress. The goal is to increase the SWD student's math skills at or above grade level by 13 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(44)	45%(62)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT results, the SWD subgroup areas of improvement were in the area of Geometry. The area of deficiency noted was limited student participation during small group instruction.	The emphasis on small group instruction during the mathematics class will be implemented with fidelity as per the student's Individual Educational Plans. This includes the utilization of manipulatives and connections to real-world topics. Additional training will be offered to students and parents in the utilization of online resources	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment.

		including: textbook, parent/student portal, FCAT Explorer, and FCAT Focus in respect to the students Individualized Educational Plan.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Results of the 2011 Mathematics FCAT and AMO calculations indicate that the Economically Disadvantaged subgroup did not make Adequate Yearly Progress. The goal is to increase the Economically Disadvantaged student's math skills at or above grade level by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(398)	63%(448)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT results, the ED subgroup did not make AMO in the area of Geometry . The area of deficiency of the Economically Disadvantaged subgroup may be attributed to the lack of technology resources at home for educational purposes.	The focus will utilize discovery and hands-on learning with scaffolding through computer usage during school hours. Additional training will be offered to students and parents in the utilization of online resources including: textbook, parent/student portal, FCAT Explorer, and FCAT Focus.	Administration	Review formative assessments to ensure that progress is being made and to adjust instruction as needed.	Formative: District and school site assessment data, authentic student work, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra 1 EOC Test indicate that 17% of students scored at Achievement level 3. Our goal for the 2012-2013 school year is to maintain or increase level 3 proficient students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (25)	17% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for the students was Rationals, Radicals, Quadriatics, and Discrete Mathematics due to the lack of computer access and practice during school hours.	Through project-based learning provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Venn diagrams in a variety of ways to illustrate intersection union, difference, null and disjoint sets and to solve a variety of real world problems. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Principal, Curriculum Assistant Principal	During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by the Department Chairperson and the Curriculum Assistant Principal and adjustments to strategies will be made as needed.	Formative: Assessments and District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 EOC Test indicate that 82% of students scored at Achievement level 4 and 5. Our goal for the 2012-2013 school year is to maintain or increase level 4 and 5 proficient students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (122)	82% (121)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for the students was Rationals, Radicals, Quadriatics, and Discrete Mathematics due to the lack of computer access and practice during school hours.	Through project-based learning provide additional practice, on paper and computerized, in solving and graphing quadratic equations, both with and without technology, that involve real world applications	Principal, Curriculum Assistant Principal	During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by the Department Chairperson and the Curriculum Assistant Principal and adjustments to strategies will be made as needed.	Formative: Assessments and District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC Test indicate that 9% of students scored at Achievement Level 3. Our goal for the 2012-2013 school year is to maintain or increase level 3 proficient students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (2)	9% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for the students was Polynomials due to the transition to the new textbook and online resources.	Through project-based learning, provide students with models, both digital and tangible, to enable them to visualize and draw cross-sections of the structures and of a range of geometric solids. Transform two dimensional shapes into three dimensional models using materials found in the environment. Develop guidelines for students to use descriptive language to communicate learned concepts and to identify misconceptions. Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Principal, Curriculum Assistant Principal	During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by the Department Chairperson and the Curriculum Assistant Principal and adjustments to strategies will be made as needed.	Formative: Assessments and District Interim Data reports Summative: Results from the 2013 Geometry EOC assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Test indicate that 91% of students scored at Achievement level 4and 5. Our goal for the 2012-2013 school year is to maintain or increase level 4 and 5 proficient students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (21)	91% (21)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for the students was Polynomials due to the transition to the new textbook and online resources.	Through project-based learning, provide students with models, both digital and tangible, to enable them to visualize and draw cross-sections of the structures and of a range of geometric solids. Transform two dimensional shapes into three dimensional models using materials found in the environment. Develop guidelines for students to use descriptive language to communicate learned concepts and to identify misconceptions.	Principal, Curriculum Assistant Principal	During department meetings, results of assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by the Department Chairperson and the Curriculum Assistant Principal and adjustments to strategies will be made as needed.	Formative: Assessments and District Interim Data reports Summative: Results from the 2013 Geometry EOC assessment

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
Summer Mathematics Institute	Grades 6-8, Algebra and Geometry	PD Liaison, In-house Trainers	Mathematics teachers	June 11, 2012	Review of departmental minutes reflecting discussion and implementation of Summer Mathematics Institute strategies.	Principal, Curriculum Assistant Principal
Utilizing Edusoft to Guide instruction	Grades 6-8	PD Liaison, In-house Trainers	School-wide	September 13, 2012	Review of departmental minutes reflecting discussion and realignment of instruction based on data	Principal, Curriculum Assistant Principal
Best Practices in utilizing technology and manipulatives within lessons	Grades 6-8	PD Liaison, In-house Trainers	Mathematics teachers	December 19, 2012	Modeling of lessons using best practices	Principal, Curriculum Assistant Principal

Mathematics Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Nutritional Snacks	EESAC	$500.00
Provide students the activities bus transportation service as a means to encourage students to increase student achievement, maintain good academic standings, in an effort to participate in our Sports program.	Activities Bus	EESAC	$1,500.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

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:	The results of the 2012 FCAT Science Test indicate that 44% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student's proficiency by 3 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (202)	47% (214)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to three years of trend data has been Nature of Science. Students have had limited exposure to higher order thinking skills in order to increase inquiry-based learning.	Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Nature of Science by incorporating lab investigations and field studies.	Leadership Team	The Leadership Team will review the results of the school-site assessment data to monitor student progress.	Formative: School-site assessments, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 18% of students achieved level 4-5 proficiency. Our goal for the 2012-2013 school year is to increase level 4-5 student's proficiency by 1 percentage points to19%. Our goal for the 2011-2012 school year is to increase Level 4 and 5 student proficiency by 1 percentage point to 26% (135).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (84)	19% (89)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to three years of trend data has been Nature of Science. Students have had limited exposure to higher order thinking skills in order to increase inquiry-based learning.	Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Nature of Science by incorporating lab investigations and field studies.	Leadership Team	The Leadership Team will review the results of the school-site assessment data to monitor student progress.	Formative: School-site assessments, and Interim Assessments. Summative: 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	N/A

Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing Edusoft to guide instruction	Grades 6-8/All subject areas	PD Liaison, In-house Trainers	School-wide	Monday Departmental Meetings and on December 13, 2012	Review of departmental minutes reflecting discussion and realignment of instruction based on data	Principal, Curriculum Assistant Principal
GIZMOS	Grades 6-8/Science & Math	In-house Trainers	Science Teachers	February 14, 2013	Teacher plans and walkthroughs will reflect utilization of strategies	Principal, Curriculum Assistant Principal

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
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

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:	Our goal for the2012-2013 school year is to increase the percentage of students achieving 3.0 or higher, in writing by 1 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (400)	89% (406)

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	Writing conventions were the areas of deficiency as noted on the 2012 administration of the FCAT Writing test. The students' lacked the writing process necessary to focus on the writing prompt and utilize proper grammar and sentence structure, as well as spelling, capitalization and punctuation.	Students will be given explicit instruction in the use of graphic organizers to plan their writing in order to produce a draft with the logical sequence a beginning, middle and end. Small groups and utilizing peer editing process will be implemented to provide students the support needed to produce a focused writing piece utilizing proper conventions.	Administration, Literacy Leadership Team	Review the writer's process through the writer's conferencing model. Review student work samples, peer edit, and utilize final draft for the conferencing cycle. Adjust remedial strategies as needed.	Formative: Students scores on monthly writing assessments, District's pre and mid-year writing assessments. Summative: 2013 FCAT Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum (Focus: Voice, Persuasive and Expository Writing Styles)	Grades 6-8 / All Subject Areas	PD Liaison, In-House Trainers	School-wide	November 6, 2012	Review of departmental minutes reflecting discussion and realignment of instruction based on student writing assessments	Principal, Curriculum Assistant Principal
Best Practices in utilizing technology within lessons	Grades 6-8 All Subject Areas	PD Liaison, In-house Trainers	Language Arts Teachers	December 13, 2012	Modeling of lessons using best practices	Principal, Curriculum Assistant Principal

Writing Budget:

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

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for the2012-2013 school year is to increase the percentage of students achieving 3.0 or higher on the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(2)	10%(48)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have minimal exposure to Civics issues prior to 7th grade.	Teachers will emphasize problem solving and inquiry-based learning; research-based activities on a public policy issues and current events; provide opportunities for students to examine opposing points of view on a public policy issues; and provides opportunities for students to write to inform and to persuade.	Administration	Teacher-generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Formative: Monthly assessments, Interim Assessments Summative: Civics 2013 EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the2012-2013 school year is to increase the percentage of students achieving 4.0 or higher on the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(2)	10%(48)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have minimal exposure to Civics issues/curriculum prior to 7th grade.	Through project-based learning, teachers will emphasize problem solving and inquiry-based learning; research-based	Administration	Teacher-generated assessments will be administered and scored in order to monitor students' progress and to adjust	Formative: Monthly assessments, Interim Assessments

| 1 | | activities on a public policy issues and current events.

For enrichment, teachers will provide opportunities for students to examine opposing points of view on a public policy issues; and provides opportunities for students to write to inform and to persuade. | | the instructional focus. | Summative: Civics 2013 EOC |

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
Civics Today	Grades 6-8 / All Subject Areas	PD Liaison, In-House Trainers	7th Grade Social Studies Teachers	November 6, 2012 December 13, 2012	Department meetings to collaborate on implementation	Administration
Best Practices in utilizing technology within Civic lessons	Grades 6-8 All Subject Areas	PD Liaison, In-house Trainers	Social Studies Teachers	December 13, 2012 February 14, 2013 May 2, 2013	Modeling of lessons using best practices	Administration

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:	According to the data provided by the District, our attendance for the 2011-2012 school year was 96.4%, with 297 students with excessive absences, and 135 with excessive tardies. Our goal for the 2012-2013 school year is to increase our attendance percentage by .50% points to reach our expected goal 96.84%. Hence, decreasing the number of students with excessive absences (10 or more) by 15 students and decreasing the number of students with excessive tardies by 7 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.34% (1459)	96.84% (1466)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
297	282
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
135	128

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	An anticipated barrier is the lack of support on the part of the parents of chronically absent or truant students. Parents also do not understand what constitutes an excused absence and/or tardy.	Students and parents will receive the Board rules on attendance during opening of school orientations and student agenda handbooks. Identify and refer students who may be developing a pattern of Non-attendance and/or tardiness for intervention services through the Student Services Department. Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC). Utilize motivational	Administration, Student Services Department, Attendance Clerk	The Student Services Department and the Attendance Clerk will provide quarterly updates to the administration and the faculty.	Quarterly Attendance Averages

		rewards as incentives for perfect attendance and the reduction of tardiness to school.			

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
Attendance Procedures	6-8	Various Presenters	Attendance Clerk/Guidance Counselors/Teachers	August 16, 2012	Attendance Reports	Assistant Principal

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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
Reducing the number of unexcused absences and excessive tardiness by utilizing motivational rewards as incentives.	Motivational rewards such as but not limited to the following: gift cards and entrance tickets to school-wide activities	EESAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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	According to the data provided by the District, there were a total of 306 indoor suspension and 239 out-door suspensions during the 2011-2012 school year. These involved 182 student and 113 students respectively.

Suspension Goal #1:	The goals for the 2012-2013 school year is to reduce the number to in-door suspensions to 275 and to reduce the number of out-door suspensions to215.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
306	275
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
182	164
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
239	215
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
113	102

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is the number of students who are repeat offenders who, after receiving In-School and Out-Door suspensions on numerous occasions, continue to get referred for not following the Student Code of Conduct. Lack of parental support and involvement leads to repeat offenders in both in-door and out-door suspensions.	Utilize the Student Code of Conduct by providing incentives for students in compliance, Recognize students who model exemplary behaviors through the SPOT Success Recognition Program and Do The Right Thing program. Student Services personnel will conduct suspension intervention groups with students in the In-School and Out-door suspension in order to develop alternative behavior patterns. Students will be recognized and rewarded for improved behavior and for following the Student Code of Conduct. Students who follow the Code will be able to attend special student events such as Turkey Bowl and Fun Day. Utilize the student agendas as a means of	Administrative Team, SCSI Instructor, and the Student Services Department	Monitor SPOT Success Reports by grade level, monitor COGNOS report on student suspension rates.	Monthly SPOT Success Reports, COGNOS Suspension report

		communication and explicit standards of behavior based on the Student Code of Conduct.				

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
Student Code of Conduct	6-8	PD Liaison and various presenters	School-wide	August 21, 2012	Parent Contact Logs, Student Services Referrals, Parent Conference Logs	Assistant Principals, Student Services Personnel

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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
Reduce the number of In-door and Out-door suspension by issuing an agenda book with the student-parent information, including the Student Code of Conduct, in an effort to remind student daily of the standards set by the Code of Student Conduct	Student Agenda Books	EESAC	$2,010.00
			Subtotal: $2,010.00
			Grand Total: $2,010.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas

in need of improvement:

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in FCAT Parent Night Events and Parent Workshops from 10% to 15%, an increase of 5 percentage points as documented by parent participation surveys and parent sign-in logs.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (140)	15% (210)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers include parents' differing schedules making it difficult to for them to attend workshops; lack of awareness of school sponsored parent peer groups and trainings; and lack of parent involvement.	In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum. Utilize the Connect Ed message system to invite families to FCAT Parent Night Events and Parent Workshops.	Principal, PTSA Administration Liaison	Review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation.	Parent sign-in logs, Parent participation surveys

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
On-Line textbooks, resources, and the Parent Contact Connection	6-8	PD Liaison and various presenters	School-wide	August 15, 2012	Parent Contact Logs, Student Services Referrals, and Parent Conference Logs	Assistant Principals and Student Services Personnel

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The goal of the Curriculum Leadership Team aims to increase the number of collaborative interdisciplinary lessons involving Science, Mathematics, and Computer Assisted Learning in order to raise the number of eighth grade students who are recommended for enrollment in upper level High School STEM.
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 anticipated barriers include: lack of student participation in SECME as well as parental knowledge of prerequisites needed for enrollment in higher level High School STEM courses and the need for increased rigor in the teaching of higher level standards.	In conjunction with the PTSA, advertise and encourage parents to attend parent workshops on how to prepare students for higher level High School STEM courses. Advertise and encourage students to participate in the SECME club. Increase the number of interdisciplinary lessons which involve the mathematics and science departments.	Principal, PTSA Administration Liaison, Activities Director	Review sign-in sheets to determine the number of parents attending parent workshops and school activities to reflect increased parent participation. Review SECME participation logs and minutes from monthly meetings.	Parent sign-in logs, Parent Participation surveys The number of eighth grade students who are recommended for higher level High School STEM courses as reflected on subject selection forms requiring teacher recommendations.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices Infusing STEM courses within the curriculum	6-8	In-house trainers	Science and Mathematics Teachers	December 13, 2012 February 14, 2013 May 2, 2013	Monitor science and computer lab utilization logs	Curriculum Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal for the 2012-2013 school year is to increase the number of students who actively participate in career oriented clubs and organizations.

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 who wish to participate in the extracurricular activities may lack transportation after school. Students may not be aware of the importance of becoming	Include career education units that are taught within the elective courses. Advertise the career clubs such as FBLA and SECME via the closed circuit television	Curriculum Assistant Principal, School Counselors, Activities Director	Review sign-in sheets to determine the number of students attending club meetings and participating in club and organization activities.	Sign-in sheets will reflect increased number of participants

involved in career-oriented activities.	system.				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Career and Technical Education Goals	6-8	Activities Director	All teachers	August 17, 2012	Activities Director will monitor the monthly student roster sign-in forms for the FBLA and the SECME and other career-oriented school and community organizations and activities.	Activities Director

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Nutritional Snacks	EESAC	$500.00
Reading	Provide students the activities bus transportation service as a means to encourage students to increase student achievement, maintain good academic standings, in an effort to participate in our Sports program.	Activities Bus	EESAC	$1,500.00
Mathematics	Reduce fatigue during FCAT 2.0 testing dates by issuing nutritional snacks to students.	Nutritional Snacks	EESAC	$500.00
Mathematics	Provide students the activities bus transportation service as a means to encourage students to increase student achievement, maintain good academic standings, in an effort to participate in our Sports program.	Activities Bus	EESAC	$1,500.00
Attendance	Reducing the number of unexcused absences and excessive tardiness by utilizing motivational rewards as incentives.	Motivational rewards such as but not limited to the following: gift cards and entrance tickets to school-wide activities	EESAC	$1,000.00
Suspension	Reduce the number of In-door and Out-door suspension by issuing an agenda book with the student-parent information, including the Student Code of Conduct, in an effort to remind student daily of the standards set by the Code of Student Conduct	Student Agenda Books	EESAC	$2,010.00
				Subtotal: $7,010.00
				Grand Total: $7,010.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⃝ NA

Are you a reward school: ⃝ Yes ⃝ No

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

No Attachment (Uploaded on 10/13/2012)

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.

Projected use of SAC Funds	Amount
Assistance for paying for snacks in during FCAT testing for all testing grades.	$1,000.00
Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide effort to increase student achievement and reduce the number of excessive absences and tardiness to school.	$1,000.00
Assistance in paying for the activities bus to assist students with transportation needs and/tutorial services.	$3,000.00
Assistance in paying for the 2013-2014 student agendas.	$2,010.00

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

EESAC will continue to monitor and provide feedback on student activities, assessments, achievements, and the School Improvement Plan, receiving regular updates at every EESAC meeting. They will continue to participate in the development, approval, and oversight of the School Improvement Plan, as well as the required reviews. EESAC will agree by consensus to approve appropriate funding for programs and activities that support the School Improvement Plan as funds allow.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District SOUTHWOOD MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	80%	88%	68%	317	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	77%			144	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	68% (YES)			135	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					596	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District SOUTHWOOD MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	78%	90%	57%	304	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	77%			144	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	73% (YES)			136	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					584	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested