

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: LIBERTY MIDDLE SCHOOL

District Name: Marion

Principal: Michelle Lewis

SAC Chair: Linda Lewis

Superintendent: James M. Yancey, Jr.

Date of School Board Approval:

Last Modified on: 10/18/2012

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)
Principal	Michelle Lewis	-Bachelors in Finance -Masters in Educational Leadership -Certifications in Business Education (6-12), Principal (K-12)	1	8	SY 2006-2007 Grade C, AYP N - 72% of criteria met. Dunnellon High SY 2007-2008 Grade C, AYP N - 77% of criteria met. Dunnellon High SY 2008-2009 Grade C, AYP N - 72% of criteria met. Dunnellon High SY 2009-2010 Grade B, AYP - 77% of criteria met. Dunnellon High SY 2010-2011 Grade B, AYP - 79% of criteria met. Dunnellon High SY 2011-2012 Grade TBD, AYP- TBD% of criteria met. Dunnellon High
					SY 2006-2007 Grade B, AYP N - 87% of criteria met. Bellevue High

Assis Principal	Melissa Lindmean	-Bachelors in Social Science Education -Masters in Educational Leadership -Certifications in Social Science (6-12), ESOL (6-12), Educational Leadership	1	1	SY 2007-2008 Grade A, AYP N - 85% of criteria met. Bellevue High SY 2008-2009 Grade C, AYP N - 79% of criteria met. Bellevue High SY 2009-2010 Grade B, AYP - 90% of criteria met. Bellevue High SY 2010-2011 Grade A, AYP - 77% of criteria met. Bellevue High SY 2011-2012 Grade TBD, AYP- TBD% of criteria met. Bellevue High
Assis Principal	Shameka Murphy	General Science (6-12), Educational Leadership	1	1	SY 2006-2007 Grade C, AYP N - 72% of criteria met. Dunnellon High SY 2007-2008 Grade C, AYP N - 77% of criteria met. Dunnellon High SY 2008-2009 Grade C, AYP N - 72% of criteria met. Dunnellon High SY 2009-2010 Grade B, AYP - 77% of criteria met. Dunnellon High SY 2010-2011 Grade B, AYP - 79% of criteria met. Dunnellon High SY 2011-2012 Grade TBD, AYP- TBD% of criteria met. Dunnellon High

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)
Instructional Coach	Meredith Scott	Bachelor's Reading/ Reading Certification	4	4	2010-2011: Grade A, Reading Mastery 70%, Math Mastery 72%; Science Mastery 46%. AYP: 72%, White, African-American, and SWD did not meet AYP in Reading. White, African-American, Economically Disadvantaged, and SWD did not meet AYP in Math.

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	Conduct a school orientation.	Administrative Team	August 2012	
2	Teacher mentor program for teachers new to the professional and new to the school	Administrative Team	On-Going	
3	Provide training in direct alignment with the district/state on Common Core. Also include training on Classroom Management Strategies, Technology in the Classroom, and Using Data to Improve Instruction	Administrative Team	On-Going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 out of 57 teachers are currently teaching out-of-field.	All teachers are currently or will be enrolled in certification classes to receive proper certification.

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
67	6.0%(4)	32.8%(22)	50.7%(34)	16.4%(11)	31.3%(21)	95.5%(64)	22.4%(15)	1.5%(1)	34.3%(23)

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
Alexan Johnson	Jennifer Franco	Beginning Guidance Counselor	Weekly meetings to collaborate about guidance programs, classroom visits, counseling sessions, and progress monitoring of students.
Michael Hill	Joshua Church	Beginning Teacher 1-3 years	LMS will partner with the district to pilot a new Teacher Induction Program this year. The focus activities will be developed around the MCIES rubrics and will provide "new" teachers an opportunity to work with a peer teacher throughout the year.
Barbara Kepner	Candace Ingram	Beginning Teacher 1-3 years	LMS will partner with the district to pilot a new Teacher Induction Program this year. The focus activities will be developed around the MCIES rubrics and will provide "new" teachers an opportunity to work with a peer teacher throughout the year.
Teresa Moses	Sharda Smith	Beginning Teacher 1-3 years	LMS will partner with the district to pilot a new Teacher Induction Program this year. The focus activities will be developed around the MCIES rubrics and will provide "new" teachers an opportunity to work with a peer teacher throughout the year.
Amy Ryffel-Kragh	Monica Jacobs	Beginning Teacher 1-3 years	LMS will partner with the district to pilot a new Teacher Induction Program this year. The focus activities will be developed around the MCIES rubrics and will provide "new" teachers an opportunity to work

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

Liberty Middle School does not receive Title 1 funds.

Title I, Part C- Migrant

Title I, Part D

Title II

Title II, Part A: District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II, Part D: District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs, technology in the classrooms to increase instructional strategies that enhances literacy and math skills in struggling students. (For Middle and High Schools, funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker).

Title III

Part A: Services are provided through the district for educational materials and ELL district support services on an as-needed basis to improve education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge and not be left behind.

Violence Prevention Programs

Liberty Middle School partners with the Marion County Sheriff's Office and a School Resource Officer to provide a secure campus and implementation of intervention activities.

Nutrition Programs

Economically disadvantaged students receive free or reduced price breakfast and lunch from Federal funding.

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.

Assistant Principal of Curriculum- Melissa Lindeman- academic data and teacher input
Assistant Principal of Discipline- Shameka Murphy--behavior and attendance data
Guidance Counselors-Alexan Johnson/Jennifer Franco -student support data
Exceptional Student Ed Support Facilitator- Kelly Robinson-additional ESE support data
Behavior Specialist- Dan Craggs
Psychologist- Melissa McCain- gathers data for possible ESE support/consult and intervention
Resource Compliance Specialist- Alicyn Rewis-gathers data for possible ESE support/consult and intervention
Dean- Jessica McCleery- shares data relating to success of existing interventions

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

The RTI team will meet bi-monthly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 RTI Leadership Team assisted in the development of the School Improvement Plan (SIP). The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), Monthly District Demand Writings, Success Maker
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), District Benchmark Assessments
End of year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Teachers at Liberty Middle School have been trained on the RTI Model and will continue to receive professional development during teachers' common planning time and data team meetings held twice a month.

Describe the plan to support MTSS.

Support of the MTSS is in part driven by PBS (Positive Behavior Support) and Pride Paws with additional support provided through things like check-in and check-out.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Michelle Lewis-Principal
Melissa Lindeman-Assistant Principal
Shameka Murphy-Assistant Principal
Meredith Scott-District Instructional Coach
Jessica McCleery-Dean
Jennifer Franco- Guidance Counselor
Alexan Johnson- Guidance Counselor
Terri Adams - Media Specialist
Barbara Kepner- LA Teacher
Kelly Lawniczak- Social Studies Teacher
Sandra Crusher- Science Teacher
Bonnie Weekes- Science Teacher
Pam Schaeffer- Science Teacher
Claudia Markham-Ahl- Science Teacher
Darlene Nowery-Math Teacher

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

The LLT meets monthly at Liberty Middle School to discuss items of importance from our annual school-wide read to novels in Language Arts classes. We also discuss the Media Center's needs.

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

To collaborate about our upcoming school-wide read The Revealers. To develop curriculum to reinforce the book and keep students engaged.

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.

All teachers at Liberty Middle School will utilize reading strategies previously learned through workshops and staff development. The instructional coach, the Literacy Leadership Team (LLT), and/or the staff development team will support and provide assistance and professional development to all teachers by modeling these strategies and facilitating collaborative groups when requested. Lesson plans and Classroom Walk Through (CWT) will provide evidence on area reading strategy implementation and will provide a means for monitoring, while implementing the Common Core Literacy standards as well.

*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:	In grades 6-8, 60% (at least 610) of the students will be proficient in reading based on the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (551) of Liberty Middle School students in grades 6-8 were proficient on the reading FCAT.	60% (610) of students will be proficient on the reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience reading complex nonfiction texts in core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal Assistant Principals CC Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWAs Close Reading Assignments
2	Individualized or differentiated instruction for all students.	Intensive classes provided for reading and math; PBS-Positive Behavior Support to increase student motivation; seamless school-wide expectations across grade levels	Classroom teachers, administrative team, Reading Coach	Analysis of student achievement data, SuccessMaker data, classroom observations and walkthroughs	Grades FCA FCAT QWAs MCIES
3	Excessive absences, mobility of students	provide intensive reading courses for level 1 and 2 students and progress monitor level 3 reading students, SuccessMaker	Administrators, Reading Coach, Teachers	Bi-monthly reading department readings facilitated by the reading coach to provide frequent progress monitoring of data	Focus Calendar Assessments (FCA), SuccessMaker Reports, District Benchmark Assessments, FAIR testing

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:	All students (100%; 5 of 5) will score a level 4, 5, or 6 in FAA Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3) students scored a 4, 5, or 6 in FAA Reading	100%, all students will score a level 4, 5, or 6 in FAA Reading

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	Size of class and number of preps per teacher (19).	Time for teacher to plan outside of the instructional day. Paraprofessional support to assist in day-to-day classroom activities.	Assistant Principal	Classroom observations and walkthroughs, along with feedback from teacher.	MCIES

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT levels 4 and 5) in reading will increase by 5% on the FCAT at each grade level as measured by 2013 FCAT reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Reading results the percentage of students scoring at or above Level 4 in reading are as follows: 6th grade= 35% (157 students), 7th grade= 39% (121 students), 8th grade= 19% (62 students)	Students achieving above proficiency (FCAT levels 4 and 5) in reading will increase by 5% per grade level on 2013 FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience reading complex nonfiction text.	Implement critical reading skills in all courses. Teachers will participate in on-going Common Core trainings this school year.	Principal Assistant Principals CC Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCAT QWA Close Readings
2	Time for completion of enrichment activities with students	Provide enrichment opportunities through the use of CIS (Comprehensive Instructional Sequence) strategies, Common Core activities, and DBQs (Document Based Questions)	Principal Assistant Principals	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCAT QWA Close Readings
3	Challenging upper level students	Provide enrichment activities to students in all advanced, honors, and gifted classes.	Administrators	Monitoring of teacher lesson plans.	2013 FCAT 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 reading. Reading Goal #2b:	40% (2/5) students will score at or above achievement level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0/3 students scored at or above achievement level 7 in FAA Reading	60% of students will score at or above achievement level 7 in reading

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	Size of class and number of preps per teacher (19).	Time for teacher to plan outside of the instructional day. Paraprofessional support to assist in day-to-day classroom activities.	Assistant Principal	Classroom walkthroughs; behavior specialist, feedback from teacher	MCIES

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:	86% (911) of students in grades 6-8 will make learning gains based on the FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (635) of students in grades 6-8 made learning gains based on the 2012 reading assessment.	86% (911) of students in grades 6-8 will make learning gains based on the FCAT reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with reading complex nonfiction text using deep reading strategies in all core classes	Implement critical reading skills in all courses. Teachers will participate in ongoing Common Core training throughout the school year.	Principal Asst Principals Common Core Lead Teachers (CCLTs)	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCAs FCAT QWAs
2	Individualized or differentiated instruction of all students	Intensive classes provided for reading and math; PBS-Positive Behavior Support to increase student motivation; seamless school-wide expectations across grade levels	Classroom teachers, administrative team, Reading Coach	Analysis of student achievement data, SuccessMaker data, Classroom observations and walkthroughs.	Grades FCAs FCAT QWAs
3	Excessive absences, mobility	Provide intensive reading courses (read 180), SRA, Corrective Reading, SuccessMaker	Administrators, teachers	Bi-monthly reading department meetings, frequent progress monitoring of data.	Focus Calendar Assessments (FCA), SuccessMaker Reports, District Benchmark Assessment (DBMA), FAIR

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	60% (3/5) of students will make learning gains in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2/5) of student taking the FAA made learning gains in reading as measured by 2012 results.	60% (3/5) of alternatively assessed students will make learning gains in Reading

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	Large class sizes and a large number of preps taught throughout the school day (19).	Time for teacher to plan outside of instructional day. Paraprofessional support for day-to-day classroom activities	Assistant Principal	Classroom walkthroughs, behavior specialist, feedback from teachers	MCIES

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:	75% of the lowest 25% of students will make learning gains in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of the lowest 25% made learning gains on the 2012 FCAT reading assessment.	75% of the lowest 25% of students will make learning gains in reading on the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timely identification of students scoring in the bottom quartile.	<ol style="list-style-type: none"> The bottom 25% of students will be identified based on 2012 FCAT reading scores. Students will be scheduled into Intensive Reading classes based upon FCAT scores, SRA decoding results, and FAIR data. In addition to using the above information, the placement of Students with Disabilities into reading classes will be done to align with the requirements of each students Individual Education Plan. Instruction will be delivered as described and required by our district reading plan (direct instruction). Support will be provided through Reading Paraprofessionals. Supplemental instruction will include Successmaker, My Reading Coach, and Reading Counts. Instruction will be monitored through data collection (FCA, Benchmark, PMRN, Successmaker, FAIR), analysis, and reviews with teachers. 	Principal Asst Principals Instructional Coach Counselors	<p>Effectiveness will be monitored throughout year using Classroom Walk Throughs, Reading Notebook Reviews, Data Reviews (FCA, Benchmark, FAIR, PMRN).</p> <p>Growth will also be monitored quarterly based on established individual growth goals.</p> <p>Final effectiveness will be determined by using the 2013 FCAT SSS Reading scores.</p>	<p>On-going evaluation tools include FCA scores, FAIR testing, Successmaker data</p> <p>2013 FCAT SSS Reading</p>

2	Excessive absences, Mobility	Provide intensive intervention reading courses (Read 180, SRA, Corrective Reading, SuccessMaker)	Administrators, Teachers	Bi-monthly reading department meetings, bi-monthly progress monitoring of data	Focus Calendar Assessments (FCA), SuccessMaker Reports, District Benchmark Assessments, FAIR
3	none	Every teacher will identify those students who fall in this category and provide additional support to help students be successful.	Administrators and teachers	Weekly vertical and horizontal collaboration meetings.	SMS and Custom Reports, FCAs, DBMA, and FCAT.

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 # Meet the 2013 AMO goal but progress will be measured as 10% of AMO from previous year. In 2017, 83% of students will be proficient in reading.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	80% of White subgroup will make satisfactory gains in Reading 70% of Hispanic subgroup will make satisfactory gains in Reading 55% of Black Subgroup will make satisfactory gains in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 70%(357)of students made gains Hispanic - 65% (144) of student made gains Black - 49% (106) made gains	80% of White subgroup will make satisfactory gains in Reading 70% of Hispanic subgroup will make satisfactory gains in Reading 55% of Black Subgroup will make satisfactory gains in Reading

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	Funding for a tutoring program	We would like to provide an after school tutoring/enrichment program for students to provide additional time and support to students. Priority enrollment would be provided to our minority students.	Administrative team	Data analysis of student performance in core academic classes	Focus Calendar Assessments, District Benchmark Assessments
2	Limited exposure of students to reading complex nonfiction text in core classes	Implement critical reading skills in all courses. Teachers will participate in on-going Common Core trainings throughout the school year	Principal Asst Principals CC Lead Teachers	Monitor lesson plans and assessments, classroom walkthroughs	Grades FCAs FCAT QWAs
3	Excessive absences, mobility	Provide intensive reading courses (Read 180, SRA, Corrective Reading, 50 minute Reading	Administrators, Teachers	Bi-monthly data analysis meetings and frequent progress monitoring of students Focus Calendar	FCA, DBMA, FAIR

	Instruction)	Assessments (FCA), District Benchmark Assessments,FAIR
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students during instructional time in his/her native language.	Develop schedule in which ESOL paraprofessionals can serve all ESOL students throughout their core classes.	Principal Asst Principal	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Assessments and FCAT	FAIR, FCAs, QWAs, DBMA, FCAT
2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	86% (201) of Students With Disabilities (SWD) will make gains in Reading based on the 2013 FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (152) of Students with Disabilities scored below grade level in reading based on the 2012 FCAT.	86% (201) of Students with Disabilities will make gains based on the 2013 FCAT reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited internet access at home necessary to access the District parent portal and teacher web pages.	Students in need of materials or school supplies will be assisted through our guidance department to ensure they have adequate supplies to participate in the everyday learning environment. The District Parent Portal, Websites, and phone conferences will be available to parents at the school so they may stay up to date with their child's	Administrative team, counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments.	Quarterly report cards, FAIR, FCAT

		progress.			
2	Excessive Absences, Mobility	Provide intensive Reading courses (Read 180), SRA, Corrective Reading, SuccessMaker)	Administrators, Teachers	Bi-monthly analysis of SWD data and frequent progress monitoring throughout the 2012-2013 school year.	Focus Calendar Assessments (FCA), District Benchmark data, SuccessMaker Reports, FCAT Explorer, FCAT
3	Getting teachers trained in the use of inclusion strategies.	Enrolling students with disabilities in inclusion classes.	APC, staffing specialist, support facilitators.	Support facilitators monitor student's progress in inclusion classes several times a week.	focus calendar assessments, district benchmark data, successmakers reports, FAIR FCAT data.

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:	86% of Economically Disadvantaged students will make gains based on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (279) Economically Disadvantaged students made gains based on the 2012 FCAT.	86% of Economically Disadvantaged students will make gains based on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming to school without necessary supplies.	Students in need of materials or school supplies will be assisted through our guidance department to ensure they have adequate supplies to participate in the everyday learning environment. The District Parent Portal, Websites, and phone conferences will be available to parents at the school so they may stay up to date with their child's progress.	Administrative team, counselors, teachers, Social Services (if necessary)	Student success will be measured by report card grades and performance on both formative and summative assessments.	Report cards, FAIR, FCAT
2	Families not having access to internet at home to utilize the District Parent Portal and the school/teacher web pages.	The district parent portal, district and teacher web pages, and phone conferences will be available to parents so they may stay up to date with their child's progress.	Administrative team, counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments.	Report cards, FAIR, FCAT
3	Excessive absences, mobility	Provide Intensive intervention reading courses (Read 180, SRA, Corrective Reading, SuccessMaker)	Administrators, teachers	Bi-monthly reading department meetings, bi-monthly progress monitoring of data.	Focus Calendar Assessments (FCA), SuccessMaker Reports, District Benchmark Assessments, FAIR
4	Funding	After school programs including tutoring and unit recovery.	Administrators, teachers	Monitor the number of students attending the after school program. Monitor the numbers of	Continued monitoring of students through the guidance

			units the students are recovering.	department
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Lead Teacher Training	Grades 6-8 All Subjects	Tara Hart, Pam Roberts	Louann Boemio ELA, Terri Adams Soc St, Michael Orloff Science, James Heruth Math, Velvea Brown Vocational	district training dates	CCLT will meet with admin team before and after each training to discuss school goals	Principal, Asst Principals
Deep Reading Training	All Teachers	CCLT and Michelle Lewis	All Teachers	Early Release dates and every other Wednesday	Admin walkthroughs	Principal, Asst Principals
NGCAR-PD Training	Grade 7 Civics	Sue Eatmon and Michelle Surman	Quentin Anderson, Andrew Bordelon	district training dates	Admin team will use district provided "look fors" rubric to conduct classroom walkthroughs	Principal, Asst Principals
Common Core Overview Training	All staff	CCLT (Common Core Lead Teachers)	All teachers	Early Release dates and every other Wednesday	Admin walkthroughs	CCLT, Principal, Asst Principals
Text Complexity	All staff	CCLT and Michelle Lewis	All Teachers	Early Release dates and every other Wednesday	Admin walkthroughs	Principal, Asst Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		50% of 6 Grade students will be proficient in listening/speaking 86% of 7 Grade students will be proficient in listening/speaking 77% of 8 Grade students will be proficient in listening/speaking			
2012 Current Percent of Students Proficient in listening/speaking:					
6 Grade: 10/22 (45%) 7 Grade: 13/16 (81%) 8 Grade: 18/25 (72%)					
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 speak languages other than Spanish have no assistance in heritage language	Allow access to Rosetta Stone	APC ESOL Paraprofessional Classroom Teacher	Data analysis of student performance on FCAs, QWAs, DBMAs, and 2013 CELLA	FAIR, FCA, QWA, DBMA, FCAT, CELLA
2	Limited personnel to assist students in native language in all core classes	Develop schedule that allows ESOL paraprofessional to serve all students for at least 20 min/day, 3 times/week in core classes	Principal APC APD	Data analysis of student performance on FCAs, QWAs, DBMAs, and 2013 CELLA	FAIR, FCA, QWA, DBMA, FCAT, 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:		46% of 6 Grade students will be proficient in Reading 5% of 7 Grade students will be proficient in Reading 21% of 8 Grade students will be proficient in Reading			
2012 Current Percent of Students Proficient in reading:					
6 Grade: 9/22 (41%) 7 Grade: 1/16 (.06%) 8 Grade: 4/25 (16%)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in all core classes	Develop schedule where ESOL paraprofessional can serve all students 20 min/daily, 3 times/weekly in core classes	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, Quarterly Writing Assessments, District Benchmarks and 2013 FCAT	FAIR, FCA, QWA, DBMA, FCAT, 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:		41% of 6 Grade students will be proficient in Writing 5% of 7 Grade students will be proficient in Writing 20% of 8 Grade students will be proficient in Writing			
2012 Current Percent of Students Proficient in writing:					
Grade 6: 8/22 (36%) Grade 7: 2/16 (.12%) Grade 8: 5/25 (20%)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who speak languages other than Spanish receive no assistance in heritage language	Allow student access to Rosetta Stone, with monitoring by ESOL Paraprofessional	Principal APC APD Classroom Teacher	Data analysis of student performance on Focus Calendar Assessments, Quarterly Writing Assessments, District Benchmarks, and 2013 FCAT	FAIR, FCA, QWA, DBMA, FCAT , CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	86% (911) of students will achieve proficiency in math based on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (738) of students achieved proficiency based on the 2012 FCAT Math.	86% (911) of students will achieve proficiency in math based on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive Absences, mobility	Provide individual instruction and intensive remediation using VMath and manipulatives	Content area math teachers, administrators	Bi-monthly analysis of student achievement data, classroom walkthroughs	Focus Calendar Assessments (FCA), District Benchmark data, SuccessMaker, VMath, FCAT Explorer
2	Implementation with fidelity of Common Core practices in Math classes	Teachers will participate in ongoing CC math practice trainings this school year	Principal APC APD Common Core Lead Teachers	Monitor trainings, lesson plans, assessments and classroom walkthroughs	Grades, FCAs, FCAT, MCIES

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:	60% (3/5) students will score a level 4, 5, or 6 on the FAA Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3/3) students scored a level 4, 5, or 6 in FAA Mathematics	60% (3/5) students will score a level 4, 5, or 6 on the FAA Mathematics.

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	Large number of subjects taught within same school day	Provide strategies for learning centers and work stations, continued paraprofessional assistance, behavior specialist if needed	Principal APC APD	Classroom walkthroughs, behavior specialist	MCIES, FAA

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		25% (280) of students in grades 6-8 will achieve above proficiency (FCAT levels 4 and 5) in mathematics based on the FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23% (265) of students in grades 6-8 achieved above proficiency (FCAT levels 4 and 5) in mathematics based on the FCAT.		25% (280) of students in grades 6-8 will achieve above proficiency (FCAT levels 4 and 5) in mathematics based on the FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited activities for upper level students to be challenged.	Provide enrichment activities to students in all advanced, honors, and gifted classes.	Administrators, Teachers	Monitoring of teacher lesson plans	2013 FCAT Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		50% (2 students) will score level 7 in mathematics FAA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (1 student) scored a level 7 in math FAA		AMO data unavailable but 2 students will score proficient achievement level			
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	Large number of subjects taught within school day	Provide strategies for learning centers or work stations, continued support of paraprofessional, behavior specialist if needed	Principal APC APD	Classroom walkthroughs, behavior specialist	MCIES, FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		86% (911) of students in grades 6-8 will make learning gains in mathematics based on the FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
72% (749) of students in grades 6-8 made learning gains in mathematics based on the FCAT.		86% (911) of students in grades 6-8 will make learning gains in mathematics based on the FCAT.			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive absences, mobility	Provide individual instruction and intensive remediation using VMath and manipulatives	Administrators, Teachers	Bi-monthly analysis of student achievement data, classroom walkthrough observations	Focus Calendar Assessments (FCA), District Benchmark Assessment data, SuccessMaker reports, VMath Reports, FCAT Explorer

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:	100% (4) students will make math learning gains as measured by FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students made math learning gains as measured by FAA	AMO data unavailable but all 4 students (100%) will make math learning gains

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	Large number of subjects taught within school day	Provide strategies for learning centers and works centers, continued support of paraprofessionals, offer assistance from behavior specialist if needed	Principal APC APD	Classroom walkthroughs, behavior specialist data	MCIES, FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	86% of the lowest 25% will make learning gains in mathematics based on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of the lowest 25% made learning gains in mathematics based on the FCAT.	86% of the lowest 25% will make learning gains in mathematics based on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Excessive absences, mobility	Provide individual instruction and intensive	Administrators, teachers	Bi-monthly analysis of student achievement	Focus Calendar Assessments

1		remediation using VMath and manipulatives		data, classroom walk-through observations	(FCA), District Benchmark Assessments, SuccessMaker, FCAT Explorer, VMath
2	Identification of bottom quartile students.	Teachers will identify those students who fall in this category and provide additional support to help students be successful.	Administrators and math teachers.	Weekly vertical and horizontal collaboration meetings	SMS and Custom Reports, FCAs, DBMA, FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In 2017, 83% of students will be proficient in math				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	At least 86% (911) of all tested subgroups will make gains in mathematics based on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White, Black and Hispanic students did not make Adequate Yearly Progress (AYP) in mathematics based on the FCAT. 73% (373) white students proficient 48% (107) black students proficient 67% (145) Hispanic students proficient.	At least 86% (911) of all tested subgroups will make gains in mathematics based on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive absences, mobility	Provide individual instruction and intensive remediation using VMath and manipulatives	Administrators, Teachers	Bi-monthly analysis of student achievement data, classroom walk-through observations	Focus Calendar Assessments (FCA), District Benchmark data, SuccessMaker reports, VMath, FCAT Explorer

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:	N/A not enough students in this subgroup
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	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	86% (215) of Students with Disabilities (SWD) will make gains in mathematics based on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of Students with Disabilities (SWD) did not make Adequate Yearly Progress (AYP) and are below grade level in mathematics based on the 2012 FCAT.	86% (215) of Students with Disabilities (SWD) will make gains in mathematics based on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive absences, mobility	Provide individual instruction and intensive remediation using VMath, Acaletics and manipulatives	Administrators, teachers, support facilitators	Bi-monthly analysis of student achievement data, classroom walk-throughs	Focus Calendar Assessments (FCA), District benchmark assessments, SuccessMaker Reports, VMath, FCAT Explorer
2	Student engagement	Utilize technology (Engaged classrooms), VMath, SuccessMaker, and FCAT Explorer to enhance instructional program and raise mastery.	Administrators, Teachers	Bi-monthly analysis of student achievement data, classroom walk-throughs	Focus Calendar Assessments (FCA), District benchmark assessments, SuccessMaker Reports, VMath, FCAT Explorer

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	86% of Economically disadvantaged students will make gains in mathematics on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of Economically disadvantaged students did not make Adequate Yearly Progress (AYP) in mathematics based on the 2011 FCAT.	86% of Economically disadvantaged students will make gains in mathematics on the 2013 FCAT.

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	Excessive absences, mobility	Provide individual instruction and intensive remediation using VMath and manipulatives	Administrators, Teachers	Bi-monthly analysis of student achievement data, classroom walkthrough observations	Focus Calendar Assessments (FCA), District Benchmark Assessments, SuccessMaker Reports, FCAT Explorer, VMath

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:	20% (22) students will score a level 3 on 2013 Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (19) students scored level 3 on Algebra EOC in 2012	20% (22) students will score a level 3 on 2013 Algebra EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation to Common Core math practices	Teachers will participate in ongoing training in common core practices for math	Administration Common Core Lead Teachers	State Algebra EOC Exam, along with Focus Calendar Assessments and District Benchmarks	Algebra 1 EOC Exam, FCAs, DBMA

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:	80% (90) of our students will score at level 4 or 5 on Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of students scored at level 4 or 5 on Algebra EOC 2012	80% (90) of our students will score at level 4 or 5 on Algebra EOC 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation to Common Core math practices	Teachers will participate in ongoing training in common core practices for math	Administration Common Core Lead Teachers	Algebra EOC Exam, along with Focus Calendar Assessments and District Benchmarks	Algebra 1 EOC Exam, FCAs, DBMA

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	100% of students will make satisfactory progress in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students failed to make satisfactory performance on Algebra 1 EOC	AMO data no available

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	Implementation to Common Core math practices	Teachers will participate in ongoing training in common core practices for math	Administration Common Core Lead Teachers	Algebra EOC Exam, along with Focus Calendar Assessments and District Benchmarks	Algebra 1 EOC Exam, FCAs, DBMA

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A Subgroup too small to collect significant data
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Subgroup too small to collect significant data	N/A Subgroup too small to collect significant data

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A Subgroup too small to collect significant data
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Subgroup too small to collect significant data	N/A Subgroup too small to collect significant data

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A Subgroup too small to collect significant data
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Subgroup too small to collect significant data	N/A Subgroup too small to collect significant data

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				

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:	Liberty Middle does not offer Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:

Liberty Middle does not offer Geometry		Liberty Middle does not offer Geometry		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Liberty Middle does not offer Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
Liberty Middle does not offer Geometry	Liberty Middle does not offer Geometry

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Liberty Middle does not offer Geometry 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Math Trainings	Grades 6-8	Chris Hanes	entire mathematics department	9/10&11; 9/12&13; 9/17& 18; 12/3-5	CCLT will meet with department and admin team before and after trainings to discuss dissemination of information to teachers	Principal, Assistant Principals
Common Core Math Practices Training	Grades 6-8	Common Core Lead Teacher	entire mathematics department	Early Release and Wednesdays	Admin walkthroughs, lesson plans	Principals, Assistant Principals

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

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$0.00

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:	50% (195) of students will achieve proficiency on the FCAT Science 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (160) of 8th grade students achieved proficiency on the FCAT science assessment.	50% (195) of students will achieve proficiency on the FCAT Science 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes	Implement critical reading skills in all courses. Teachers will participate in ongoing Common Core Trainings throughout the school year.	Administrators, Common Core Lead Teachers, Science Teachers	Monitor lesson plans, classroom assessments, classroom walkthroughs	Grades FCA FCAT
2	Teacher training	Use of new science standards and new textbooks with integration of Common Core strategies	Administration, district science coordinator.	Observations of instruction using new science standards and textbooks	FCA, 8th grade FCAT science assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	All students (5/5) will receive a level 4, 5, or 6 in FAA Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3/3 students received a level 4, 5, or 6 in Science FAA	All students (5/5) will receive a level 4, 5, or 6 in FAA Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Large number of subjects taught within	Provide strategies for learning centers and	Principal APC	Classroom walkthroughs, data,	MCIES Behavior Data

1	school day	work stations, continued support from paraprofessionals, behavior specialist assistance if needed	APD	behavior data, behavior specialist	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	20% (78) Students will score above proficiency (FCAT levels 4 and 5) in 2013 FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (41) of students in grade 8 achieved above proficiency (FCAT levels 4 and 5) in science based on the 2012 FCAT.	20% (78) Students will score above proficiency (FCAT levels 4 and 5) in 2013 FCAT Science

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	Challenging upper level students	Provide enrichment activities to students in all advanced, honors, and gifted classes.	Administrators, Teachers	Monitoring of teacher lesson plans	2013 FCAT science 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. Science Goal #2b:	N/A Currently no 8 grade students scheduled for FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
0/2 students scored level 7 or higher in FAA Science	N/A Currently no 8 grade students scheduled for FAA

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	Large number of subjects taught within school day	Provide strategies for learning centers and work stations, continued support from paraprofessionals, behavior specialist assistance if needed	Principal APC APD	Classroom walkthroughs, data, behavior data, behavior specialist	MCIES Classroom Data

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Overview Training	All staff	CCLT	All teachers	Department	Admin walkthroughs	CCLT, Principal, Asst. Principals
Deep Reading Training	Grades 6-8 Science Teachers	CCLT and Michelle Lewis	Grades 6-8 Science	Early Release Dates and every other Wednesday	Admin walkthroughs and school wide Close Reading activities	Principal, Asst. Principals
Text Complexity Training	Grades 6-8 Science	CCLT and Michelle Lewis	Grades 6-8 Science, ELA, SS, elective	Early Release Dates and every other Wednesday	Admin walkthroughs and school wide Close Reading activities	Principal, Asst. Principals

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	At least 80% (312/391) of students will be proficient on the FCAT Writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (228) of students achieved proficiency (FCAT level 3.0 and higher) in writing in 2012	At least 80% (312/391) of students will be proficient on the FCAT Writing assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive Absences, Mobility	8th grade students will utilize Pearson's on-line essay scorer through their Language Arts class in order to enhance their writing skills.	Administrators, Teachers	Review student essays to determine target skill instruction.	Formal and informal observation, collaborative departmental/grade level and cross curricular team planning.
2	Support from core content teachers with Common Core writing initiative	Consistent lessons with writing assignments in all classes	Administrators	Gradebook checks, performance matters, classroom walkthroughs	QWA (Quarterly Writing Assessments), Demand Writings, FCAT Writes

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 no students scheduled to take FAA writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
2/2 of FAA Writing students recieved a level 4 or higher on the Writing piece of the test.	n/a no students scheduled to take FAA writing

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Team/Data	6-8	Common Core Lead Teachers and Administration	All subject areas, broken down into CC areas	Early Release dates, Wednesdays	Lesson plans, observations, classroom walkthroughs	Administration

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics.		50% (180/360) of Civics students will be proficient on the Civics Assessment			
Civics Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Test has not been given yet, data not available		50% (180/360) of Civics students will be proficient on the Civics Assessment			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Document based question training (DBQ)	Teachers will use these skills to collaborate and score QWA (Quarterly Writing Assignments)	Administration, CCLT	Monitor lesson plans and assessments Classroom walkthroughs	QWA Data in Performance Matters
2	New course, new curriculum, new test	Civics teachers will receive district led training to guide their instruction of Civics	District, Admin team	Monitor student progress through assessments and grades	Civics EOC Performance Matter data of QWA

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:	50% (180/360) or more of students taking Civics will be proficient on the exam

2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A Test not given yet		50% (180/360) or more of students taking Civics will be proficient on the exam			
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	New curriculum, new test, teacher training	Teachers will receive ongoing training from the district regarding the curriculum	Administration	Classroom walkthroughs, monitoring of grades, assessments	Grades DBMA QWAs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	6-8	Common Core lead teachers, administration	All 7 grade Civics teachers	District inservice days throughout school year, early release days, Wednesdays	Lesson plans, classroom walkthroughs, assessments	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

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:	Students daily attendance in grades 6-8 will increase by 10% (110) students .
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
68% (655) of students missed less than 10 days of school throughout the 2011-2012 school year.	Students daily attendance in grades 6-8 will increase by 10% (110) students .
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
39% (413) of students in grades 6-8 had excessive absences throughout the 2011-2012 school year.	Less than 20% (220) of students in grades 6-8 will have excessive absences throughout the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
40% (420) of students in grades 6-8 had excessive tardies throughout the 2011-2012 school year.	Less than 30% (330) students in grades 6-8 will have excessive absences throughout the 2012-2013 school year.

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	Suspensions	LMS is implementing the Positive Behavior Support (PBS) system which will reward students.	Administrators, Guidance Counselors, Attendance Clerk, Social Worker	Weekly attendance reports provided to social worker, bi-monthly PBS data collection	SMS data, Social worker records

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
n/a						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		The goal for Liberty Middle School for the 2012-2013 school year is to decrease suspensions by at least 15% by implementing the Positive Behavior Support (PBS) program.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
There were 496 incidents of in-school suspensions throughout the 2011-2012 school year.		The goal for 2012-2013 is to have less than 425 incidents of in-school suspension.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
There were 217 students assigned to in-school suspension throughout the 2011-2012 school year.		The goal for 2012-2013 is have less than 150 students assigned to in-school suspension.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
There were 417 incidents of out-of-school suspensions throughout the 2011-2012 school year.		The goal for 2012-2013 is to have less than 300 incidents of out-of-school suspension.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
There were 297 students suspended out-of-school throughout the 2011-2012 school year.		The goal for 2012-2013 is to have less than 200 students suspended out-of-school.			
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
	Mobility of students,	Liberty Middle School	Assistant Principal	Bi-monthly data	SMS discipline

1	poor attendance, and lack of communication between home and school.	will implement the Positive Behavior Support (PBS) program school-wide. Students who are unsuccessful with this new program will receive intense interventions. Examples of this include: daily check in/check out (ROAR), monthly anger management meetings	of Discipline, RTI paraprofessional	analysis and bi-monthly progress monitoring of identified students.	summary reports, daily or weekly student behavior tracking forms.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	6-8	Assistant Principal of Discipline, Deans	All teachers	Small group meetings, PBS Team meetings	Continued monitoring of behavior data	APD

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the number of parents attending open house on September 20, 2012 and increase the percentage of parents serving on the School Advisory Council (SAC).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% (200 parents) participated in school activities in the 2011-2012 school year.	At least 30% (330 parents) will participate in school activities in the 2012-2013 school year.

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	Difficult for some parents to attend SAC meetings due to long work hours.	Conduct monthly SAC meetings and schedule them at later times when parents are able to attend.	Principal	Review of monthly minutes from SAC meetings	Meeting minutes, parent evaluation form
2	Incorrect parent contact information.	Frequent distribution of student grade and progress reports.	Administrative Team, Teachers	Parent conferences, Alert Now call to notify parents of distribution dates, frequently updated school website and calendar so parents have all important dates.	Teacher generated grade reports, parent generated emails through website, progress reports, report cards
3	Difficult for some parents to attend open house due to long work hours.	Schedule annual open house later in the evening so parents are able to attend.	Principal	Parents will sign in with homeroom teacher. Administration will collect the data and determine its effectiveness.	Parent sign-in log.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Career and Technical Education teachers will implement Deep and Close Reading strategies in their classrooms to encompass content texts related to their subject matter.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading in all classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing Common Core trainings this school year.	Principal, Asst Principals, CCLT	Monitor lesson plans and assessments, classroom walkthroughs	Grades FCAT QWA

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
CTE Common Core Trainings	6-8	CCLT	CTE teachers	Early Release days, Wednesdays	Continued classroom walkthroughs, monitoring of lesson plans	Administration

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	n/a	n/a	n/a	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	n/a	n/a	n/a	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	n/a	n/a	n/a	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	n/a	n/a	n/a	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/17/2012)

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
If funds are allotted, SAC would like to provide an after-school tutoring/boot camp program for students in certain subjects. SAC would also like to incorporate a grant opportunity for teachers to write grants, requesting specific resources for their classrooms.	\$10,000.00

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

The School Advisory Council (SAC) will meet monthly (Second Monday of each month) to discuss upcoming school related activities and events, as well as fundraising opportunities. We hope to incorporate a Grant opportunity for teachers as well into this year's activities.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Marion School District LIBERTY MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	72%	73%	46%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	72%			133	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?	64% (YES)	70% (YES)			134	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District LIBERTY MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	70%	84%	45%	270	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	74%			142	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?	72% (YES)	69% (YES)			141	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					553	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested