FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WILLIAM DANDY MIDDLE SCHOOL

District Name: Broward

Principal: Shernette Grant

SAC Chair: Tiffani Barber, Sabrina Smith

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/2012

Last Modified on: 11/6/2012

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	Shernette Grant	Biology (6-12) Educational Leadership (All Levels)	1	7	School Percent Scoring Three and Above 2011-2012 Reading 6th Grade 57% 7th Grade 50% 8th Grade 53% Mathematics 6th Grade 46% 7th Grade63% 8th Grade 69% Writing (8th Grade) 81% Science (8th Grade) 34% School Mean Scores 2011-2012 Reading 6th Grade 222 7th Grade 229 8th Grade 237
		B.A. Government,			Currently the school has been an "A" school for the past nine years. Responsibilities: 7th grade, Language Arts 2011-2012 School Year (7th Grade) Reading 50%

Assis Principal	Sherri Wilson	M.S. Public Administration PH.D Urban Studies	2	2	Mathematics 63% Writing81% Reading Mean Scale Score 229 Mathematics Mean Scale Score240 Writing Mean Scale Score 3.3 The school did not make AYP for the 2011-2012 school year.
Assis Principal	Kari Murray	B.A. Environmental Design, M.S. Educational Leadership, English 5-9, ESOL, Educational Leadership K-12	1	1	Currently the school has been an "A" school for the past nine years. Responsibilities: 6th grade, Science. 2011-2012 School Year (6th Grade) Reading 57% Mathematics 46% Science 34% Reading Mean Scale Score 222 Mathematics Mean Scale Score 224 The school did not make AYP for the 2011-2012 school year.
Assis Principal	Marc LaRose	Reading (grades K-12) English For Speakers Of Other Languages (esol), Endorsement Educational Leadership, (all Levels)	.3	.3	Currently the school has been an "A" school for the past nine years. Responsibilities: 6th grade, Science. 2011-2012 School Year (6th Grade) Reading 57% Mathematics 46% Science 34% Reading Mean Scale Score 222 Mathematics Mean Scale Score 224 The school did not make AYP for the 2011-2012 school year.

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)
Reading Coach	LaNedra Gaines	Elementary Education (grades k-6) English For Speaker of Other Languages (ESOL), Endorsement Reading, Endorsement	.5	.5	School Percent Scoring Three and Above 2011-2012 6th Grade 57% 7th Grade 50% 8th Grade 53% School Mean Scores 2011-2012 6th grade 222 7th grade 229 8th grade 237
Math Coach	Winnica Mclean	Elementary Education, (grades K-6) English For Speakers of Other Languages (esol), Endorsement Gifted, Endorsement Mathematics, (grades 5-9) Mathematics, (grades 6-12)	6	.5	School Percent Scoring Three and Above 2011-2012 6th Grade 46% 7th Grade 63% 8th Grade 69% School Mean Scores 2011-2012 6th Grade 224 7th Grade 240 8th Grade 251 The school did not make AYP for the 2011-2012 school year.
Writing Coach	Tanika McDonald	Elementary Education, (grades K - 6) English, (grades 5 - 9)	12	.5	School Percent Scoring Three and Above 2011-2012 8th grade 81% School Mean Scores 2011-2012 8th grade 3.3

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	Open Door Policy- Principal. Department Heads and Coaches have an open door policy that allows teachers to seek out training and support as needed.	principal, coaches, department heads	Ongoing all year	
		Stephanie		

2	NESS program in use for new teachers. Buddy teachers and Leader teachers assigned to assist new hires and newer teachers	Williams, NESS Coordinator, Principal, Assistant Principal, leader teachers.	Ongoing all year	
3	Professional Learning Communities - twice weekly training sessions geared towards instituting initiatives as well as training teachers to make use of rigorous and relevant curriculum that is in line with district/state standards.	Dr. Sherri Wilson, Assistant Principal	Monday and Friday each week	
4	Teachers are encouraged to attend district trainings that are geared towards supporting excellence in instructional strategies. Teachers are encouraged to share their training in department PLC formats.	Principal, Assistant Principals, Department Heads	Ongoing throughout the year.	

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
Nineteen (19) teachers are teaching out of field	Staff who might receive highly ineffective ratings are put on a professional development plan that serves to remediate shortcomings. Mentor teachers, assistant principals and the NESS coach offer assistance to aid the teacher in improvement.

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
71	0.0%(0)	39.4%(28)	35.2%(25)	25.4%(18)	63.4%(45)	85.9%(61)	40.8%(29)	2.8%(2)	70.4%(50)

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
Shanna Smith	Noreen Mentor	New to the school and the curriculum.	Curriculum training Mentor modeled the lessons Interim assistance
Tanika McDonald	Latoya Wright	New to the school and the curriculum.	Curriculum training Mentor modeled the lessons Interim assistance
Tiffani Barber	Deveil Hardge	New to the school and the curriculum	Curriculum training Mentor modeled the lessons Interim assistance
Shanta Simmons	Seilairine Sameuls-Pink	New to the school and the curriculum	Curriculum training Mentor modeled the lessons Interim assistance
		Beginning	Curriculum training

Andrea Ojeda	Jesus Flores	Teacher and new to the curriculum	Mentor modeled the lessons Inerim assistance

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

Title I funds are used to provide parents with trainings and workshops throughout the school year. They also allow the students the ability to participate in tutoring for reading, math, science, and writing.

Title I, Part C- Migrant

N/A

Title I, Part D

The guidance counselors are responsible for identifying neglected and delinquent students. Once they are identified they are referred to the district social worker who is on site. The social worker then determines what services the students need.

Title II

Teachers participate in professional development throughout the year. All teachers attend weekly learning communities on Mondays. They are also able to engage in professional development on early release days and planning days.

Title III

Our ESOL teachers are able to attend trainings throughout the year to keep up with ESOL strategies. It also allows the ESOL children opportunity to engage with other students on campus. Teachers are able to seek ESOL endorsement.

Title X- Homeless

Students that are identified as homeless or in the foster care system are offered individual counseling to nurture their personal and social well-being. They are offered peer counseling so they can be counseled on a daily basis. They are provided a buddy to help them with their social experience. The guidance department works closely with the school's social worker to provide additional services that are necessary.

Supplemental Academic Instruction (SAI)

Students are able to access textbooks and FCAT Explorer from home.

Violence Prevention Programs

The school offers Crime Watch and Gang Awareness Education. The Crime Watch program is student directed. The students assist with security and law enforcement to keep the campus safe. Gang Awareness Education is taught by the police officer that is on campus. The officer gives workshops to the students and faculty

Nutrition Programs

The district implemented a nutrition that eliminates sweets and replaces them with more healthy items such as fruits. The cafeteria staff also offers low calorie snacks for purchase.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Each grade level has a Student Services Management Team that meets weekly on Friday mornings. The grade level guidance counselor is the facilitator and also prepares the agenda. All teachers, and elective and ESE teacher representative, as well as the grade level administrator participates.

The core team consists of: Administrator(Principal or Assistant Principal), Teachers of the student referred to the CPS team, school counselor, school psychologist, school social worker, reading coach, math coach, writing coach, and parents.

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?

Concerns regarding students are presented and interventions discussed. A specific person is designated to follow up on the suggested interventions and report back with the results.

Examples of areas addressed:

Anger Management
Tardiness
Early Sign-Out
Attendance
Sleeping in Class
Failure to do homework
Inability to keep up with the class
Not bringing school supplies
Health/Personal hygiene

Curriculum Council

All teachers are invited and encouraged to attend. The council meets weekly on Wednesday mornings. The principal updates the council on the latest information for the members to share with their departments. The assistant principals share activities for their grade level and items of their specific area of responsibility. Academic coaches present data each month by teacher and by grade. The Council discuss the results and makes recommendations. Departments also report on their ongoing activities and concerns.

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 is actively involved in the development and implementation of the school improvement plan. The team meets weekly to discuss the goals and objectives that are on the school improvement plan. The goals and objectives are discussed and changes may be made to insure that the school stays on track for obtaining the goals and objectives that have been set. Tier 1 data are routinely inspected in the areas of reading, math, writing, science and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. The same data is also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions. These students are referred to the CPS team for consideration of how best to proceed.

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.

Students are scheduled based on their scores to further address student needs. The data each month is desegregated and teachers identify students needing further instruction in specific areas. Departments meet weekly to discuss the data and address how to assist students to improve. The instructional focus calendar is regularly revised based on weekly and monthly assessments. All data sources are routinely inspected at Tier 1 for reading, mathematics, writing, science, and behavior. For Tiers 2 and 3 the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Every year the principal holds a Leadership Day. During this training the leadership team discusses the positive and negative aspects of the school year. It is also during this time that departments are able to give suggestions to the group so that the same mistakes are not repeated the next school year. Each department will inservice the members of the Leadership Day. The trainings will be conducted by the academic coaches and department heads.

The guidance counselors serve as case managers. Data is tracked and recorded using Broward county forms for RtI. The graphic devices used are teacher generated from examples on the student support website for tier 2 and 3. Academic interventions come from the struggling reader chart, struggling math chart, and fellow colleagues who have the same students. Training for RtI took place during pre-planning days. Teachers were given the process for RtI, charts, graphs, and what steps to take on tier 1,2, and 3. The guidance counselors and school psychologist delivered the training to the entire staff.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

Literacy Leadership Team

Sherri N. Wilson, Asst. Principal over Reading and Language Arts
Lenedra Gaines, Reading Coach
Tiffani Barber-Jackson, Reading Dept. Chair
Erold Accime, ESOL
beverly Latimer, ESE Specialist
Tanika McDonald, Language Arts Dept. Chair and Writing Coach
Michael Edwards, Science Dept. Chair
Winnicia McLean, Math Dept. Chair and Math Coach
Shanna Smith, Social Science Dept. Chair

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

The Literacy Leadership Team will meet once a week to analyze reading data. The team also discusses differentiated instruction and how to present it to the faculty.

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

The major initiative this year will be meeting the AYP requirements for Reading. The Literacy Leadership Team's focus will be assisting the teachers with meeting our reading goal. All of the teachers will attend workshops that will train them on how to effectively teach reading strategies in all subject areas. The team is also going to focus on increasing parent involvement.

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.

*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.

Teachers are responsible for implementing the Critical Thinking curriculum for 60 minutes daily. The purpose of the curriculum is to reinforce literacy skills among all content areas.

*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?

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

Postsecondary Transition

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

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:	By June 2013, 33% of the students meeting the criteria of the DOE Rule will score a level 3 or above on the reading portion of the FCAT examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 27.9% (234).	The 2013 expected level for students scoring level 3 is 33% (335).

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 that achieved profiency (FCAT Level 3) in reading are not receiving a separate independent reading class.	Provide Language Arts teachers with reading resource materials (Junior Great Books, JamesTown, and/or Bluford Series). Students receive classroom instructional strategies focusing on higher order thinking skills and strategies	Beverly Latimer, ESE Specialist LeNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Head	The leadership team meets weekly to review progress monitoring data reports from the monthly assessment (Sept. - May) and weekly mini-assesments (Jan. - April) to ensure teachers are assessing students. The progress monitoring will be used to help create and revise the reading instructional focus calendar. A learning commmunity focusing on best practices and strategies. The effectiveness of the strategies will be determined by weekly learning communities. These meetings will be conducted by the Reading Coach, Reading Dept. Chair, and/or school-wide. Teachers and students will participate in monthly data chats, to review individual students weaknesses. Administrators and teachers will participate in monthly/quarterly data chats to review the teachers' class as whole areas of weakness. These data chats will be used as a guide to developing lessons to increase proficiency.	BAT, Monthly Reading Practice Test, Weekly Mini Assessments

				Reading teachers will have individual data chats with the Reading Coach.	
2	Lack of endurance for sustained reading.	To implement school-wide reading program	LeNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Chair Dr. Sherri Wilson, Asst. Principal and Reading Administrator	Review Accelerated Reader Data	BAT Test Monthly Reading Practice Tests Weekly Mini-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 reading. Reading Goal #1b:	By June 2013, 49% of the students meeting the criteria will score a level 4, 5, or 6 on the reading portion of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 45.5% (5)	The 2013 expected level of performance for students scoring levels 4, 5, and 6 is 49% (6)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Cueing, prompting which may require redirecting, refocus and or minimal physical prompting. non verbal refocusing, verbal refocusing, modeling, and questioning	Patrica McLaughlin, ESE Teacher	One on one instruction with teacher	Oral and written test Documented teacher observation

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:	By June 2013, 29 % of the students meeting the criteria of the DOE Rule will score a level 4 or above on the reading portion of the FCAT examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 25%.	The 2013 expected level of performance is 29 %.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Level 4 and 5 students are not receiving a separate reading class.	Provide Language Arts teachers with reading resource materials (Junior Great Books, JamesTown,	LaNedra Gaines, Reading Coach Tiffani Barber-	The effectiveness of the strategies will be determined by weekly learning communities.	BAT Test, Monthly Reading Practice Test, Weekly Mini Assessments

| | | and/or Bluford Series

Students receive classroom instructional strategies focusing on higher order thinking skills and reading strategies.

Small Group Instruction/Pull-Out

Extended Learning Opportunities

Success Days (Teachers will co-teach the weakest reading skills) | Jackson, Reading Dept. Head | These meetings will be conducted by the Reading Coach and/or Reading Department Head.

Students and teachers will participate in ongoing data chats.

The leadership team meets weekly to review progress monitoring data reports from monthly assessments (Sept. - May) and weekly mini assessments (Jan. - April) to ensure teachers are assessing students. The progress monitoring will be used to help create and revise the reading instructional focus calendar. | |

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:	By June 2013, 28% of the students will score at or above achievement level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 18% (2)	The expected level of performance is 28% (3)

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	Time Falling asleep during instruction	Cueing, prompting which may require redirecting, refocus and or minimal physical prompting non verbal refocusing, verbal refocusing, modeling and questioning	Patricia McLaughlin, ESE Teacher	One on one instructions	Oral and written test Documented teacher observation

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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 75% of the students will make annual learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 72% (596).	The 2013 expected level of performance is 75% (621).

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 that are not reading on grade level and are not able to comprehend grade appropriate text.	Conduct progress monitoring pre, mid, and post assessments using FAIR to monitor student achievement. Small Group Instruction/Pull-out Intensive Reading Program (Impact, REWARDS, and Wilson	Beverly Latimer, ESE Specialist LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Head Lashonne McIntyre-Sanford, ESE Department Chair	The leadership team meets weekly to review progress monitoring data reports from the monthly assessment (Sept. - May) and weekly mini assessments (Jan. - April) to ensure teachers are assessing students. The progress monitoring will be used to help create and revise the reading instructional focus calendar. Discuss and review the student's progress among teachers to determine strategies and interventions to assist with reading. Which is known as Response to Intervention (RtI). These meetings, discussions, and intervention follow-ups will help determine if additional interventions or outside support (Social "Worker and/or Psychologist) are needed.	Bat Test, Monthly Reading Practice Test, Weekly Mini Assessments
2	Lack of endurance for sustained reading.	To implement an Accelerated Reading program.	LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Chair Media Specialist	Review Accelerated Reader Data	BAT Test Monthly Reading Practice Tests Weekly Mini-Assessments
3	Students lack vocabulary to increase fluency.	Implement vocabulary improvement strategies using Vocabulary through Morpheme and/or Word Wisdom.	LaNedra Gaines. Reading Coach Tiffani Barber-Jackson, Reading Dept. Chair	Discuss and review Word Wisdom quizzes and tests.	Weekly Exams

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:	By June 2012, 76% of the students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 66.4% (7)	The expected level of performance is 76% (8)
Problem-Solving Process to Increase Student Achievement	

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

			Time Falling asleep during instruction	Ceing, prompting which may require redirecting, refocus and or minimal physical prompting, non verbal refocusing, verbal focusing, modeling, and questioning	Patricia McLaughlin, ESE Teacher	One on one instruction	Oral and written test Documented teacher observation
1							

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 80% of the students in the bottom quartile will make annual learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 77.6%.	The 2013 expected level of performance is 80%.

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 that are not reading on grade level and are not able to comprehend grade appropriate text.	Conduct progress monitoring pre, mid, and post assessments using FAIR to monitor student achievement. Small Group Instruction/Pull-Out Intensive Reading Program (Impact, Wilson and/or REWARDS) Extended Learning Opportunities Success Days (Teachers will team teach weakest reading skills.)	Beverly Latimer, ESE Specialist LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Head	Review progress monitoring data reports to ensure teachers are assessing students. The effectiveness of the strategies will be determined by weekly learning communities. These meetings will be conducted by the Reading Coach and/or Reading Dept. Chair. Students and teachers will participate in ongoing data chats.	BAT Test, Monthly Reading Practice Test, Weekly Mini Assessment
2	Level 1 and 2 students lack vocabulary to increase fluency.	Small Group Instruction/Pull-Out Intensive Reading Program (Wilson, REWARDS, Impact) Vocabulary building using Vocabulary through Morphemes and/or Word Wisdom. Extended Learning Opportunities Success Days (Teachers will team teach weakest reading skills.)	LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Head	Review progress monitoring data reports Review classroom walkthroughs and review fluency rates	BAT Test, Monthly Reading Practice Test, Weekly Mini Assessments
3	Lack of endurance for sustained reading.	To implement a school-wide reading program	LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Chair	Review Accelerated Reader data	BAT Tests Monthly Reading Tests Weekly Mini-Assessments

		Media Specialist	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	By, 2017, the school will reduce the achievement gap by 50% ▲ 5A : ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	55%	50%	45%	40%	

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:	By June 2013, 56% of the students in each subgroup will meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is : White: N/A, Black: 46% (365), Hispanic: N/A, Asian: N/A, American Indian: N/A	The 2013 expected level of performance is : White: N/A, Black: 56% (437), Hispanic: N/A, Asian: N/A, American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A School is 99% black. 1% of population is white or hispanic and 2 students are Asian.	Students in the minority of categories perform within expected outcomes with the exception of 2 ESE students who are assisted by ESE facilitator.	ESE specialist Mrs. Beverly Latimer.	BAT and monthly assessment review and adjustments of lessons based on identified needs.	Standardized and course tests.
2	Level 1 and 2 students lack vocabulary to increase fluency.	Small Group Instruction/Pull-Out Intensive Reading Programs (Wilson, REWARDS, Impact) Extended Learning Opportunities Success Days (Teachers will team teach weakest reading skills.	LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Head	Review classroom walkthroughs Review fluency rate Discuss and review the student's progress among teachers to determine strategies and interventions to assist with reading. Which is known as Response to Intervention (RtI). These meetings, discussions, and intervention follow-ups will help determine if additional interventions or outside support (Social Worker and/or Psychologist) are needed.	BAT Test, Monthly Reading Practice Test, Weekly Mini Assessments

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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:	By June 2013 60% of the students of the ELL subgroup will make AMO.			

2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is N/A.	The 2013 expected level of performance is N/A.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English-language reading materials are not available at home, they lack the fundamental skills needed for reading acquisition and development.	Small Group Instruction/Pull-Out Intensive Reading Program (Visions) Extended Learning Opportunities Success Days (Teachers will team teach weakest reading skills.)	Ms. Latimer, ESE Specialist LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Head	The effectiveness of the strategies will be determined by weekly learning communities. These meetings will be conducted by the Reading Coach and/or Reading Department Chair.	BAT Test, Monthly Reading Practice Test, Weekly Mini 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, 60% of the students of the SWD subgroup will meet AMO.

2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is N/A.	The expected level of performance is N/A.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The SWD students are not reading on grade level and are not able to comprehend grade appropriate text.	Small Group Instruction/Pull-Out Intensive Reading Program (Wilson, REWARDS, Impact) Extended Learning Opportunities Success Days (Teachers will team teach weakest reading skills.)	Ms. Latimer, ESE Specialist LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Head	Review progress monitoring data reports to ensure teachers are assessing students. Students and teachers will participate in ongoing data chats. Additional diagnostic assessment will be used to drive instruction	BAT Test, Monthly Reading Practice Test, Weekly Mini Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:
5E. Economically Disadvantaged students not making

satisfactory progress in reading. Reading Goal #5E:	By June 2013, 79% of the students of the Economically Disadvantaged subgroup will make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance 48.6% (371).	The 2013 expected level of performance is 79% (604).

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	Economically disadvantaged students are not able to obtain the necessary materials to be successful in class.	Provide access to materials at the school those students could use. Conduct Progress Monitoring Pre, Mid, and Post assessments using FAIR, and WADE to monitor student achievement. Refer to student's individual IEP (Individualized Educational Plan) for accommodations and collaboration. Small Group Instruction/Pull-Out Intensive Reading Program (Wilson and/or REWARDS) Saturday School Morning Reading Camp Success Days (Teachers will co-teach the weakest reading skills)	Administration LaNedra Gaines, Reading Coach Tiffani Barber-Jackson, Reading Dept. Chair Marci Bennett-Barnes, Guidance Director	Classroom walkthroughs	BAT Test, Monthly Reading Practice Test, Weekly Mini Assessments
2	Students lack endurance for sustained reading.	Implement School-wide Reading Program	LaNedra Gaines, Reading Coach Tiffani Barber-Jackson. Reading Dept. Head Tanika McDonald Media Specialist	Review Accelerated Reader data	BAT Tests Monthly Reading Tests Weekly Mini-Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core - What dies a 7.5 hour day look like?	grades 6-8	Dr. Sherri Wilson, Language Arts/Reading Administrator	Grades 6-8 teachers in reading, math, language Arts, and science	9/5/12, 9/10/12, and 9/12/12	Learning Communities	Dr. Sherri Wilson, Assistant Principal and Department Chairs
Delivery of Instruction in the Common Core Classroom: Springboard Strategies (Common Language)	Grades 6-8	Department Chairs	School-wide	10/1/12, 10/3/12, 10/8/12, 10/10/12, 10/15/12, 10/17/12, 10/22/12, 10/24/12, 10/29/12, 10/31/12	Learning Communities	Sherri Wilson, Assistant Principal, and Department Chairs
Differentiated Instruction in the Common Core Classroom/ Progress Monitoring	Grades 6-8	Department Chairs	School-wide	10/1/12, 10/3/12, 10/8/12, 10/10/12, 10/15/12, 10/17/12, 10/22/12, 10/24/12, 10/29/12, 10/31/12	Learning Communities	Sherri Wilson, Assistant Principal, and Department Chairs
Implementation and practice, using Common Core graphic Organizers	Grades 6-8	Department Chairs	School-wide	11/5/12, 11/7/12, 11/14/12, 11/19/12, 11/21/12, 11/26/12, 11/28/12	Learning Communities	Sherri Wilson, Assistant Principal and Department Chairs
Bridging the GAP between NGSS 2.0 Benchmarks and Common Core Standards across the content areas	Grades 6-8	Sherri Wilson and Department Chairs	School-wide	12/3/12, 12/5/12, 12/10/12, 12/12/12, 12/17/12, 12/19/12	Learning Communities	Sherri Wilson, Assistant Principal and Department Chairs
Springboard Strategies for "ALL"	Grades 6-8	Sherri Wilson	Grades 6-8 teachers in reading and social studies	2/4/13, 2/6/13, 2/11/13, 2/13/13, 2/20/13, 2/25/13, 2/27/13	Learning Communities	Sherri Wilson, Assistant Principal and Department Chairs
Secondary Reading Programs	Grades 6-8	District	Reading teachers in grades 6-8	District Claendar		Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Phonic Awareness, Comprehension, Vocabulary	Rewards/Rewards Plus	Title I	$500.00
Comprehension, Vocabulary	Impact	Title I	$550.00
			Subtotal: $1,050.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Comprehension	Hardware and Software	Title I	$550.00
			Subtotal: $550.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To use strategies and skills learned with students to increase their reading level.	Workshops/Trainings	Title I	$1,750.00
Reading Strategies for "All"	Workshops/Trainings	Title I	$1,500.00

	Subtotal: $3,250.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities	Student Preparation	Title I	$750.00
			Subtotal: $750.00
			Grand Total: $5,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students have not been exposed the English language	Students will be offered core classes with mainstream students	ESOL Teachers	ELL committee meetings monthly	Communications
2	Lack of parental support	Work on keeping a line of communication with parents	ELL Contact Person	Phone Log will be used to keep records of parents communications	Parent Sign-in logs for conferences
3	Lack of one-on-one instructions	pull-out in small groups	School Administrator	Observations and Walkthroughs	CELLA Test

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:	
2012 Current Percent of Students Proficient 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
	Students are low or non readers in native	Students will be offered remedial reading course	ESOL Teachers	Monitor student's participation	Teacher made test

				Monthly data chats with teachers of ELL students	CELLA test
1	language	using Visions			
2	Students not attending extended learning opportunities	Students will be enrolled in After school tutoring programs	Administrators	Monitor student's participation Data Chats	Attendance Logs Monthly and quarterly assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not been exposed to the new language long enough	Teachers should allow students to write short paragraphs and provide immediate feedback	Classroom Teachers Erold Accime, ESOL Teacher	Individual data chats Teachers will discuss during data chats and/or RtI	Monthly Mock Test

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Visions	Title	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Beginning reading programs	Hardware and Software	Title I	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Strategies	Trainings/Workshops	Title I	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students scoring a Level 3 is expected to increase by 2%(88).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 26%(220).	By June 2013, 28%(308) of students meeting the criteria of the DOE Rule will score level 3 or above on the Mathematics portion of the FCAT examination.

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	Gaps in Prerequisite skills Due to the adoption of the NGSSS, there may still be some gaps in prerequisite skills and basic facts knowledge as some skills are pushed back to previous grades, which would have been covered in the past in current grade level.	Ensure all teachers are properly trained on new mathematics curriculum in order to identify prerequisite skills and areas need for remediation. The use of online FCAT skill reinforcement resources such as Compass Learning Odyssey, FCAT Explorer and Destination Success at home at least 3 times a week, to recover and master lacking skills.	Winnica McLean, Math Coach and Math Department Chair Jennifer Barmoha, District Trainer	Monitor and review resource usage by extracting reports weekly from FCAT Explorer and Compass Odyssey to see if students are practicing online. Use teacher-student monthly data chats to keep students informed of progress in weaker areas.	FCAT scores, BAT tests, Mini Assessments, Quarterly Assessments
2	Low FCAT Scores Incoming 6th grade scores significantly lower than previous years.	Focus pull outs on targeting weakest benchmark areas first then revisiting these areas periodically. Teachers will collaborate by grade level teams on creating weekly benchmark quizzes and other ongoing assessments.	Marc Larose, Assistant Principal over Mathematics Winnica McLean, Math Coach and Math Department Chair	Teachers will discuss results of assessments weekly in PLC meetings. Use teacher-student data chats to keep students informed of mastery of weaker areas.	FCAT scores, BAT tests, Quarterly Assessments
3	Test Preparedness Students may not be prepared for test as more focus is placed on gathering knowledge and computational skills rather than on application, analysis or synthesis.	The math department will continue with the Homework and Problem Solving workbook to expose students to more real-world type problem solving practice	Winnica McLean, Math Coach and Math Dept. Chair	Teachers will use NGSSS workbook and Countdown to FCAT worksheets to guage student progress in problem solving strategies.	BAT tests,Quarterly 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 mathematics.	By June 2013, 55% of the students will score at levels 4, 5,

Mathematics Goal #1b:			and 6 in mathematics.		

2012 Current Level of Performance:			2013 Expected Level of Performance:		
The current level of performance is 45.5%.			The expected level of performance is 48%.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Prior instructional level and skills acquisition prior to sixth grade.	Students will be placed in advanced level math if they are in levels 3 or above at grade 6. This will track them for Algebra or Geometry in 8th grade.	Mrs. Winnica Mclean and administrators	FCAT scores, BAT test results, quarterly assessments.	FCAT scores and EOC exam pass rates as tracked from year to year.
2	Time Falling Asleep	Skip counting, manipulatives, learning centers, providing opportunities for practice	Patricia McLaughlin, ESE Teacher	Teacher Directed questions and answers	Oral and written test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring a level 4 or 5 is expected to increase by 3%(129).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 37%.	By June 2013, 40% will score a level 4 or 5 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	Motivation Curriculum not challenging enough to sustain students' genuine interest in the instruction being delivered.	Schedule district trainer to provide professional development on differentiating instruction and using various classroom strategies such as manipulatives and technology to enhance student learning.	Marc Larose, Asst. Principal over Mathematics Winnica Mclean, Math Coach and Math Department Chair	Classroom Walkthroughs to ensure differentiated instruction is taking place.	Math Projects, Enrichment exercises and Mini BAT tests
2	Transport Advanced students not able to attend Saturday FCAT camps because they live far away from school.	Provide incentives towards end of year field trips to encourage students to attend. Provide parent workshops on Saturdays, so parents can accompany child to Saturday school.	Grade Level Asst. Principals: K. Murray S. Wilson Marc Larose	Monitor attendance record reports for Saturday FCAT Camps	BAT tests, Mini Assessments, Quarterly Assessments
	Balance in Curriculum Time spent on core	Utilize Success Day time to split instructional class time evenly between	Marc Larose, Asst. Principal	Teachers will collaborate on creating monthly assessments that	FCAT scores, Quarterly Assessments,

3	curriculum and FCAT review skills are not evenly divided with higher-level students. Less emphasis placed on FCAT review skills.	core and FCAT practice skills. Common core teachers can co-teach and divide curriculum between FCAT practice and core curriculum. Teachers will set up personalized benchmark skills on online FCAT resources such as FCAT Explorer and Compass Odyssey to target student's weakest areas.	Winnica McLean, Math Coach and Math Department Chair	incorporates both core curriculum as well as FCAT benchmark skills and share results in department meetings and PLCs	Chapter tests

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:	By June 2013, 14% of the students will score at or above Achievement Level 7 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 9.1%.	The expected level of performance is 14%.

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	Time Falling asleep Now Math Skills	Skip counting, manipulatives, learning centers, providing opportunities for practice	Patrica Mclaughlin, ESE Teacher	Teacher directed questions and answers	Oral and written test

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in mathematics is expected to increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 78%.	The expected level of performance is 82%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time on Task Based on recommendations of	Teachers will collaborate weekly in grade level teams to adjust IFC pacing to adjust time on	Winnica McLean, Math Coach and Math Department Chair	Class Walkthroughs, Peer observations to ensure teachers are circulating, giving students time to	Chapter tests and quizzes

				practice skills in class	
1	current IFC, students may not receive ample time in classrooms for skill practice.	specific skills as needed. Teachers should assign practice for homework daily to help with skill retention. Teachers should collaborate on creating cumulative assessments to students are exposed to skills frequently.	Grade level team leaders: 6th - N. Julien 7th - A. Suliveras 8th - L. Patterson		
2	Spirals Due to gaps in prerequisite skills teachers may need to review concepts from preceding grade levels.	Teachers will utilize Spiral-Review section of textbook to target gap areas. Teachers will set up benchmark practice for prerequisite skills online using FCAT resources such as FCAT Explorer, Riverdeep or Study Island to target student's weakest areas	Winnica McLean, Math Dept. Chair and Math Coach	Pull and analyze reports from online resources such as FCAT explorer, Riverdeep and Study Island to to check for mastery areas	FCAT results, BAT tests, Quarterly assessments
3	Problem Solving Lessons may be focused more on computational skills rather than applying the concepts to more real world type problems.	Teachers will use more problem solving word problems for independent practice in the textbooks. Teachers should also utilize the H.O.T. problems as well as the NGSSS Gridded Response questions in the textbook.	Winnica McLean, Math Coach and math Department Chair	Classroom Walkthroughs Teachers will collaborate on creating weekly and monthly assessments that incorporates more problem solving practice questions and share results in department meeting.	Chapter tests and quizzes comprising of more gridded response questions, Quarterly assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By June 1013, 60% of the students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 56.4%.	The expected level of performance is 60%.

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	Low math skills	Skip counting, manipulatives, learning centers, providing opportunities for practice.	Patricia McLaughlin, ESE Teacher	Teacher directed questions and answers	Oral and written test

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in mathematics is expected to increase by 2% (74).

2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 69%(176).	The expected level of performance is 71%(250).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Reading Skills Students not able to read and comprehend word problems clearly in order to solve.	Teachers will utilize technology such as promethean board or slates in order to teach reading strategies such as identifying key words and to circle details in the questions.	Winnica McLean, Math Dept. Chair and Department Chair	Peer observations to ensure technology and strategy is being used.	BAT tests, Mini assessments, Quarterly Assessment
2	Communication Limited collaboration between regular course teachers and ESE Specialist.	Invite ESE Specialist to be be a part of math PLCs once a month.	Marc Larose, Asst. Principal Beverly Latimer, ESE Specialist Sharon Wright-Porter, Support Facilitator	PLC minutes will be forwarded to ESE Chairperson and ESE Specialist regarding ESE concerns for math.	Feedback form from classroom teachers.
3	Group Size Limited availability for one-on-one, targeted instruction due to class size.	Implement peer mentoring where higher level students(Magnet) in all grades will be able to come in the targeted classrooms during an elective class once a week to tutor and mentor students.	Winnica McLean, Math Coach and Math Department Chair Sharron Ellis, Magnet Coordinator	Mentors will use logs to track student data such as date, topics, grade on exams, etc.	Weekly quizzes and chapter tests

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A :	The percentage of non proficient students is 9.6%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	9.6	8.0	6.4	4.8	3.2	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The student subgroups not making Adequate Yearly Progress (AYP) in math will increase in math proficiency as follows: White: 4% increase (1) Black: 3% increase (27) Hispanic: 3% increase (1) Asian: 3% increase (1) American Indian: N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is: White: 67%(6) Black: 62%(487) Hispanic: 88%(21)	The expected level of performance is: White: 73% (10) Black: 79% (662) Hispanic: 75% (27)

Asian: 88%(8)
American Indian: (N/A)

Asian: 83% (8)
American Indian: N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A School is 99% black. 1% of population is white or hispanic and 2 students are Asian.	Students in the minority of categories perform within expected outcomes with the exception of 2 ESE students who are assisted by ESE facilitator.	ESE specialist Mrs. Beverly Latimer.	BAT and monthly assessment review and adjustments of lessons based on identified needs.	Standardized and course tests.
2	Low Parent Impact Parents non-involvement in school activities.	Implement school-wide drive to solicit parent volunteers.	Grade Level Assistant Principals: 6th Grade - Kari Murray 7th Grade - S. Wilson 8th Grade - M Larose	Establish database to monitor parent involvement.	Feedback from parent volunteers.
3	Low ELO attendance Students not attending Saturday FCAT and after school tutoring.	Provide incentives such as dress down (no uniform) days for participants to boost attendance. Encourage parent involvement by hosting parent workshops during Saturday school hours.	Grade Level Assistant Principals: 6th Grade - Kari Murray 7th Grade - S. Wilson 8th Grade - M Larose	Monitor attendance record reports for Saturday FCAT camps.	FCAT scores, BAT tests, Quarterly 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of students in the English Language Learners (ELL) subgroup is expected to increase in math proficiency by 3%(4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 47%(14).	The expected level of performance is 50%(17).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low ELO Attendance Students not attending Saturday FCAT camps and after school tutoring.	Provide incentives such as dress down (no uniform) days for participants to boost attendance. Encourage parent involvement by hosting parent workshops during Saturday school hours.	Grade Level Assistant Principals: 6th Grade - Kari Murray 7th Grade - S. Wilson 8th Grade - M Larose	Monitor attendance reports for Saturday FCAT camps.	FCAT scores, BAT tests, Quarterly Assessments
2	Resources Students do not have access to materials in	Implement peer mentoring where bilingual students at all grades will be able to assist, tutor	Winnica McLean, Math Coach and Math Department Chair	Have classroom teacher provide feedback/progress report on language fluency	Weekly quizzes and chapter tests

	their native language.	and mentor students.	E. Accime, ESOL Coordinator	development.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students in the Students with Disabilities (SWD) subgroup is expected to increase in math proficiency by 5%(10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 35%(26).	The expected level of performance 40%(36).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resources Need for supplemental instructional resources to help increase math proficiency.	Technology will be utilized for instruction as intervention strategies for math.	Beverly Latimer, ESE Specialist Sharon Wright-Porter, Support Facilitator	Utilize technology based assessments for monitoring progress.	FCAT scores, BAT tests,Quarterly Assessments
2	Extended Learning Opportunities Students not attending Saturday School and after school tutoring.	Provide incentives such as dress down (no uniform) days for participants to boost attendance.	Grade Level Assistant Principals: 6th Grade - Kari Murray 7th Grade - S. Wilson 8th Grade - M Larose	Monitor attendance record reports for Saturday FCAT camps.	FCAT camps, BAT tests, Quarterly 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 subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of students in the Economically Disadvantaged subgroup is expected to increase in math proficiency by 4%(67).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 61%(466).	The expected level of performance is 65%(533).

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	Motivation Curriculum not engaging enough to sustain students' genuine interest in the instruction being delivered.	Schedule district trainer to provide professional development on differentiating instruction and using various classroom strategies such as manipulatives and technology to	Marc Larose, Asst. Principal Winnica McLean, Math Coach and Department Chair	Classroom Walkthroughs to ensure differentiated instruction is taking place.	Math projects, Enrichment exercises and mini BAT tests

				enhance student learning.	
2	Low ELO Attendance Students not attending Saturday FCAT camps and after school tutoring	Provide incentives such as dress down (no uniform) days fro participants to boost attendance. Encourage parent involvement by hosting parent workshops during Saturday school hours.	Grade Level Assistant Principals: 6th Grade - Kari Murray 7th Grade - S. Wilson 8th Grade - M Larose	Monitor attendance record reports for FCAT camps.	FCAT scores, BAT tests, Quarterly Assessments
3	Skill Gaps Some students may be lacking foundation and basic math fact skills.	Differentiated instruction strategies utilizing manipulatives and math intervention podcasts to quickly achieve skill mastery.	Winnica McLean, Math Coach and Department Chair	Teachers will utilize mini BATs and NGSSS workbook scores to determine level of mastery.	FCAT scores, BAT tests, Quarterly Assessments

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of students scoring at Achievement Level 3 in Algebra I is expected to increase by 10% (9)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 7% (7)	The expected level of performance is 10%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in Prerequisite skills Due to the adoption of the NGSSS last year, there may still be some gaps in prerequisite skills and basic facts knowledge as some skills are pushed back to previous grades, which would have been covered in the past in current grade level	Ensure all teachers are properly trained on new mathematics curriculum in order to identify prerequisite skills and areas need for remediation The use of online FCAT skill reinforcement resources such as Compass Learning Odyssey, FCAT Explorer and Destination Success at home at least 3 times a week, to recover and master lacking skills	Winnica McLean, Math Department Coach and Math Department Chair District Trainer Jennifer Barmoha	Monitor and review resource usage by extracting reports weekly from FCAT Explorer and Compass Odyssey to see if students are practicing online Use teacher-student monthly data chats to keep students informed of progress in weaker areas	FCAT scores, BAT Tests, Mini BATs and Quarterly assessments
2	LOW FCAT Scores Incoming 6th grade scores significantly lower than previous years	Focus pull outs on targeting weakest benchmark areas first then revisiting these area periodically	Marc Larose, Assistant Principal over Mathematics Winnica McLean, Math Department Chair	Teachers will discuss results of assessments weekly in PLC meetings. Use teacher-student data chats to keep students informed of	FCAT scores, BAT Tests, Quarterly Assessments

				mastery of weaker areas	
3					
4	Test Preparedness Students may not be prepared for test as more focus is placed on gathering knowledge and computational skills rather on application, analysis or synthesis.	The math department will continue with homework and problem solving workbook to expose students to more real-world type problem solving practice	Winnica McLean, Math Department Chair	Teachers will use NGSSS workbook and countdown to FCAT worksheets to guage student progress in prolem solving strategies	BAT Tests, Quarterly Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of students scoring at or above Achievement Level is expected to increase by 4% (95)
2012 Current Level of Performance:	2013 Expected Level of Performance:
the current level of performance is 92% (91)	The expected level of performance is 96% (95)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Balance in Curriculum Time spent on core curriculum and FCAT review skills are not evenly divided with higher-level students. Less emphasis placed on FCAT review skills.	Utilize Success Day time to split instructional class time evenly between core and FCAT practice skills. Common Core teachers can co-teach and divide curriculum between FCAT practice and core curriculum. Teachers will set up personalized benchmark practice skills on online FCAT resources such as FCAT Explorer and Compass Odyssey to target student's weakest areas	Marc Larose, Assistant Principal over Mathematics Winnica McLean, Math Department Chair and Math Coach	Teachers will collaborate on creating quarterly assessments that incorporates both core curriculum as well as FCAT benchmark skills and share results in department meetings/ PLCs	FCAT socres, Quarterly Assessments
2	Motivation Curriculum not challenging enough to sustain students genuine interest in the instruction being delivered.	Schedule district trainer to provide professional development on differentiating instruction and using various classroom strategies such as manipulatives and technology to enhance student learning	Assistant Principal over Mathematics Marc E. Larose Math Department Coach Winnica McLean	Classroom Walk Throughs to ensure differentiated instruction is taking place	Math Projects, Enrichment exercises and Mini BAT tests
3	Transport Advanced students not able to attend Saturday FCAT camps because they live far away from school	Provide incentives towards end of year field trip to encourage students to attend Provide parent workshops on	Grade Level Assistant Principals: 6th: K. Murray 7th: S. Wilson 8th: M. E. Larose	Monitor attendance record reports for Saturday FCAT camps	BAT Tests, Mini BATs and quarterly assessments

		Saturdays, so parents can accompany child to Saturday school			

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The percentage of students scoring a Level 3 in Geometry is expected to maintain 100% achievement
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 100% (21)	The expected level of performance is 100% (27)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The percentage of students scoring a Level 4 and 5 in Geometry is expected to maintain at 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 100% (21)	The expected level of performance is 100% (27)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Registering classes for Online resources (such as FCAT explorer, Riverdeep, Study Island, Compass Learning Odyssey)	6th grade Math & Pre-Algebra	Math Department Chair Winnica McLean	All math teachers 6th, 7th & 8th	PLC meetings (Mondays and Wednesdays 8:35am – 9:05am) September 2012, November 2012 and March 2013	Teacher will complete follow up assignment with student samples by May 25th, 2013	Assistant Principal over Mathematics Marc Larose Math Department Coach Winnica McLean
Instructional strategies for 6th Grade Benchmark skills	6th Grade Math	6th Grade Teachers N. Perez L. Pun B. Wlaker N. Julien D. Matthews L. Furgeson-Taylor C. Tate	All math teachers 6th, 7th & 8th	Ongoing: each teacher will present two topics for the year during PLC meetings (Mondays and Wednesdays 8:35am – 9:05am)	Lesson Plans, CWT, administrator checklists, follow up assignment indicating strategy utilized and student samples due by May 25th, 2013	Assistant Principal over Mathematics Marc Larose Math Department Coach Winnica McLean Math Department Chair Winnica McLean
Instructional strategies for 8th Grade Benchmark skills	8th Grade math	8th Grade teachers C. Tate D. Marcu W. McLean L. Patterson	All math teachers 6th, 7th & 8th	Ongoing: each teacher will present two topics for the year during PLC meetings (Mondays and Wednesdays 8:35am – 9:05am)	Lesson Plans, CWT, administrator checklists, follow up assignment indicating strategy utilized and student samples due by May 25th, 2013	Assistant Principal over Mathematics Marc Larose Math Department Coach Winnica McLean Math Department Chair Winnica McLean
Navigating through Secondary mathematics Wiki, Marzano, and Classroom strategies (manipulatives, word walls, etc.)	All Math 6th, 7th & 8th	District Trainer Jennifer Barmoha	All math teachers 6th, 7th & 8th	PLC meetings (Mondays and Wednesdays 8:35am – 9:05am) September 2012, December 2012 and February 2013	Teachers participating in training will complete feedback/training evaluation form	Assistant Principal over Mathematics Marc E. Larose Math Department Coach Winnica McLean Math Department Chair Winnica McLean
Incorporating Technology into the Classroom as well as Marzano (Activotes, Active slates etc.)	6th, 7th & 8th/Math	Math Department Coach Winnica McLean	All math teachers 6th, 7th & 8th	PLC meetings (Mondays and Wednesdays 8:35am – 9:05am) October 2012, January 2013 and April 2013	Classroom walk throughs to ensure some form of technology is being utilized in the classroom	Assistant Principal over Mathematics Marc E. Larose Math Department Coach Winnica McLean
Instructional strategies for 7th Grade Benchmark skills	7th Grade Math	7th Grade Teachers M. Colvin A. Suliveras R. Elie	All math teachers 6th, 7th & 8th	Ongoing: each teacher will present two topics for the year during PLC meetings (Mondays and Wednesdays 8:35am – 9:05am)	Lesson Plans, CWT, administrator checklists, follow up assignment indicating strategy utilized and student samples due by May 25th, 2013	Assistant Principal over Mathematics Marc Larose Math Department Coach Winnica McLean Math Department Chair Winnica

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Number Sense	Math Maunipulations	Accountability Funds	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Measurement, Number Sense, Algebraic Thinking	FCAT Simulations	Title I	$850.00
			Subtotal: $850.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Tabuladigita	Trainings/Workshop	Title I	$2,000.00
Big Idea (State Math Standards)	Trainings/Workshops	Title I	$1,500.00
			Subtotal: $3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Math Camps	Student Preparation	Title I	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $6,350.00

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:	By June 2013, 33% of the 8th grade students will score a level three or above on the Science portion of the FCAT examination.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 27.5% of the 8th grade students scored a level 3 or above on the FCAT science portion of the test.	The 2013 expected level of performance is 33%.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level one students not proficient in reading and mathematics. It makes it difficult to understand the science content and vocabulary. Students are not	Small group work stations and pull-out sessions for reinforcement of science content for level one students.	Michael Edwards, Science Dept. Head	Observing teachers in the classroom presenting content to the students.	BAT Tests Monthly Mock Tests Chapter Book Tests Mini-Assessments

	taking advantage of the Extended Learning opportunities.			
2	ESL students being mainstreamed during science lesson and labs.	Create science reading material available at home for ESL students.	Michael Edwards, Science Dept. Head	Teachers will have data chats with the students monthly.	BAT Tests Monthly Mock Tests Chapter Book Tests Mini-Assessments
3	SWD students not able to comprehend grade appropriate text	Provide science content on CD and/or tape for SWD students. Take home materials for enrichment.	Michael Edwards, Science Dept. Head Beverly Latimer, ESE Specialist	Observing students in small groups outside the classroom setting. Student Monitoring Data Chats	BAT Tests Monthly Mock Tests Chapter Book Tests Mini-Assessments
4	Students are not taking advantage of the Extended Learning Opportunities.	Offer incentives for students attending the camps. Students could receive credit towards end-of-the-year trips.	Michael Edwards, Science Dept. Head	Track Saturday School attendance on a weekly basis.	Weekly quizzes

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By June 2013, the percentage of students scoring at Level 4 and/or above will maintain at 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 100%(2).	The expected level of performance is 100 (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough out of class exposure and the use of technology	Once a week, the students are exposed to outside class exposure and/or in house presenters	Sabrina Smith, Magnet Science Teacher	Department Chair Observations Monthly Data Chats	BAT Tests Monthly Assessments Chapter Book Tests Mini Assessments Lab Write-Up Monthly Folder Checks
2	Not enough hands on labs and demonstrations	The students will participate in labs and demonstrations by different teachers	Michael Edwards, Science Department Chair	Teachers will share accomplishments with staff and parents. Monthly Data Chats	BAT Tests Monthly Assessments Chapter Book Tests Mini Assessments
3	Not enough students enrichment activities	Students will lead theme projects	Michael Edwards, Science Department Chair	Department Chair Observations Monthly Data Chats	BAT Tests Monthly Assessments Chapter Book Tests Mini 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:

2a. FCAT 2.0: Students scoring at or above

	Achievement Level 4 in science. Science Goal #2a:	By June 2013, there will be a 100% increase of students scoring a level 4 or 5.

2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 0%(0).	The expected level of performance is 100% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough out of class exposure and the use of technology.	Once a week the students are exposed to outside class exposure and/or in house presenters..	Sabrina Smith, Magnet Science Teacher	Department Chair Observations Monthly Data Chats	BAT Tests Monthly Mock Tests Chapter Book Tests Mini-Assessments Lab Write-Up Monthly Folder Checks
2	Not enough hands on labs and demonstrations.	The students will participate in labs and demonstrations by different teachers.	Michael Edwards, Science Dept. Head	Teachers will share accomplishments with staff and parents. Monthly Data Chats	BAT Tests Monthly Mock Tests Chapter Book Tests Mini-Assessments
3	Not enough student enrichment activities	Students will lead themed projects.	Michael Edwards, Science Dept. head	Department chair observations Monthly Data Chats	BAT Tests Monthly Mock Tests Chapter Book Tests Mini-Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June 2013, the percentage of students scoring at Level 4 and/or above will increase by 100%

2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 0% (0)	The 2013 expected level of performance is 100% (2)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Earth and Space	6,7,8	E. Jackson	Science Teachers	October 2012	Observations by the department head and Assistant Principal	Kari Murray, Assistant Principal
Scientific Thinking	6,7,8	H. Sainvil	Science Teachers	December 2012/January 2013	Observations by the department head and assistant principal	Kari Murray, Assistant Principal
Life Environment	6,7,8	J. Pinkston	Science Teachers	February 2013	Observations by the department head and assistant principal	Kari Murray, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enforce the science concepts	Study Island	Title I	$1,500.00
		Subtotal:	$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students are able to learn the scientific method	Hardware/Software	Accountability	$700.00
		Subtotal:	$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Strategies and skills used to teach students about earth and science	Workshops/Trainings	Title I	$1,750.00
Departmental Trainings	Workshops/Training	Title	$2,000.00
		Subtotal:	$3,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$5,950.00

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.	By June 2013, 94% of the 8th grade students will score a

Writing Goal #1a:	4.0 or above on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (226) of the 8th grade students met high standards in writing.	The 2013 expected level of performance is 94% (254).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring below 30% in reading. *minimum vocabulary *lack skills in: Grammar Sentence structure Paragraph development Mature writing Compound/complex sentences Use of transitional words/phrases, figurative language Incorporating the Four Elements of Writing Understanding and using the writing process	Students will attend regularly scheduled writing sessions called Extended Learning Days. All level 1 and 2 Language Arts classes, including students identified with possible concerns in effective writing will attend. After weaknesses are identified, once weekly, students showing slow progress will be pulled to work in small groups for individualize instruction. Slow progressing students will remain with Success Day group for 1st half of overall instruction. The latter half will be designated for small group instruction.	Tanika McDonald, Writing Coach	Explanation of Rubric Four elements of writing Types of writing Six traits Strategies of expository/persuasive writing Writing process Group instruction Individual instruction Written/oral classroom participation Modeling	BAT Writing Assessments Essay Completion Weekly Writing Assignments Quarterly Writing Assignments
2	Students scoring below 25% in reading. Same as above	Students will receive: More instruction of skill presented More instruction of weakness identified Time to work at their pace for mastery Students will pair/share Students will participate in sharing individual successes. Students will strengthen their writing and listening skills by critiquing other group participants. Students may move from large – small group instruction throughout the year depending on mastery. Pull-out with Writing Coach in small group setting	Tanika McDonald, Language Arts Dept. Head	During PLC, teachers will demonstrate effective strategies in Expository and Persuasive writing. Presentations will occur monthly alternating with effective reading strategies. Monthly, teachers will incorporate Best Practice derived from PLC's. Teachers will share successes/provide samples of students papers if applicable.	BAT Writing Assessments Essay Completion Weekly Writing Assignments Quarterly Writing Assignments

		Weekly, Writing Camp (after school) is given for those students participating in small group instruction. Saturday School, students are given the opportunity to participate.			
3	ESOL Language barrier, English not spoken at home Same as above	Students will receive: More instruction of skill presented More instruction of weakness identified Time to work at their pace for mastery Students will pair/share Students will participate in sharing individual successes. Students will strengthen their writing and listening skills by critiquing other group participants. Students may move from large – small group instruction throughout the year depending on mastery. Weekly, Writing Camp (after school) is given for those students participating in small group instruction. Saturday School, students are given the opportunity to participate.	Tanika McDonald, Writing Coach	During PLC, grade level teachers will demonstrate effective strategies in Expository and Persuasive writing. Presentations will occur monthly alternating with effective reading strategies.	BAT Writing Assessments Essay Completion Weekly Writing Assignments Quarterly Writing Assignments

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:	Students scoring at 4 or higher on the Florida Alternative Assessment will maintain at 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 100% (2)	The expected level of performance is 100% (2)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Kinds of Writing Expository and Persuasive	Grades 6-8	Tanika McDonald, Writing Department Chair and Coach	Grades 6-8 Language Arts Teachers	November 2012	Assessing student using weekly and quarterly prompts	Tanika McDonald, Wriiting Coach
Common Core – What does a 7.5 hour day look like?	Grades 6-8	Sherri Wilson, Assistant Principal over Kanguage Arts	Grades 6-8 teachers in reading, math, language arts, and science	9/5/12, 9/10/12, and 9/12/12	Learning Communities	Sherri Wilson, Assistant Principal and Department Chairs
Delivery of Instruction in the Common Core Classroom: Springboard Strategies (Common Language)	Grades 6-8	Department Chairs	School-wide	10/1/12, 10/3/12, 10/8/12, 10/10/12, 10/15/12, 10/17/12, 10/22/12, 10/24/12, 10/29/12, 10/31/12	Learning Communities	Sherri Wilson, Assistant Principal and Department Chairs
Progress Monitoring	Grades 6-8	Department Chairs	School-wide	10/31/12	Learning Communities	Department Chairs
Implementation and practice, using Common Core Graphic Organizers	Grades 6-8	Department Chairs	School-wide	11/5/12, 11/7/12, 11/14/12, 11/19/12, 11/21/12, 11/26/12, 11/28/12	Learning Communities	Sherri Wilson, Assistant Principal and Department Chairs
Bridging the GAP between NGSS 2.0 Benchmarks and Common Core Standards across the content areas	Grades 6-8	Sherri Wilson, Administrator and Department Chairs	School-wide	12/312, 12/5/12, 12/10/12, 12/12/12, 12/17/12, 12/19/12	Learning Commnities	Sherri Wilson, Assistant Principal and Department Chairs
Writing Rubric	Grades 6-8	Tanika McDonald, Writing Coach	Grades 6-8 Language Arts Teachers	September 2012	Assessing student using weekly and quarterly prompts	Tanika McDonald, Writing Coach
6 Traits of Writing	Grades 6-8	Tanika McDonald	Grades 6-8 Language Arts Teachers	January 2013	Observing teachers teaching the students the 6 traits of writing	Tanika McDonald, Writing Department Head
Writing Process	Grades 6-8	Tanika McDonald, Wriitng Department Chair	Grades 6-8 Language Arts Teachers	October 2012	Observing teachers teaching the writing process	Tanika McDonald, Writing Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students are able to learn the 6 traits of writing	Springboard	Accountability Finds	$750.00

			Subtotal: $750.00
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
Writing Process	Trainings/Workshops	Title I	$1,500.00
Writing Rubric	Trainings/Workshops	Title I	$1,500.00
Writing Across the Curriculum	Trainings/Workshops	Title I	$2,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,750.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	By June 2013, the expected attendance will increase to 97%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2011 current attendance rate is 95.8%.	The 2013 expected attendance rate is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2011 current number of students with excessive absences is 78.	The 2013 expected number of students with excessive absences will decrease by 10%(71).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The 2011 current number of students with excessive tardies is 1.	The 2013 expected number of students with excessive tardies will decrease 100%.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not taking responsibility for their school attendance.	Students and parents will receive indiviual counseling sessions about the issues that are keeping the student from attending school or constant tardiness,	Stephanie Williams, Guidance Counselor

Marci Bennett-Barnes, Guidance Director

Grade Level Administrators | Monitor students' attendance to ensure their attendance rates are increased. | Daily Attendance Bulletin |
| 2 | Attendance bulletins are not checked daily for students who have a pattern of excused or unexcused absences. | Attendance personnel will look for students with non-attendance issues and report the issues to the attendance staff person. | Stephanie Williams, Guidance Counselor

Marci Bennett-Barnes, Guidance Director

Grade Level Administrators | Monitor students' attendance to ensure their attendance rates are increased. | Daily Attendance Bulletin |
| 3 | Parents are unaware of their children's truancy issues. | Parents will be contacted about their children's absences and the consequences that will occur for both the student and the parent. | Stephanie Williams, Guidance Counselor

Marci Bennett-Barnes, Guidance Director

Grade Level Administrators | Collaborate with teachers to ensure students are showing up for every class. | Teacher-counselor discussions during RTI weekly meetings. |

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, we will have a 10% decrease in all suspensions. Our in-school suspension rate will decrease by 3. Our out-of-school suspension rate will decrease by 26 (10%).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The 2012 total number of In-School suspensions is 35. We decreased our number of in-school suspensions by 3.	The 2013 Expected number of In-School suspensions is 32.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The 2012 total number of students suspended in-school is 5.	The 2013 expected number of students suspended in school is 3.

	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
	The 2012 number of out-of-school suspensions is 263.	The 2013 expected number of out-of-school suspensions is decrease by 10% (26).
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
	The 2012 total number of students suspended out-of-school is 147.	The 2013 expected number of students suspended out-of-school is to decrease by 10% (14).

	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 use suspension as a way of not attending school.	Work with students in small group sessions to help elevate the problems that are causing the suspensions.	Stephanie Williams, Guidance Counselor	Monitor students; suspension rates to see if they are decreasing.	Monitor weekly suspension list.
2	Students are having social and emotional issues that are contributing to his or her continued suspensions.	Students who need outside agencies for mental health will be referred to the appropriate agency.	Stephanie Williams, Guidance Counselor Marci Bennett-Barnes, Guidance Director	Maintain contact with students to reinforce strategies to help students continue to be successful students.	Weekly administrator-counselor collaborations to discuss suspended students.
3	Teachers not being able to redirect negative behavior and reinforcing positive behaviors.	Guidance and administration will provide teachers with workshops on how to redirect negative behavior in the classroom.	Grade Level Administrators	Monitoring the referrals that are being written.	Weekly administrator-teacher collaborations to discuss referrals.

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
Suspension Rates	6,7,8	Stephanie Williams, Guidance Conselor	Students and Parents	November 2012 January 2013 March 2013 May 2013	Monitoring Suspension Rates	Stephanie Williams, Guidance COunselor
Referrals	6,7,8	Stephanie Williams, Guidance Counselor	Teachers	January 2013	Monitoring Referrals	Shernette Grant, Principal
Collaborative Problem Solving and Response to Intervention (CPS/RtI)	6,7,8	Marci Bennett-Barnes	Faculty	February 2013	Monitoring Referrals	Shernette Grant, Principal

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
Informing parents and students about suspension and how it effects learning	District Suspension Policy	Title I	$1,250.00
			Subtotal: $1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,250.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, the percentage of parents participating in school-wide and Title I activities will increase by 5%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The 2012 current level of parent involvement is 5% (50).	The 2013 expected level of parent involvement is 10%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP	See PIP	See PIP	See PIP	See PIP
2					

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

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

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

Parent Involvement Budget:

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

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:	By June 2013, 50% of 8th grade students will be registered in a CTE Class (Intro to Technology, Intro to Engineering, and Health Science) that offers High School credit.
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Language, Students reading below level	Common Board Configuration Essential Questions Objectives and Activities	CTE Teachers Department Chair	CTE teachers will meet weekly to review data and to conduct data chats. Leadership team will meet weekly to review progress monitoring data. The progress monitoring data will be used to help create and revise the instructional plans	Weekly Assessments Rubrics Competitions

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
CAR-PD/NGCAR-PD and/or CATER/NGCATER	Grades 6-8	District	Grade 6-8 teachers teaching CTE	District Calendar		Department Chair
Delivery of Instructions in the Common Core	Grades 6-8	Sherri Wilson, Assistant Principal	School-wide	10/1/12, 10/3/12, 10/8/12, 10/10/12, 10/15/12, 10/17/12, 10/22/12, 10/24/12, 10/29/12, 10/31/12	Learning Communities	Sherri Wilson, Assistant Principal Department Chairs

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

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	Phonic Awareness, Comprehension, Vocabulary	Rewards/Rewards Plus	Title I	$500.00
Reading	Comprehension, Vocabulary	Impact	Title I	$550.00
CELLA	Reading	Visions	Title	$500.00
Mathematics	Number Sense	Math Maunipulations	Accountability Funds	$500.00
Science	Enforce the science concepts	Study Island	Title I	$1,500.00
Writing	Students are able to learn the 6 traits of writing	Springboard	Accountability Finds	$750.00
Suspension	No Data	No Data	No Data	$0.00
				Subtotal: $4,300.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension	Hardware and Software	Title I	$550.00
CELLA	Beginning reading programs	Hardware and Software	Title I	$1,000.00
Mathematics	Measurement, Number Sense, Algebraic Thinking	FCAT Simulations	Title I	$850.00
Science	Students are able to learn the scientific method	Hardware/Software	Accountability	$700.00
Suspension	No Data	No Data	No Data	$0.00
				Subtotal: $3,100.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To use strategies and skills learned with students to increase their reading level.	Workshops/Trainings	Title I	$1,750.00
Reading	Reading Strategies for "All"	Workshops/Trainings	Title I	$1,500.00
CELLA	Reading Strategies	Trainings/Workshops	Title I	$500.00
Mathematics	Tabuladigita	Trainings/Workshop	Title I	$2,000.00
Mathematics	Big Idea (State Math Standards)	Trainings/Workshops	Title I	$1,500.00
Science	Strategies and skills used to teach students about earth and science	Workshops/Trainings	Title I	$1,750.00
Science	Departmental Trainings	Workshops/Training	Title	$2,000.00
Writing	Writing Process	Trainings/Workshops	Title I	$1,500.00
Writing	Writing Rubric	Trainings/Workshops	Title I	$1,500.00
Writing	Writing Across the Curriculum	Trainings/Workshops	Title I	$2,000.00
Suspension	Informing parents and students about suspension and how it effects learning	District Suspension Policy	Title I	$1,250.00
				Subtotal: $17,250.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Learning Opportunities	Student Preparation	Title I	$750.00
Mathematics	FCAT Math Camps	Student Preparation	Title I	$1,500.00
Suspension	No Data	No Data	No Data	$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| Priority | Focus | Prevent | NA |

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/25/2012)

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
1. To implement the School Improvement Plan. 2. Increase parent involvement. 3. To obtain business partnerships. 4. Organize community activities. 5. Increase student participation.	$1,000.00

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

1. To implement the School Improvement Plan.
2. Increase parent involvement.
3. To obtain business partnerships.
4. Organize community activities.
5. Increase student participation.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
WILLIAM DANDY MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	79%	90%	32%	268	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	66%	81%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	78% (YES)			152	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					567	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
WILLIAM DANDY MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	81%	96%	43%	289	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	71%	82%			153	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?	75% (YES)	86% (YES)			161	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					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested