

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
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Florida Department of Education  
325 West Gaines Street  
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School Name: CARVER MIDDLE SCHOOL

District Name: Palm Beach

Principal: Lena Wallace

SAC Chair: Angela Johnson

Superintendent: Bill Malone

Date of School Board Approval: January 2011

Last Modified on: 9/24/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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 Carver Middle School  2011-2012 Grade B Reading Mastery-43% Math Mastery-43% Science Mastery – 40% Writing-90%
					Principal Carver Middle School 2010-2011 Grade- A Reading Mastery 57% Math mastery- 58% Science Mastery-46% AYP Criteria 77% Hispanic Subgroups made AYP in Reading

Principal	Ms. Lena G. Wallace	<p>Mrs. Wallace received a B.S. in Education from Florida Atlantic University, a Masters in Educational Leadership from Barry University, and is currently Doctoral candidate at Nova Southeastern University. She has a Florida Professional Education Certification in Emotional Handicapped k-12, Mathematics 5-9, and Principal k-12, #447113.</p>	6	15	<p>and Math; Students with disabilities made AYP in reading.</p> <p>2009-2010 Grade B - Reading Mastery 52% Math Mastery 52% Science Mastery AYP CRITERIA 72% White subgroup made AYP in Reading and Math; English Language Learners subgroup made AYP in math.</p> <p>2008-2009 Grade B, Reading Mastery 49% Math Mastery 48%, Science Mastery 40%; AYP 74%. All subgroups with the exception of the white subgroup did not meet AYP in math or reading.</p> <p>2007-2008 Grade A, Reading Mastery 47% Math Mastery 48% Science Mastery AYP 72% White subgroup made AYP in Reading and Math; Hispanic subgroup made AYP in math.</p> <p>2006-2007 Grade C Reading Mastery 44% Math Mastery 45% AYP 74% Black, Hispanic, ELL. SWD did not make AYP. ED made AYP in math and not reading. White subgroup made AYP in math and reading.</p> <p>Survivors Charter School 2005-2006 Grade P AYP 69% All Subgroups failed to meet proficiency in Math and Reading.</p> <p>Delray Full Service Center 2004-2005 Grade F Reading Mastery 6% Math Mastery 0%; AYP 63% All subgroups failed to meet proficiency.</p>
Assis Principal	Mrs. Kiwana S. Alexander-Prophete	<p>Mrs. Prophete Received a Bachelor's Degree in Elementary Education, from Florida A&amp;M University, 1997. Master's Degree in Guidance &amp; Counseling from Florida A&amp;M University, 2000. Educational Specialist Degree in Educational Leadership, from Nova Southeastern University, 2002. Certifications in Elementary Education, Guidance &amp; Counseling, School Principal, and a Reading Endorsement.</p>	6	8	<p>Asst. Principal Carver Middle School</p> <p>2011-2012 Grade B Reading Mastery-43% Math Mastery-43% Science Mastery – 40% Writing-90%</p> <p>Assistant Principal Carver Middle School</p> <p>2010-2011 Grade- A Reading Mastery 57% Math mastery- 58% Science Mastery-46% AYP Criteria 77% Hispanic Subgroup made AYP in Reading and Math; Students with disabilities made AYP in reading.</p> <p>2009-2010 Grade B - Reading Mastery 52% Math Mastery 52% Science Mastery AYP CRITERIA 72% White subgroup made AYP in Reading and Math; English Language Learners subgroup made AYP in math.</p> <p>2008-2009 Grade B, Reading Mastery 49% Math Mastery 48%, Science Mastery 40%;</p>

					<p>AYP 74%. All subgroups with the exception of the white subgroup did not meet AYP in math or reading.</p> <p>2007-2008 Grade A, Reading Mastery 47% Math Mastery 48% Science Mastery AYP 72% White subgroup made AYP in Reading and Math; Hispanic subgroup made AYP in math.</p>
Assis Principal	Ms. Carissa Battle-	<p>Ms. Battle received a degree from Florida A &amp; M. University. She received a Bachelors and Masters in Elem. Ed. Certified in Ed. Leadership, Elementary Education, ESOL K-12 and Reading Endorsed.</p>	3	4	<p>Asst. Principal Carver Middle School</p> <p>2011-2012 Grade B Reading Mastery-43% Math Mastery-43% Science Mastery – 40% Writing-90%</p> <p>Assistant Principal Carver Middle School</p> <p>2010-2011 Grade- A Reading Mastery 57% Math mastery- 58% Science Mastery-46% AYP Criteria 77% Hispanic Subgroup made AYP in Reading and Math; Students with disabilities made AYP in reading.</p> <p>2009-2010 Grade B - Reading Mastery 52% Math Mastery 52% Science Mastery AYP CRITERIA 72% White subgroup made AYP in Reading and Math; English Language Learners subgroup made AYP in math.</p> <p>2008-2009 Grade B, Reading Mastery 49% Math Mastery 48%, Science Mastery 40%; AYP 74%. All subgroups with the exception of the white subgroup did not meet AYP in math or reading.</p>
Assis Principal	Eugene Ford	<p>Mr. Ford received a B.S. in Math Education from Florida A&amp;M University. He received a M.S. degree in Educational Leadership from Nova Southeastern University. Certification in Math Education 5-9, 6-12 and Education Leadership K-12</p>		8	<p>2011-2012 Grade B Reading Mastery-43% Math Mastery-43% Science Mastery – 40% Writing-90%</p>

## 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)
					<p>2011-2012 Grade B</p>

Math	Mr. Anthony D. Johnson	B.S. Business Administration and Marketing Math 5-9 Business Ed.6-12	13	4	Reading Mastery-43% Math Mastery-43% Science Mastery – 40% Writing-90%  Carver Middle School 2010-2011 Grade- A Reading Mastery 57% Math mastery- 58% Science Mastery-46% AYP Criteria 77% Hispanic Subgroup made AYP in Reading and Math; Students with disabilities made AYP in reading.  Grade B 53% of the students scored at or above grade level in math. 47% of students below grade level in math. 68% of students tested made learning gains. 70% of the students in the lowest 25% in math had adequate progress. The White and ELL subgroups met AYP standards for math proficiency.
Reading	Chandr Shuler	B.S. Rehabilitative Counseling Exceptional Student Education Reading Endorsement	5		2011-2012 Grade B Reading Mastery-43% Math Mastery-43% Science Mastery – 40% Writing-90%

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. First, a team of administrators, Department Heads, and teachers screen teacher applications and resumes, past teaching experience, their college grade-point averages, the rigor of the courses they took, their extracurricular activities, and their experience working with diverse students, among other factors.	Administrative Team	Ongoing	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
77	2.6%(2)	33.8%(26)	23.4%(18)	22.1%(17)	28.6%(22)	87.0%(67)	26.0%(20)	0.0%(0)	14.3%(11)

## 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
Anthony Johnson	Patricia Hammond	.Same subject area department and clinical education trained	Classroom management, the Marzano Observation Protocols. EAP observations, Monthly ESP, LTM and IB articulation meetings
Stephanie Durante	Jamelle Murray	Same department and Clinical EducationTrained	Classroom management and effective teaching strategies. Monthly meeting to review walk-thrus data, LTMs discussion of Marzano and Science of teaching, commom planning.
Perry Stokes	Paul Perriesein	Same department and Clinical EducationTrained	Classroom management and effective teaching strategies.Monthly meeting to review walk-thrus data, LTMs discussion of Marzano and Science of teaching, commom planning.

## 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

Carver Middle School has implemented several programs using Title 1 funds; these funds are used to provide tutoring, purchase classroom libraries, professional development for teachers, purchase parent materials, supplies for instruction and subject area coaches.

Specifically:

Carver Middle School integrates these programs in conjunction with Title I funds and district funding sources to train teachers, administration and staff in effective questioning techniques (Question the Author, Question Answer Relationship, etc.), CRISS Level I training, CRISS for FCAT Success, CRISS Lesson Planning and other Reading, Mathematics, Writing, Science and integrated curriculum programs and other research based strategies that improve student learning proficiency.

#### Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

Funds that are allocated for drop out prevention will be used to provide meaningful student retention programs at Carver Middle School.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

#### Title II

Supplemental funding provided to Carver Middle School to enhance our basic education programs will be used to provide technological support and software.

Carver Middle School is very proud of the Community based partnerships we have. Our communities resources/partnerships help boost the academic improvement of our students.

The City of Delray Beach provides funding to support our morning tutorial sports program. In this program we assist our students in gaining reading proficiency as they prepare for the FCAT.

#### Title III

Carver Middle School reflects the multicultural diversity of the community at large. The community and staff are enthusiastic, supportive, and have high expectations for all children. We recognize and value the racial, ethnic, cultural, and language diversity represented in our school. We see the need for all staff members to be actively involved in preparing students to interact effectively and positively in a multicultural society. The ESOL program services offered at Carver Middle School as well as the School District of Palm Beach County are designed to assist ELLs in developing English language proficiency while simultaneously developing their competencies in academic content areas. Instructional models provide for comprehensible instruction parallel to the mainstream curriculum. Presentation of concepts and materials is adjusted to accommodate the learner's level of English proficiency using the State's English Language Proficiency Standards. ESOL teachers work collaboratively with mainstream teachers to provide instructional consistency to meet the needs of each ELL. Carver Middle School provides a Sheltered instructional model for students with Beginner and Intermediate Oral Language Proficiency. ELL students whose Oral Language Proficiency are High and Proficient speakers are in the Support Model with the Regular Education students. Carver also offers Home Language in Mathematics and Language Arts where instruction is delivered in the students native language. District personnel, our ELL Guidance Counselor, 2 Community Language Facilitators and ESOL Coordinator assist in monitoring, coordinating and facilitating the ESOL Program for the school. The ESOL Coordinator plans, coordinates and facilitate Parent Nights to disseminate academic information to parents to strengthen the communication, attachment and involvement to school vision and mission. Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

Title 1 funds are used to secure aMath Coach at Carver Middle. Carver Middle will use SAI funds to provide tutorial support and enhance programs for our students. We will use Title 1 funds to purchase books for our One Book / One Child annual reading event. We will continue to implement our Summer Reading Academy to all students including all FCAT Levels. In an effort to address the severe academic struggles of students especially those who have been previously retained, Carver Middle offers Extended Learning Opportunities. The Learning Opportunities included: 1. Before School tutorial – targets level 1 and 2 readers. 2. After school tutorial – targets level 1 and 2 students in reading and math. 3. PASS program – targets students who have failed an academic class. 4. Saturday writing tutorials targets level 2-5 students to increase writing skills. 5. Summer PASS program for students who have failed an academic class. 6. ELL summer school – provides extra opportunities to enhance language during the summer. 7. ESE summer school assists ESE students in meeting IEP objectives. 8. Extended school prepares at-risk students for high school. 9. Saturday FCAT prep sessions for low performing students. 10. ESE tutorial for students who have not mastered phonemic awareness. 11. Before school tutorials target level 1 and 2 students.

Carver Middle makes every effort to address the needs of all children in our school, but particularly those at risk of not meeting the state proficiency levels of achievement; we will use Title 1 funds to purchase Student Agendas to help all students with organizational skills and as a means for parents and teachers to communicate.

#### Violence Prevention Programs

Carver Middle School partners with local community organizations to provide in-school violence prevention and safety programs. We have student organizations Success for Life and S.A.D.D. that promote non-violent behavior and non-destructive decisions. Our partners include but are not limited to Delray Beach Police Department. The Urban League and Ruth Rawls Jewish Center. Delray Beach also allows members of the police department to have a regular presence on Carver's campus. The police officers take time to get to know our students and developed relationships that are positive. Officers have provided assistance to students when a need arose; gestures as simple as meaningful conversations to buying a student shoes support the relationship our students share with the Delray Police Department. Delray Police Department-Kids N Cops program partners with Carver Middle. 25 students are invited to participate in enrichment activities as well as participate in their annual field trip to Miami Sea-quarium. Delray P.D. also includes Carver's families in an annual Christmas gift giveaway.

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

#### Nutrition Programs

Carver Middle School believes that our 100% Accessible Breakfast Program will support increased academic improvements for

the students of the Palm Beach County School District by providing them breakfast as part of their school day. Students that participate in our afterschool programs are also provided with a nutritional snack daily.

#### Housing Programs

n/a

#### Head Start

n/a

#### Adult Education

n/a

#### Career and Technical Education

Carver Middle School students are provided with career education planning. The Guidance Department works with each 7th and 8th grade students making decisions about academic choices and careers. The choice of a major and a career has to involve self-understanding, in-depth exploration and experience, and commitment to a course of action. We have a vocational education department which offers a plethora of career education related courses. All seventh and eighth graders this year are required to take a career course which will assist them in creating their ePEP.

#### Job Training

n/a

#### Other

##### VISION STATEMENT:

Carver Middle School is a Multicultural learning community of students, teachers, and parents striving toward academic excellence by utilizing innovative teaching techniques and stimulating extracurricular activities in a safe learning environment.

##### MISSION STATEMENT:

The teachers and support staff of Carver Middle School believe that our mission is to assist all students in obtaining the necessary skills, which will enable them to be successful now and in the future.

##### BELIEFS:

1. Students learn in different ways and should be provided a variety of approaches where they are actively engaged in the learning process.
2. Students' self-esteem is enhanced by positive relationships and mutual respect where they are treated as valued individuals with unique physical, social, emotional and intellectual needs.
3. Students need to apply their learning to meaningful contexts where they are involved in solving problems and producing quality work.
4. A safe environment promotes student learning.
5. The community, parents, administrators, teachers and students share the responsibility for advancing the school's mission.
6. Integrate school-wide Title 1 Program requirements.
7. Creating a Professional Learning Community (PLC) among staff members that is driven by the need of students, inclusive of the social emotional and academic.
8. Cultural diversity can increase students' understanding of different peoples and cultures.
9. Exceptional students (e.g., special education, limited English proficiency, talented and gifted, etc.) require special services and resources.

##### CURRENT SCHOOL STATUS

##### SCHOOL PROFILE/DEMOGRAPHICS

##### Brief History and Background of the School

Historically, Carver Middle School springs from the educational seeds planted in 1895. A small elementary school with grades one through eight, serving black students went on to become the County Training School.

In 1958 this institution moved to another location as Carver High School. It became a junior high school in 1970. In 1972 it combined with another school to become Carver Community Middle School.

Being one of three schools that piloted the middle school concept in Palm Beach County and being one of only two middle schools accredited by the Southern Association of Colleges and Schools are among the milestones in our history of which Carver Community Middle School is very proud.

#### Single School Culture

#### Academics

The teachers and administrators at Carver create an enthusiasm among us to work together. Carver teachers are efficacious, we believe in ourselves and more importantly in our students' ability to be successful. Teachers look forward to weekly participation in LTM, the processes of using data to drive instruction; Carver teachers own the accountability for all Students Learning.

#### Behavior/Discipline

Carver's administration, teachers, staff and students take great efforts to incorporate a Single School Culture in every aspect the educational experience at Carver. Carver students are taught expectations and rules. Rules and expectations are coached and modeled by all teachers. Appropriate behavior is consistently enforced by all adults on campus all the time. Student behavior is positive because our staff works together to create an environment that is safe and fairness. We believe that classroom management develops a classroom of students that are responsible, motivated and eager to engage in meaningful learning.

Carver Middle School has a Multicultural and very diverse population.

Carver Middle provides many opportunities for students teach each other about their nationalities. We have clubs and school events for our students. Spanish and Creole translators are present at all major school meetings or events. Our biggest event "The World's Fair " is held in the Spring. Teachers, students and parents participate in this activity, food, music, customary attire and happy spirits are shared during this Single School Culture Event; to incorporate a Single School Culture in every aspect the educational experience at Carver.

The Florida Continuous Improvement Model (FCIM) is implemented at Carver Middle School with fidelity.

Research identifies five characteristics or correlates common to all effective schools:

1. Strong instructional leadership by the principal that frames the school's vision and turns it into reality.
2. High expectations of student achievement by students and staff members.
3. A broadly understood instructional focus that centers on reading, writing, mathematics, and science.
4. A safe and orderly school climate conducive to teaching and learning.
5. Frequent measures of pupil achievement as a basis for program evaluation and improvement.

#### Eight Step Process

To ensure that quality instruction and learning takes place in every classroom, the following Eight-Step Instructional Process is strictly adhered to:

1. Disaggregation of Test Scores – Each spring, results are disaggregated by student group to identify objectives that require improvement. The district's goal is to show continuous improvement year to year. The data are prepared for each teacher over the summer break and delivered to teachers by the beginning of the school year. Providing teachers with the data in a timely and efficient manner is a critical part of the process.
2. Development of Instructional Time Line – Florida identifies essential standards and benchmarks for all students. Using this as a base, teachers develop a time line for teaching each of these skill areas. Time allocations are based on the needs of the student groups and the weight of the objective. Effective instruction begins by knowing what students need to learn, what teachers need to teach, and how long instruction will take.
3. Delivery of Instructional Focus – Using the time line, an instructional focus sheet stating the objective, target areas, instructional dates, and assessment dates is disseminated and followed by each teacher. By looking on the calendar, everyone knows the objectives teachers are focusing on and the time period when they will be taught. The district sets the expectation while the teachers determine how to fulfill it.
4. Assessment – After the instructional focus has been taught, teachers administer a commercially prepared assessment. Eighty percent of students must master an objective before teachers move on to another target area. Shorter, more frequent assessments allow teachers to detect and correct problems early. If students do poorly on a particular objective, additional teacher resources are provided, such as bringing in an instructional specialist.
5. Tutorials – Students who fail an assessment attend small tutorial groups devoted to the re-teaching of non-mastered target areas. Teachers in all grade levels and areas of certification provide tutorial or remediation activities both during and after school and on Saturdays. Computer lab time is offered. Additionally, vertical and horizontal teams of teachers and other staff members ensure seamless transitions for students moving between grade levels and schools.
6. Enrichment – Mastery students attend enrichment classes during tutorial time. At the intermediate and high school levels, mastering the basics is a requirement for taking electives. This practice (which parents highly support) has served to motivate



students to take their studies seriously and focus on passing the tests.

7. Maintenance – Materials are provided for ongoing maintenance and re-teaching of objectives. This ensures students retain what they have learned. It also helps teachers to quickly spot students' needs for additional instruction. Economically disadvantaged students who need a lot of structure and reinforcement have especially benefited from this practice.

8. Monitoring – Principals visit classes daily during the instructional focus to monitor progress and drive home the message that learning is the primary purpose of the school.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School Based RtI Leadership Team is composed of the following members:

Lena G. Roundtree-Wallace: Principal  
Raymond Collum: 8th grade Assistant principal  
Carissa Battle: 7th grade Assistant Principal  
Kiwana Prophete: 6th grade Assistant Principal  
Chevette Gadson: Guidance Coordinator  
Angela Johnson: Guidance Counselor  
Norma Menard: Guidance Counselor  
Darlene Grant: Reading Coach  
Stephanie Tomaselli: Writing Coach  
Anthony Johnson: Math Coach  
Bobby Garner : Science Coach  
Margo Bash: School Psychologist  
Joanna Santana: ESOL Coordinator  
Barbara Dillthey: IB Coordinator  
Clovis Moodie: ESE Coordinator

Mrs. Wallace, Principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place;
- a process to address and monitor subsequent needs is created;
- the problem solving team (School Based Team) is assisting with academic and behavioral interventions;
- assessment of RtI skills of school staff is conducted;
- fidelity of implementation of intervention support is documented;
- adequate professional development to support the RtI framework is provided; and
- effective communication with parents regarding school-based RtI intervention plans and activities occurs.

Guidance Counselors & Coordinator: Facilitates the implementation of RtI. Communicates with parents regarding school-based RtI plans and activities. Facilitates referrals to appropriate and available community based agencies. Implement follow-up procedures on behalf of students and liaisons. Ensures implementation of intervention support and documentation.

School Psychologist: Interprets and analyzes data; assists in the development of intervention plans and provides professional development and technical assistance for problem-solving activities.

The IB Coordinator assists in the implementation of RtI process. Assists with progress monitoring, data collection and analysis. Provides one to one assistance for teachers who have referred students for assistance. Acts as liaison for both student and teachers to ensure implementation of evidenced based intervention.

ESOL Coordinator: Assists in the implementation of RtI process. Assists with progress monitoring, data collection and analysis. Provides one to one assistance for teachers who have referred students for assistance. Acts as liaison for both student and teachers to ensure implementation of evidenced based intervention. Provides evidenced based intervention on behalf of ELL that has been referred to the team. Assures that ELL parents are fully aware of ELL student progress or lack thereof

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

The School-Based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create

effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and this individual reports on all data collected at future meetings.

\* Problem-Solving Model

The four steps of the Problem-Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

\*Problem-Solving & Response to Intervention Project 2008

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

Members of the School-Based RtI Leadership Team meet with the School Advisory Council (SAC) and help develop the SIP. Utilizing the previous year's data, information on core, curricular targets is discussed and attention is focused on deficient areas.

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

- FCAT scores and the lowest 25%
- AYP and subgroups
- strengths and weaknesses of supplemental and intensive intervention programs
- mentoring, tutoring, and other services

The RtI/Inclusion Facilitator provides professional development for the SAC members on the RtI Framework

### MTSS Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA) \_
- Office Discipline Referrals
- Retentions
- Absences
- Staff/Student Surveys

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)

End-of-year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Describe the plan to train staff on MTSS.

The school-based RtI/Inclusion Facilitator provides professional development opportunities to the faculty on designated professional development days (PDD). These opportunities include, but are not limited to, the following:

- Effective School Based Teams – What should they look like?
- RtI and the Problem Solving Process
- School- wide Positive Behavior Support (Sw-PBS)
- How to Interpret Data (Making Informed Decisions)
- Research Based Interventions – What do we have?

Individual professional development is provided to classroom teachers, as needed.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Lena G. Roundtree-Wallace- Principal  
Raymond Collum- Assistant Principal  
Kiwana Alexander-Prophete- Assistant Principal  
Carissa Battle- Assistant Principal  
Darlene Grant- Reading Coach  
Tamora Grier-Jackson- Reading Teacher  
Chaundra Williams- Reading Teacher  
Francine Rivil- Reading Teacher  
Mercia Kelly Reading Teacher  
Denise Saddler - Reading Teacher  
Bobby Garner- Science Coach  
Stephanie Tomaselli- Writing Coach  
Barbara Bean- Vocational Teacher  
Leslie Wilson- Language Arts Teacher  
Edward Harris- Math Department  
Tonisha Cook- Social Studies Teacher  
Amy Lohman- Science Teacher  
Corey Scott- ESE Teacher  
Sara Guerrier- ESOL  
Stephen Johnson- Fine Arts

and teachers from a various departments with a strong background in reading/literacy, a mentor to others, a willingness to grow and learn professionally and share with others, and an ability to come up with innovative ways to promote reading achievement at Carver Middle School.

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT plays an integral role in fostering a rich literacy environment at Carver Middle School for all students and staff. This year our major initiatives will be those that are researched based strategies implemented to build the literacy capacity of our students, teachers and parents. The team will build professional conversation; promote collegiality, collaboration, and a

literacy culture. The LLT's initiatives will be based on literacy-related data and needs assessments related to Carver Middle School, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/24/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

## \*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.

Carver Middle School will implement the following plan to ensure our teachers incorporate reading instruction in all classes.

### Reading and Social Studies

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense, information and unfamiliar concepts. Students in content area classes receive instruction in learning strategies in order to meet the unique requirements of the individual subject area. Students learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students learn to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
- recognize organizational patterns in text;
- understand how pictures and other graphic representations contain information that is important to understanding the text;
  
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
- use a variety of study and note-taking skills; and
- understand vocabulary context clues provided by the author; and use word attack skills.

To support students' efforts, content area teachers are trained to use and to teach learning strategies that are effective for their subject areas. Reading coaches model lessons in the classroom to demonstrate the infusion of reading in the content areas. Our school created an instructional flow chart with specific emphasis on reading benchmarks across the curriculum. Teachers received CRISS, Search and Destroy, Content Enhancement and Tiered Learning Centers professional development to provide engaging learning strategies for all subject areas across the curriculum. These learning strategies are designed to develop critical thinking, independent readers and learners. These professional developments support subject area classroom explicit instruction and ways to actively engage students in discussion and questioning the text. Through assigned discovery-learning projects, specific content-area leveled books are required to be checked out from the media center or classroom library to be utilized in supporting and deepening the students' understanding of the content.

Search & Destroy is a strategic reading routine, developed by our district, which maximizes students' performance on FCAT, as well as, with any reading task; however, this is not a "teaching-to-the-test" method. The Search & Destroy routine enables students to reach increased levels of comprehension through the combining of four highly effective reading strategies (Preview, Focus Questions, Chunking, and Mark up the Text).

The following research supports the systematic delivery of explicit instruction in the use of strategies, such as, the Search & Destroy routine:

- Strategy instruction improves comprehension of texts (The Report of the National Reading Panel, 2006).
- Struggling readers benefit from explicit instruction in the use of strategies. (RAND Report on Reading Comprehension, 2002)
- The explicit teaching of strategies improves comprehension. (Pressley, 2002)
- Students need to be taught a set of strategies that they can use on their own when they read text, especially when they encounter difficulties. (Dole, 2000)

### Math & Science

Teachers attend CRISS Science and/or CRISS Mathematics trainings and incorporate strategies into their instructional delivery

methods. Teachers incorporate read alouds into the curriculum from a variety of content area text (both fiction and nonfiction). Teachers incorporate science notebooks, journals, or writing prompts as a tool to improve literacy skills.

### \*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:	75% of our Students will achieve Level 3 or higher on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% 8th-172 7th-178 6th-194	60% 8th-251 7th-260 6th-233

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Emphasizing a sense of urgency across all curricular areas	1.1. Implement reading initiative in grades 6-8 by facilitating Instructional Focus Calendar with a 10 minute reading block every class period	1.1. Reading Coach, Administration, and Language Arts Chair	1.1. The Instructional Focus Calendar and reading block will be monitored by the Reading Coach and Administration through classroom walkthroughs.	1.1. Classroom walk-troughs to monitor and provide support for the implementation of IFC.
2	1.2. Not all teachers are certified in-field or highly qualified	1.2. Teachers will utilize the data from EDW to differentiate instruction, create assessments, and map educational blue-prints.	1.2. Reading Coach, LTF, Administration	1.2. Teachers and students will analyze data using their SALP and create goals.	1.2. Teachers will submit action plans using data to increase performance.
3	1.2. Not all teachers are certified in-field or highly qualified	1.3. School wide monthly content focus reading strategy.	1.3. Reading Coach, Administration, and Reading Leadership Team.	1.3. The monthly content focus calendar will be monitored by the Reading Coach and Administration through classroom walkthroughs.	1.3. Effectiveness will be determined by increased diagnostic scores.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	12% will maintain proficiency 8th-37 7th-41 6th-40
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%  8th-29 7th-30 6th-32	12% 8th-37 7th-41 6th-40

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Instruction/ curriculum levels of rigor/relevance may vary.	2.1. Incorporate and increase the use of high complexity level questions and short and extended response questions on assessments and assignments.	2.1. Reading Coach and Administration	2.1. Assessments and assignments will be submitted to the Reading Coach and Administration for review as well as classroom walkthroughs.	2.1. Effectiveness will be determined by student performance on assessments.
2	2.3 Instructors may not follow their action plans.	2.3 Teachers will utilize the data from EDW to differentiate instruction, create assessments, and map educational blue-prints.	2.3 Reading Coach, PLC, Administration	2.3 Teachers and students will analyze data using their SALP and create goals.	2.3 Teachers will submit action plans using data to increase performance.

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	70% of students will make Learning Gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (624) of students made learning gains.	70% (695) of our students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	3.1. Emphasizing a sense of urgency across all curricular areas	3.1. Incorporate and increase the use of high complexity level questions and short and extended response questions on assessments and assignments.	3.1. Reading Coach and Administration	3.1. Assessments and assignments will be submitted to the Reading Coach and Administration for review as well as classroom walkthroughs.	3.1. Effectiveness will be determined by student performance on assessments.
3	3.2. Teachers face the challenge of utilizing data for differentiated instruction and best practices	3.2. Teachers will utilize the data from EDW to differentiate instruction, create assessments, and map educational blue-prints.	3.2. Reading Coach, PLC, Administration	3.2. Teachers and students will analyze data using their SALP and create goals.	3.2. Teachers will submit action plans using data to increase performance.
4	3.3. Limited resources that inhibit full implementation of initiatives	3.3. Implement Word of the Day school wide to increase students' vocabulary development.	3.3. Reading Coach	3.3. Word of the Day will be sent out weekly and monitored by teacher and class participation.	3.3. Effectiveness will be determined by students increased comprehension on diagnostic 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 reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:



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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	70% of students will make learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	70%

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	4.1. Teachers face the challenge of utilizing data for differentiated instruction and best practices	4.1. Assess students reading performance quarterly using SRI and lexile levels	4.1. Reading Coach, PLC, Administration	4.1. SRI Testing will be scheduled by the Language Arts Chair and testing will be administered through Language Arts classes.	EDW and the PANS reports
2	4.2. Not all teachers are certified in-field or highly qualified	4.2. Students who received a level 1 on the reading portion of FCAT will receive a double block of intensive reading classes with a focus on the intense Sunshine State Standards with remediation and teaching strategies will be differentiated.	4.2. Reading Coach and Administration	4.2. Guidance counselors will schedule level 1 students into Intensive Reading classes for a 90 minute block, which will include ELL and ESE students.	4.2. Effectiveness will be determined by the SAMS reports which show growth and time on task.
3	4.3. Limited resources that inhibit full implementation of initiatives	4.3. Implement reading initiative in grades 6-8 by facilitating Instructional Focus Calendar with a 10 minute reading block every class period; teaching strategies will be differentiated.	4.3. Reading Coach, Administration, and Language Arts Chair	4.3. The Instructional Focus Calendar and reading block will be monitored by the Reading Coach and Administration through classroom walkthroughs.	4.3. Classroom walk-throughs to monitor and provide support for the implementation of IFC.

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 # Students in all subgroups will maintain proficiency or increase at least a years growth in learning gains towards proficiency. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%- 675					

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:	75% of all students in each subgroup will meet proficiency standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White : 102; Black 634; Hispanic: 109; Asian: 38 American Indian: 2; Multi-Racial  79% of all students in each subgroup will meet AYP proficiency standards.	White: 58; Black 537; Hispanic: 110; Asian: 19; American Indian: 2; Multi-Racial: 18

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of utilizing data for differentiated instruction and best practices	5A.1. School-wide SAL-P training for students	5A.1. Administration, and Reading Leadership Team Reading Coach	5A.1. The Reading Leadership Team will assist with SAL-P training for students and staff.	5A.1. Administration will randomly ask students do they understand the data on the SAL-P.
2	5A.2. Students may not attend Tutorials	5A.2. Tutorials will be provided for all subgroups; teaching strategies will be differentiated.	5A.2. Reading Coach, Reading Leadership Team	5A.2. The Reading Leadership Team will assist with projects for each content area.	5A.2. Effectiveness will be determined by student performance on assessments.
3	5A.3. Students may not be successful	5A.3. Provide individualized support for students in the lowest 25%; teaching strategies will be differentiated.	5A.3. Reading Coach and support instructors	5A.3. RLT will help identify students prescribe individualizes support plans for students.	5A.3. Diagnostics
4	5A.4 Motivating Students to Achieve	5A.3 Implement strategies using IPADS in the classroom. Following the tradition of Apple Classrooms of Tomorrow (ACOT)	5A.3 Reading Coach and support instructors	The Reading Leadership Team will assist with projects for each content area.	Effectiveness will be determined by student performance on 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 reading.  Reading Goal #5C:	75% of all students in ELL subgroup will meet AYP proficiency standards.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
24%-168	75% of students in will meet AYP proficiency standards.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Teachers face the challenge of utilizing data for differentiated instruction and best practices	5B.1. School-wide SAL-P training for students	5B.1. Administration, and Reading Leadership Team Reading Coach	5B.1. The Reading Leadership Team will assist with SAL-P training for students and staff.	5B.1. Administration will randomly ask students do they understand the data on the SAL-P.
2	5B.2. Students may not attend Tutorials	5B.2. Tutorials will be provided for all subgroups; teaching strategies will be differentiated.	5B.2. Reading Coach, Reading Leadership Team	5B.2. The Reading Leadership Team will assist with projects for each content area.	5B.2. Effectiveness will be determined by student performance on assessments.
3	5B.3. Students may not understand the data on the SAL-P	5B.3. Provide individualized support for students in the lowest 25%; teaching strategies will be differentiated.	5B.3 . Reading Coach and support instructors.	5B.3 . RLT will help identify students prescribe individualizes support plans for students	5B.3 Diagnostics

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	75% of all students in SWD subgroup will meet proficiency standards.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
17%-116	75% of all students in SWD subgroup will meet proficiency standards.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Students may not understand the data on the SAL-P	5C.1. School-wide SAL-P training for students	5C.1. Administration, and Reading Leadership Team Reading Coach	5C.1. The Reading Leadership Team will assist with SAL-P training for students and staff.	5C.1. Administration will randomly ask students do they understand the data on the SAL-P.
2	5C.2. Students may not attend Tutorials	5C.2. Tutorials will be provided for all subgroups; teaching strategies will be differentiated.	5C.2. Reading Coach, Reading Leadership Team	5C.2. The Reading Leadership Team will assist with projects for each content area.	5B.2. Effectiveness will be determined by student performance on assessments.
	5C.3. Students may not understand the data on	5C.3 Provide individualized support for students in	5C.3. Reading Coach and support	5C.3. RLT will help identify students prescribe	5C.3. Diagnostics

3	the SAL-P	the lowest 25%; teaching strategies will be differentiated.	instructors.	individualizes support plans for students.
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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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	75% of all students in ED subgroup will meet proficiency standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% = 75 students	75% of ED students will meet proficiency standards

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students may not understand the data on the SAL-P	5D.1. School-wide SAL-P training for students	5D.1 . Administration, and Reading Leadership Team Reading Coach	5D.1. The Reading Leadership Team will assist with SAL-P training for students and staff.	5D.1 . Administration will randomly ask students do they understand the data on the SAL-P.
2	5D.2. Students may not attend Tutorials	5D.2. Tutorials will be provided for all subgroups teaching strategies will be differentiated.	5D.2. Reading Coach, Reading Leadership Team	5D.2. The Reading Leadership Team will assist with projects for each content area.	5D.2. Effectiveness will be determined by student performance on assessments.
3	5D.3. Students may not understand the data on the SAL-P	5D.3. Provide individuated support for students in the lowest 25% and teaching strategies will be differentiated.	5D.3. Reading Coach and support instructors	5D.3. RLT will help identify students prescribe individualizes support plans for students.	5D.3. Diagnostics

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
Think-A-Loud Strategy and usage of differentiated instruction for all subgroups.	All	Reading Coach	School Wide	PDD	Administration	Admin. Team
International Reading Conference	All	Conference Presenters	Selected Faculty	2012-2013	Administrative Team Will monitor	Administrative Team

Development and Implementation of Scales	All	Reading Coach and Admin.	School Wide	PDD	Admin.	Admin. Team
Usage of Differentiated Instruction	All	Reading Coach	School Wide	Pdd	Administratin	Admin Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement additional academic support. Tutoring : Use education websites and tutorials provided by the school district, such as Brain Pop, Discovery Education, FCAT Explorer, FCAT Test Maker and Learning Village, to enhance the reading curriculum.	Tutorial Programs on Saturday and before school	Title 1	\$16,280.00
	Math Coach	Title 1	\$33,794.00
			Subtotal: \$50,074.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement strategies using IPADS in the classroom. Following the tradition of Apple Classrooms of Tomorrow (ACOT)	Apple IPADS, used throughout the school in various settings to support the increase of student proficiency.	Title 1 Regular	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Model School Conference	Title 1	\$10,250.00
	Supplies for Reading Coach to provide professional development	Title 1	\$2,000.00
	International Reading Conference	Title 1	\$5,000.00
			Subtotal: \$17,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Libraries	Books and Supplies	Title 1/Stimulus	\$5,000.00
Use Agendas to improve students' organizational skills.	Agendas	Title 1	\$2,800.00
One Book One Child/School	Books	Title 1	\$7,300.00
Supplies classroom instruction	Instructional Hands on, paper, calculators, chart paper etc.	Title 1	\$4,500.00
			Subtotal: \$19,600.00
			Grand Total: \$89,424.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The goal of Carver Middle School is to have 85% of our ELL population scoring proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

Currently, 37% 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	1.1. Language Acquisition 1.2. Cultural Issues 1.3. Student Motivation	1.1. Differentiated Instruction 1.2. Home Language Instruction with the assistance of Language Facilitators 1.3. Pull Outs	1.1-3. Administration and All Teachers	1.1. Evidence of ELL Strategies being utilized in lesson planning.	1.1. Discovery progress monitoring, CELLA.

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The goal of Carver Middle School is to have 60% of students scoring proficient in Reading.

2012 Current Percent of Students Proficient in reading:

Currently, 11% of students scored 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
1	1.1. Language Acquisition	1.1. Differentiated Instruction with the assistance of Language Facilitators.	1.1. Administration and All Teachers.	1.1. Read 180 program and Achieve 3000.	1.1. CELLA Reading Score.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The goal of Carver Middle School is to have 50% of students scoring proficient in writing.

2012 Current Percent of Students Proficient in writing:

Currently, 5% of students are 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
	1.1. Language	1.1. Pull outs.	1.1. ESOL	1.1. Pull out Lesson	1.1. CELLA

1	Acquisition		Coordinator	Plans and Palm Beach Writes	Writing Score
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CELLA Budget:

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

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Grade 6: 60% or more of students will achieve proficiency on the 2011-2012 FCAT Grade 7: .65% or more of students will achieve proficiency on the 2011-2012 FCAT Grade 8: 75% or more of students will achieve proficiency on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 6: 45% Grade 7: 57% Grade 8: 73%	86%

### 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	Unified approach among teacher's within grade levels.	1.1. Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential questions, data driven assessments, differentiated Instruction, etc.).  Personal & Academic Goal Setting (for students)	Math Coach Area Support Learning Team Facilitator Assistant Principal	Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.  AP's and Math Coach will provide Walkthroughs to assure all teachers are developing and executing lessons with fidelity.	1.1. Mathematics Walkthrough Observation Data  Monthly Data Chat Review
2	.2. Effective implementation within the development of lesson development	.2. Expand curriculum through the use of the Instructional Focus Calendar.	1.2. Math Coach Learning Team Facilitator	1.2. Monthly Teacher Data Chats (Reviewing assessment progress)	1.2. Teacher Self-Reflection Journal
3	1.3. Consistency with implementation within lesson development  Consistency with rigor/ relevance	1.3. Implementation: (V-Math, Impact Mathematics, MARS assessments, Project based assessments, etc.)	1.3. Math Coach Assistant Principal Learning Team Facilitator	1.3. Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy)	1.3. Teacher Self-Reflection Journal  Monthly Data Chat Review
4	1.4 Students may not attend Tutorials	1.4 Tutorials will be provided for all subgroups; teaching strategies will be differentiated.	1.4 Math coach and Instructors.	1.4 The Math Coach and Instructors will assist with projects for each content area.	1.4 Effectiveness will be determined by student performance on 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.



Mathematics Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Grade 6: 35% or more of students will achieve above proficiency on the 2011-2012 FCAT. Grade 7: 35% or more of students will achieve above proficiency on the 2011-2012 FCAT. Grade 8: 35% or more of students will achieve above proficiency on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 6: 28% Grade 7: 19% Grade 8: 20%	Grades 6 - 8: 35% or more

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	Unified approach among teacher's within grade levels.	Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential questions, data driven assessments, differentiated Instruction, etc.).  Personal & Academic Goal Setting (for students)	Math Coach  Area Support  Learning Team Facilitator  Assistant Principal	Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.  AP's and Math Coach will provide Walkthroughs to assure all teachers are developing and executing lessons with fidelity.	Mathematics Walkthrough Observation Data  Monthly Data Chat Review
2	2.2.  Effective implementation within the development of lesson development	2.2.  Expand curriculum through the use of the Instructional Focus Calendar.	2.2.  Math Coach  Learning Team Facilitator	2.2.  Monthly Teacher Data Chats (Reviewing assessment progress)	2.2.  Teacher Self-Reflection Journal
3	2.3  Consistency with implementation within lesson development  Consistency with rigor/ relevance	2.3  Implementation: Impact Mathematics, Destination Math, MARS assessments, Project based assessments, etc.	.3  Math Coach  Assistant Principal  Learning Team Facilitator	2.3  Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy).	2.3  Teacher Self-Reflection Journal  Monthly Data Chat Revi

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Grade 6: 65% or more 6th graders will make learning gains on the 2011-2012 FCAT. Grade 7: 75% or more of the students will make learning gains on the 2011-2012 FCAT. Grade 8: 95% or more of the students will make learning gains on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 6: 43% Grade 7: 62% Grade 8: 92%	Grade 6: 65% or more Grade 7: 75% or more Grade 8: 95% or more

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	Unified approach among teacher's within grade levels.	3.1. Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential questions, data driven assessments, differentiated Instruction, Pull Out small group learning etc.).  Personal & Academic Goal Setting (for students)	3.1. Math Coach Area Support Learning Team Facilitator  Assistant Principal	3.1. Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.  AP's and Math Coach will provide Walkthroughs to assure all teachers are developing and executing lessons with fidelity.	3.1. Mathematics Walkthrough Observation Data Monthly Data Chat Review
2	3.2. Effective implementation within the development of lesson development	3.2. Expand curriculum through the use of the	3.2. Math Coach Learning Team	3.2. Monthly Teacher Data Chats (Reviewing assessment	3.2. Teacher Self-Reflection Journal

		Instructional Focus Calendar.	Facilitator	progress)	
3	3.3. Consistency with implementation within lesson development  Consistency with rigor/relevance	3.3. Implementation: Impact Mathematics, Destination Math, MARS assessments, Project based assessments, etc.	3.3. Math Coach Assistant Principal  Learning Team Facilitator	3..3. Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy).	3.3. Teacher Self-Reflection Journal  Monthly Data Chat Review

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:		6th Grade: 70% or more of students in Lowest 25% will make learning gains on the 2010-2011 FCAT 7th Grade: 90% or more of students in Lowest 25% will make learning gains on the 2010-2011 FCAT 8th Grade: 95% or more of students in Lowest 25% will make learning gains on the 2010-2011			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Grade 6: 55% Grade 7: 86% Grade 8: 91%		Grade 6: 70% or more Grade 7: 90% or more Grade 8: 95% or more.			
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	4.1.  Unified approach among teacher's within grade levels.	.1.  Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential	4.1.  Math Coach Area Support  Learning Team Facilitator	4.1.  Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.	4.1.  Mathematics Walkthrough Observation Data  Monthly Data Chat Review

		questions, data driven assessments, differentiated Instruction, Pull Out small group learning, etc.).  Personal & Academic Goal Setting (for students)	Assistant Principal	AP's and Math Coach will provide Walkthroughs to assure all teachers are developing and executing lessons with fidelity.	
2	4.2.  Effective implementation within the development of lesson development	4.2.  Expand curriculum through the use of the Instructional Focus Calendar.	4.2.  Math Coach  Learning Team Facilitator	4.2.  Monthly Teacher Data Chats (Reviewing assessment progress)	4.2.  Teacher Self-Reflection Journal
3	4.3.  Consistency with implementation within lesson development  Consistency with rigor/ relevance	4.3.  Implementation: Impact Mathematics, Destination Math, MARS assessments, Project based assessments, etc.	4.3.  Math Coach  Assistant Principal  Learning Team Facilitator	4.3.  Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy).	4.3.  Mathematics Walkthrough Observation Data  Monthly Data Chat Review

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #  5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Black Students:80% or more of students will achieve proficiency on the 2011-2012 FCAT.Hispanic Students:80% or more of students will achieve above proficiency on the 2011-2012 FCAT.Asian Students: N/A American Indian: N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 42% Hispanic: 66% Asian: n/a American Indian: n/a	Black: 80% Hispanic: 80% 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	5A.1.  Unified approach among teacher's within grade levels.	5A.1.  Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential questions, data driven assessments,	5A.1.  Math Coach  Area Support  Learning Team Facilitator  Assistant Principal	5A.1.  Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.  AP's and Math Coach will provide Walkthroughs to	5A.1.  Mathematics Walkthrough Observation Data  Monthly Data Chat Review

		differentiated Instruction, Pull out small group learning, etc.).  Personal & Academic Goal Setting (for students)		assure all teachers are developing and executing lessons with fidelity.	
2	5A.2.  Effective implementation within the development of lesson development	5A.2.  Expand curriculum through the use of the Instructional Focus Calendar.	5A.2.  Math Coach  Learning Team Facilitator	5A.2.  Monthly Teacher Data Chats (Reviewing assessment progress)	5A.2.  Teacher Self-Reflection Journal
3	5A.3.  Consistency with implementation within lesson development  Consistency with rigor/relevance	5A.3.  Implementation: (V-Math, Impact Mathematics, MARS assessments, Project based assessments, etc.)	5A.3.  Math Coach  Assistant Principal  Learning Team Facilitator	5A.3.  Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy).	5A.3.  Mathematics Walkthrough Observation Data  Monthly Data Chat Review

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:	ELL students: 30% or more of students will achieve proficiency on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 24%	ELL: 30% or more.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1.  Unified approach among teacher's within grade levels.	5B.1.  Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential questions, data driven assessments, differentiated Instruction, Pull out small group learning, etc.)  Personal & Academic Goal Setting (for students)	5B.1.  Math Coach  Area Support  Learning Team Facilitator  Assistant Principal	5B.1.  Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.  AP's and Math Coach will provide Walkthroughs to assure all teachers are developing and executing lessons with fidelity.	5B.1.  Mathematics Walkthrough Observation Data  Monthly Data Chat Review
2	5B.2.  Effective implementation within the development of lesson development	5B.2.  Expand curriculum through the use of the Instructional Focus Calendar.	5B.2.  Math Coach  Learning Team Facilitator	5B.2.  Monthly Teacher Data Chats (Reviewing assessment progress)	5B.2.  Teacher Self-Reflection Journal
	5B.3	5B.3.	5B.3.	5B.3.	5B.3.

3	Consistency with implementation within lesson development  Consistency with rigor/relevance	Implementation: (V-Math, Impact Mathematics, MARS assessments, Project based assessments, etc.)	Math Coach  Assistant Principal  Learning Team Facilitator	Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy).	Mathematics Walkthrough Observation Data  Monthly Data Chat Review
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Students With Disabilities: 30% or more of students will achieve proficiency on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 25%	SWD: 30% or more.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1.  Unified approach among teacher's within grade levels.	5C.1.  Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential questions, data driven assessments, differentiated Instruction, etc.)  Personal & Academic Goal Setting (for students)	5C.1.  Math Coach Area Support Learning Team Facilitator  Assistant Principal	5C.1.  Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.  AP's and Math Coach will provide Walkthroughs to assure all teachers are developing and executing lessons with fidelity.	5C.1.  Mathematics Walkthrough Observation Data  Monthly Data Chat Review
2	5C.2.  Effective implementation within the development of lesson development	5C.2.  Expand curriculum through the use of the Instructional Focus Calendar.	5C.2.  Math Coach  Learning Team Facilitator	5C.2.  Monthly Teacher Data Chats (Reviewing assessment progress)	5C.2.  Teacher Self-Reflection Journal
3	5C.3.  Consistency with implementation within lesson development  Consistency with rigor/relevance	5C.3.  Implementation: (V-Math, Impact Mathematics, MARS assessments, Project based assessments, etc.)	5C.3.  Math Coach  Assistant Principal  Learning Team Facilitator	5C.3.  Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy).	5C.3.  Mathematics Walkthrough Observation Data  Monthly Data Chat Review

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Economically Disadvantaged: 51% or more of students will achieve proficiency on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

46%		51% or more			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Unified approach among teacher's within grade levels.	5D.1. Implementation of effective teaching strategies that address curriculum objectives. (e.g. Common board configuration, essential questions, data driven assessments, differentiated Instruction, Pull Out small group learning, etc.)  Personal & Academic Goal Setting (for students)	5D.1. Math Coach Area Support Learning Team Facilitator Assistant Principal	5D.1. Math Coach will do modeling and walkthroughs to build the capacity of teachers and support s student achievement.  AP's and Math Coach will provide Walkthroughs to assure all teachers are developing and executing lessons with fidelity.	5D.1. Mathematics Walkthrough Observation Data Monthly Data Chat Review
2	5D.2. Effective implementation within the development of lesson development	5D.2. Expand curriculum through the use of the Instructional Focus Calendar.	5D.2. Math Coach Learning Team Facilitator	5D.2. Monthly Teacher Data Chats (Reviewing assessment progress)	5D.2. Teacher Self-Reflection Journal
3	5D.3. Consistency with implementation within lesson development  Consistency with rigor/ relevance	5D.3. Implementation: (V-Math, Impact Mathematics, MARS assessments, Project based assessments, etc.)	5D.3. Math Coach Assistant Principal Learning Team Facilitator	5D.3. Teacher Self- Reflection Journal (Monthly review of observations and trends in regards to classroom efficacy).	5D.3. Mathematics Walkthrough Observation Data Monthly Data Chat Review

*End of Middle School Mathematics Goals*

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal # 1:	
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 Algebra.  Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input style="width: 100%; height: 20px;" type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

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

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

Problem-Solving Process to Increase Student Achievement



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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement additional academic support.Tutoring : Use education websites and tutorials provided by the school district, such as Brain Pop, Discovery Education, FCAT Explorer, FCAT Test Maker and Learning Village, to enhance the reading curriculum.	Saturday Tutorials	Title 1	\$16,780.00
	Math Coach	Title 1	\$67,588.00
			Subtotal: \$84,368.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Class room instruction via IPADS	120 Ipads	Title 1	\$67,000.00
			Subtotal: \$67,000.00
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: \$151,368.00

*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:	Given instruction based on the Sunshine State Standards, 55% (185 students out of 335) of 8th grade students will score at level three 2012 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (79 students out of 226)	55% (185 students out of 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	1.1. All students may not be at the same level of understanding at the same time.	1.1. Administer and monitor the use of EDW common assessments.	1.1. Administrative team and LTF	1.1. Grade level teams will review results of common assessment data every 2 weeks to determine progress toward benchmark (75% on common assessment)	1.1. Teacher made test, Science diagnostic, and FCAT test.
2	1.2. All students may not be at the same level of understanding at the same time.	1.2. Science teachers in grades 6-8 will administer and analyze district developed assessments that are aligned to the standards.	1.2. Administrative team and LTF	1.2. Grade level teams will review results of common assessment data every 2 weeks to determine progress toward benchmark (75% on common assessment)	.2. Teacher made test, Science diagnostic, and FCAT test
3	1.3 All students may not understand the scientific process at the same pace.	1.3. Develop walk in labs that explain the scientific process and increase the use of hands on learning.	.3. Administrative team and LTF	.3. Administrative team	.3. The created rotational typical Tuesday schedule will be implemented with fidelity and monitored by administrative team.
4	Students may not attend Saturday tutorial	Science teachers will introduce labs and other science lessons to increase the capacity of students. Instruction will be differentiated to address all student levels through rotational models.	Administrative team and LTF.	Administrative team and LTF.	Effectiveness will be determined by student performance on assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Given instruction based on the Sunshine State Standards, 10% of students will score at level four and five on the 2012 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (25 students out of 226)	10% ( 24 students out of 243)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. All students may not be at the same math levels.  All students may not know how to use technology correctly.	2.1. Integrate and assess math strategies related to science, including graphs, charts, percentages, and gridded responses.  Use education websites and tutorials provided by the school district, such as Brain Pop, Discovery Education, FCAT Explorer, FCAT Test Maker and Learning Village, to enhance the science curriculum.	2.1. Teacher made test, Science diagnostic, and FCAT  Science teacher's collaboration in grade level meetings.	2.1. Grade level teams will review results of common assessment data every 2 weeks to determine progress toward benchmark (75% on common assessment)	2.1. Teacher made test, Science diagnostic, and FCAT  Science teacher's collaboration in grade level meetings.
2	2. All students may not retain information accurately at the same pace.	2.2. Use FCAT Science Dailies, Bell Ringers in the classroom. And all students will do a science fair project to increase the proficiency with Strand H.	2.2. Science teachers collaboration and parent's feedback	2.2. Grade level teams will review results of common assessment data every 2 weeks to determine progress toward benchmark (75% on common assessment)	2.2. Science teachers collaboration and parent's feedback

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

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

Problem-Solving Process to Increase Student Achievement

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

Science Budget:

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

*End of Science Goals*

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	95% [337] of Carver Middle School's 8th grade students will score a 3.0 or higher on the 2013 FCAT Writes



2012 Current Level of Performance:	2013 Expected Level of Performance:
90% = 257 students	95% - 337 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Instructional Focus Calendars may not be implemented with fidelity.	1A.1. Administration and the LTF will develop an instructional focus calendar driven by the data.	1.1. Administrative team and LTF.	1. Administrative walkthroughs and LTM assignments will monitor the teacher's use of the focus calendar.	1.1. Effectiveness will be determined by the Palm Beach Writes scores and FCAT Writes.
2	1.2. Rigor of initiatives and curriculum may vary by teacher experience.	1.2. School-wide writing initiatives: Nine Week Writing Strategy and The Four E's.	1.2. LTF and Administrative Team.	1.2. School-wide writing initiatives will be monitored by the Writing Coach and the Administrative Team through classroom walkthroughs.	1.2. Effectiveness will be determined by the Palm Beach Writes scores and FCAT Writes.
3	1.3. Various levels of proficiency in writing clusters.	1A.3. Saturday tutorials for enrichment, mini workshops, small group instruction and student conferencing to enhance proficiency	1.3. Teachers, LTF and Administration	1.3. Tutoring and writing strategies will be monitored by the Writing Coach and Administrative Team through classroom walkthroughs, student samples and writing portfolios.	1.3. Effectiveness will be determined by the Palm Beach Writes scores and FCAT Writes.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Writing Goal #1B: 100% [3] of Carver Middle School's 8th grade students taking the Florida Alternate Assessment will score a 4.0 or Higher
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% [2]	100% [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	1B.1. Writing Instructional focus calendars may not be implemented with fidelity.	1B.1. Administration and the LTF will develop an instructional focus calendar driven by the data	1B.1. Administrative team and the LTF	1B.1. Administrative walkthroughs and LTM assignments will monitor the teacher's use of the focus calendars.	1B.1. Effectiveness will be determined by palm beach writes and practice alternate assessments.
2	1B.2. Rigor of initiatives, curriculum and explicit instruction may vary by teacher experience.	1B.2. School-wide initiatives will be implemented to insure students are receiving explicit instruction:	1B.2. Administrative team and the LTF	1B.2. School-wide initiatives and strategies will be monitored by administrative walkthroughs and LTM	1B.2. Effectiveness will be determined by palm beach writes and practice alternate

		<ul style="list-style-type: none"> <li>The Four E's</li> <li>RAFT</li> <li>Nine week writing strategies</li> </ul>		assignments	assessments.
3	1B.3. Lack of proficiency in writing clusters	1B.3. Saturday tutorials for enrichment, mini workshops, small group instruction and student conferencing to enhance proficiency	1B.3. Teachers and administrative team	1B.3. Tutoring and writing strategies will be monitored by the administrative team through class walkthroughs, reviewing student samples in LTM's and the writing portfolios.	1B.3. Effectiveness will be determined by palm beach writes and practice alternate 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
Students Conferenceing	All	Ms. Battle and Mrs. Ortiz	School-wide	PDD LTM	Administrative Team walkthroughs and LTM participation and assignments	Administrative Team and LTF
Four E's	All	Ms. Battle and Mrs.Ortiz	School-wide	PDD LTM	Administrative Team walkthroughs and LTM participation and assignments	Administrative Team and LTF
Use of differentiated instruction based on specific student writing needs	All	Ms. Battle and Mrs. Ortiz	School-wide	PDD LTM	Administrative Team walkthroughs and LTM participation and assignments	Administrative Team and LTF

Writing Budget:

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

## 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				

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

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

Civics Budget:

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

*End of Civics Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The goal is to increase perfect attendance by ten percent. In addition, absenteeism will be decreased by twenty percent. Students with excused absences will be monitored for Truancy. (Perfect Attendance data will not be reported for SY 2012 as the informatin in TERMS reflects SY 2013.)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
940 Pupils Excused, Unexcused, In-School Suspensions & Out of School Suspensions - 10.3% (11)	990 pupils Excused, Unexcused, In-School Suspensions & Out of School Suspensions - .3% (1)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
27 pupils - (8/22/11-6/7/12)	21 pupils

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
27 pupils - (8/22/11-6/7/12)	21 pupils

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student Absence/Summary Detail (10 days or more)	1.1. Review absences for 5 days or more	1.1. Carissa Battle – Assistant Principal	1.1. <ul style="list-style-type: none"> <li>• Monthly comparisons of student absences</li> <li>• Discuss the number of Out of School Suspensions with the other Assistant Principal</li> <li>• Refer students to School Based Team</li> <li>• Parent Contact</li> </ul>	1.1. Truancy Procedural Guide
2	1.2. Perfect Attendance	1.2. Perfect Attendance Award	1.2. Carissa Battle – Assistant Principal	1.2. Review per quarter ; Incentives for monthly attendances	1.2. Awards Ceremony (number of recipients)
3	1.3. Parent Involvement	1.3. Perfect Parent Award	1.3. Carissa Battle – Assistant Principal	1.3. <ul style="list-style-type: none"> <li>• Semester Review (12/12 &amp; 6/13)</li> <li>• Parent Response in School Newsletter</li> </ul>	1.3. Awards Ceremony (number of recipients)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance/ Grade-Quick	All	Juan Andrade, ITSA	School-wide	Daily	Review information in grade-quick to determine if attendance has been uploaded	Attendance Clerk

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

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:	To reduce in and out of school suspensions by 10% from the previous school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
647 = 69%	582 = 59%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
154 = 16.4%	138 = 13.9%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1328 = 141%	1195 = 121%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
185 = 19%	166 = 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	1.1. Repetitive infractions of the same type.	1.1. Professional development training on classroom management.	1.1. All grade level Assistant Principals.	1.1. Monthly RTI/SBT meetings. To review student needs.	1.1. Gold Report
	1.2. Sliding scale fees	1.2. Referrals to the	1.2. All grade	1.2. Monthly	.2 SBT Referrals

2	assessed for acquiring outside counseling services.	RTI /School Based Team for researched based interventions.	level guidance counselors.	administrative meetings to review discipline /suspension data and interventions implemented	
3	1.3. Lack of available outside agency counseling service providers.	1.3. Offer counseling services to students who exhibit continuous behavioral challenges. 1.3. School Wide Mentoring Program	1.3. RTI/School Based Team facilitators Volunteer Teacher Mentors	1.3. Monthly administrative meetings to review discipline /suspension data and interventions implemented	1.3 Terms Data for referrals and suspension.
4	1.4. Refer less severe discipline issues to the ATOSS (Alternative to Suspension Program)	1.4. All grade level Assistant Principals. 1.4. RTI/School Based Team facilitators	1.4. RTI/School Based Team	administrative meetings to review discipline /suspension data and interventions implemented and RTI/School Based Team	Terms Data for referrals and suspension.
5	1.4. Lack of parental support in resolving behavioral concerns	1.5. Parenting classes in lieu of suspension classes. 1.5. All grade level Assistant Principals.	1.2. All grade level guidance counselors.	1.5 RTI/School Based Team	1.5 Title 1 end of year survey.

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
Professional Development: The Effective Teacher; Video Series by Harry K. Wong	All Grades	Kiwana Prophete, Assistant Principal	School-wide	Monthly during PDD and Faculty Meetings	Teacher reflections completed and discussed during professional learning cohorts	Kiwana Prophete, Assistant Principal
Train-U: Classroom Management (online training provided by the school district)	All Grades	Train-U Online Instructors	School-wide	On-going	Teacher reflections completed and discussed during professional learning cohorts.	Kiwana Prophete, Assistant 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parents will be provided with extensive training workshops that build their capacity to impact student achievement in school year 2012 2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Carver Middle currently has a 28% level of Parent Involvement.	In 2013 we expect to have a 31% level of Parent Involvement.

### 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	Working Parents, employment stops a lot of parents from being able to come out to school events.	Increase parent communication, through school website, letters and phonecalls	Title 1 Parent Liaison, coordinators, Clerical Staff and Teachers	Parent Surveys, higher parent attendance at school events and higher student achievement	Sign in sheets and parent surveys and student's reaching higher levels of proficiency on the FCAT .
2	Money, businesses are financially strapped.	Develop new and maintain current business partnerships which can involve parents and volunteers.	Administration, VIP Coordinator, Parent Liaison	Partner Collaboration and student achievement.	Increase in business partners and volunteers. Additional funds available to provide academic support for the students.
3	Parents having time to participate	Parent meetings to develop Policy Plan.  Parents are invited to be involved in the development of the policy plan and school compact. Meetings will be held to develop, implement and evaluate the schoolwide	Parent Liaison Title 1 Coordinator Principal	Parent participation at meeting scheduled for October 5, 2011 and development of an effective Parent Policy Plan	Increase in Parent Participation documented on Title 1 Survey and student's reaching higher levels of proficiency on the FCAT



		program. Parents are also invited to attend and join the SAC. The invitation is open and parents are always welcomed			
4	Encouraging parents to take part in events planned. Parents need to feel an urgency about their students success and the parent's involvement.	FCAT Night Training Events for all parents.  Training/Workshop Events for strategies to build the capacity of parents to work with their children at home. Targeted areas; Math, Science and Reading  Training specifically for parents of ELL students.	ESOL Coordinator Title 1 Coordinator Parent Liaison	Parents will demonstrate a deeper understanding of the expectations for their children and acquire parental skills to assist their students.	Increase in Parent Participation documented on Title 1 Survey and student's reaching higher levels of proficiency on the FCAT
5	Encouraging parents to come to Carver and use the Parent Center.	Provide a Parent Resource Room	Parent Liaison Title 1 Coordinator	Parents will be provided with information to build their capacity to impact their student learning.	Increase in Parent Participation documented on Title 1 Survey and student's reaching higher levels of proficiency on the FCAT
6	Parents do not know how to use internet resources to build parental capacity	Provide a laptop computer and an IPAD to build the capacity of parents and support them as they assist their students to reach higher levels of proficiency.	Parent Liaison	Parents will be provided with information to build their capacity to impact their student learning	Increase in Parent Participation documented on Title 1 Survey and student's reaching higher levels of proficiency on the FCAT
7	Parents do not have literature on hand to assist them with parenting their students	Provide books and materials for parents. Have portable carts to deliver books for parents during various activities.	Parent Liaison	Parents will be provided with information to build their capacity to impact their student learning	Increase in Parent Participation documented on Title 1 Survey and student's reaching higher levels of proficiency on the FCAT
8	Parent's may not feel as though they can be useful at our school.	Invite parents to participate as volunteers at School Activities	Parent Liaison VIP Coordinator	Parents will be provided with information to build their capacity to impact their student learning	Increase in Parent Participation documented on Title 1 Survey and student's reaching higher levels of proficiency on the FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices for increasing Parent Involvement	All Grades and all subjects	Title 1 Coordinator	Schoolwide	ongoing	Parent Survey	Parent Liason and Title 1 Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Communication	postage	Title 1	\$3,000.00
Supplies	paper, ink, postcards, refreshments for parent training, parent resource materials and books	Title 1	\$2,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Family Involvement	furniture, fixtures, equipment, 2 camcorders for family events	Title 1	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development	Ink for EDW reports	Title 1	\$2,130.00
			Subtotal: \$2,130.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Part-time in system for Parent Liaison	Title 1	\$4,000.00
			Subtotal: \$4,000.00
			<b>Grand Total: \$12,630.00</b>

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:	
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						

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
			<b>Grand Total: \$0.00</b>

## Additional Goal(s)

### Appreciation of Multi-Cultural Diversity Goal:

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

<p>1. Appreciation of Multi-Cultural Diversity Goal Appreciation of Multi-Cultural Diversity Goal # 1:</p>	<p>Carver Middle School recognizes and values the racial, ethnic, cultural and language diversity represented in their school. We see it as imperative that all Carver Middle staff members are actively involved in preparing students to interact effectively and positively in a multicultural society. Incorporating culturally responsive, research-based instructional practices across the curriculum affirms our commitment to emphasizing the important role of multicultural education in teaching and learning. School-based initiatives focus on professional development, intergroup relations, equity, democratic governance, and increased academic achievement opportunities for all students. Our goal is to foster appreciation by students and staff of the diverse racial, ethnic, cultural, and language diversity groups represented in our schools, our system, the United States, and the world.</p>
<p>2012 Current level:</p>	<p>2013 Expected level:</p>
<p>20% of parents (400) participated in Multi-Cultural Events held at Carver Middle School 2012- 2013 FY.</p>	<p>30% of Parents and students (540) will participate in our Multi-Cultural events in 2012-2013 FY.</p>

#### Problem-Solving Process to Increase Student Achievement

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

### 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						

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 Appreciation of Multi-Cultural Diversity Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement additional academic support.Tutoring : Use education websites and tutorials provided by the school district, such as Brain Pop, Discovery Education, FCAT Explorer, FCAT Test Maker and Learning Village, to enhance the reading curriculum.	Tutorial Programs on Saturday and before school	Title 1	\$16,280.00
Reading		Math Coach	Title 1	\$33,794.00
Mathematics	Implement additional academic support.Tutoring : Use education websites and tutorials provided by the school district, such as Brain Pop, Discovery Education, FCAT Explorer, FCAT Test Maker and Learning Village, to enhance the reading curriculum.	Saturday Tutorials	Title 1	\$16,780.00
Mathematics		Math Coach	Title 1	\$67,588.00
Parent Involvement	Communication	postage	Title 1	\$3,000.00
Parent Involvement	Supplies	paper, ink, postcards, refreshments for parent training, parent resource materials and books	Title 1	\$2,000.00
				Subtotal: \$139,442.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement strategies using IPADS in the classroom. Following the tradition of Apple Classrooms of Tomorrow (ACOT)	Apple IPADS, used throughout the school in various settings to support the increase of student proficiency.	Title 1 Regular	\$2,500.00
Mathematics	Class room instruction via IPADS	120 Ipads	Title 1	\$67,000.00
Parent Involvement	Family Involvement	furniture, fixtures, equipment, 2 camcorders for family events	Title 1	\$1,500.00
				Subtotal: \$71,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Model School Conference	Title 1	\$10,250.00
Reading		Supplies for Reading Coach to provide professional development	Title 1	\$2,000.00
Reading		International Reading Conference	Title 1	\$5,000.00
Parent Involvement	Staff development	Ink for EDW reports	Title 1	\$2,130.00
				Subtotal: \$19,380.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Classroom Libraries	Books and Supplies	Title 1/Stimulous	\$5,000.00
Reading	Use Agendas to improve students' organizational skills.	Agendas	Title 1	\$2,800.00
Reading	One Book One Child/School	Books	Title 1	\$7,300.00
Reading	Supplies classroom instruction	Instructional Hands on, paper, calculators, chart paper etc.	Title 1	\$4,500.00
Parent Involvement	Parent Involvement	Part-time in system for Parent Liaison	Title 1	\$4,000.00
				Subtotal: \$23,600.00
				Grand Total: \$253,422.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/24/2012)

## 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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

The final list is not available as of this date our first meeting was postponed due to bad weather.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will be working closely with programs offered here at Carver Middle.



# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District CARVER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	58%	88%	46%	249	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	63%	65%			128	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)	77% (YES)			151	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District CARVER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	60%	91%	35%	246	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	62%	68%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	70% (YES)			130	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested