FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GLADES MIDDLE SCHOOL

District Name: Dade

Principal: Elio Falcon, Jr.

SAC Chair: Tessie Izquierdo-Nunez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/5/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Elio Falcon, Jr.	Degree(s) Bachelors in Physical Education University of Central Florida Masters in Technology Nova Southeastern University Specialist in Educational Leadership Nova Southeastern University	14	14	Glades Middle School: A.'12 '11 '10 '09 '08 B. School Grades A A A A A C. High Standards – Rdg 63 78 74 72 71 D. High Standards – Math 61 77 70 70 69 E. Lrng Gains-Rdg 67 69 67 65 65 F. Lrng Gains-Math 69 74 69 73 69 G. Gains-R- 25 70 79 71 63 70 H. Gains-M- 25 64 73 62 69 63 AMO Reading White: 76 Black: 61 Hisp: 61 Asian: 94 ELL: 29 SWD: 31 ED: 57 AMO Mathematics

		Certification(s) Physical Education K-12 School Principal (All Levels)			White: 68 Black: 35 Hisp: 60 Asian: 94 ELL: 36 SWD: 29 ED: 55
Assis Principal	Aryam Alvarez	Bachelor's degree in Elementary Education Florida International University Master's degree in Educational Leadership Nova Southeastern University Certification(s)-Elementary Education k-6 English for Speakers of Other Languages (ESOL) Endorsement Educational Leadership (All Levels)	1	6	Coconut Palm K-8 Center: 2009-2012 2008: Employee on Leave A.'12 '11 '10 '09 'NA B. School Grades C B C D NA C. High Standards – Rdg 43 56 54 48 NA D. High Standards – Math 54 66 65 47 NA E. Lrng Gains-Rdg 66 61 60 56 NA F. Lrng Gains-Math 70 66 69 51 NA G. Gains-R- 25 68 66 60 60 NA AMO Reading White: 54 Black: 39 Hisp: 44 ELL: 28 SWD: 23 ED: 41 AMO Mathematics White: 62 Black: 50 Hisp: 58 ELL: 53 SWD: 38 ED: 54 H. Gains-M- 25 73 73 67 66 NA
Assis Principal	Elieser Siles	Bachelors in Elementary Education Nova Southeastern University Masters in Educational Leadership Nova Southeastern University Certification(s) Elementary Education 1-6 English for Speakers of Other Languages (ESOL) Endorsement Educational Leadership (All Levels)	6	9	Glades Middle School: A.'12 '11 '10 '09 '08 B. School Grades A A A A A C. High Standards – Rdg 63 78 74 72 71 D. High Standards – Math 61 77 70 70 69 E. Lrng Gains-Rdg 67 69 67 65 65 F. Lrng Gains-Math 69 74 69 73 69 G. Gains-R- 25 70 79 71 63 70 H. Gains-M- 25 64 73 62 69 63 AMO Reading White: 76 Black: 61 Hisp: 61 Asian: 94 ELL: 29 SWD: 31 ED: 57 AMO Mathematics White: 68 Black: 35 Hisp: 60 Asian: 94 ELL: 36 SWD: 29 ED: 55

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)
N/A					

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. Recruit from local State and Private Universities.	Elio Falcon, Jr., Principal Elieser Siles, Assistant Principal	06/30/13	
2	2. Interview from District Eligibility Candidate Roster.	Elio Falcon, Jr., Principal Elieser Siles, Assistant Principal Aryam Alvarez, Assistant Principal	06/30/13	
3	3. Provide mentors for beginning teachers and veteran teachers if needed.	Elio Falcon, Jr., Principal Elieser Siles, Assistant Principal Aryam Alvarez, Assistant Principal	06/30/13	
4	4. Provide teachers with opportunities for professional growth.	Elio Falcon, Jr., Principal Elieser Siles, Assistant Principal Aryam Alvarez, Assistant Principal	06/30/13	

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
11% (6) 0% (0) Less than effective	To assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement, Professional Development offers test tutorial sessions taught by content experts in the following certification areas: • Middle Grades English (grades 5-9) • Middle Grades General Science (grades 5-9) • Middle Grades Integrated Curriculum (grades 5-9) • Middle Grades Mathematics (grades 5-9) • Middle Grades Social Science (grades 5-9) • English (grades 6-12) • Mathematics (grades 6-12) • Social Science (grades 6-12) • Biology (grades 6-12) • Chemistry (grades 6-12) • Earth-Space Science (grades 6-12) • Reading K-12 • Elementary Education (grades 1-6) • Exceptional Student Education (ESE) K-12 • English as a Second

	Language (ESOL) K-12 Teachers who are teaching out-of-field are considered non-highly qualified. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. They will be advised of the availability and schedule of the tutorial sessions which are offered twice each year.

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
57	1.8%(1)	5.3%(3)	36.8%(21)	56.1%(32)	40.4%(23)	100.0%(57)	8.8%(5)	14.0%(8)	26.3%(15)

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
Georgina Koch	Mairelys Doimeadios	Both teachers are science teachers.	Collaboration sessions before and after school as needed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our Glades Middle School team, we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment

with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS/RtI Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment Opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

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?

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving.

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.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
1. Data will be used to guide instructional decisions and system procedures for all students to:

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

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures

• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and

3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Describe the plan to support MTSS.
Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT)

Elio Falcon Jr. Principal
Elieser B. Siles, Assistant Principal
Alina Gallego, Assistant Principal
Gizella Alexander, Reading Chair
Victoria Borges, Language Arts Chair
Eleanor Barton, Mathematics Chair
Georgina Koch, Science Chair
Raul Espinoza, Social Studies Chair
Mary Thomas, Counselor
Maria Arguelles, Reading Coach

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.
The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.
The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The major initiatives of the LLT this year will be to provide assistance to all teachers in an effort to increase literacy throughout the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Reading teachers will attend weekly departmental meetings to work collaboratively with content area teachers providing specific strategies aimed at addressing literacy deficiencies. Accountability will be monitored through formal and informal observations, lesson plans, and sharing of best practices.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that (32) % of students achieved Level 3 proficiency. Our goal for 2012-2013 is to increase Level 3 students' proficiency by 5 percentage points to (37) %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32 % (369)	37 % (422)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary, in grade 6.	1A.1. Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. • word walls; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • engaging in affix or root word activities.	1A.1. Literacy Leadership Team	1A.1. Biweekly classroom assessments.	1A.1. Formative: Classroom Assessments District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment Assessment
	1A.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text and	1A.2. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	1A.2. Literacy Leadership Team	1A.2. Biweekly classroom assessments.	1A.2. Formative: Classroom Assessments District Interim Assessments

3	Research Process, in grade 7.	Students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • summarization skills; questioning the author; and encouraging students to read from a wide variety of texts.			Summative: 2013 FCAT 2.0 Reading Assessment
4	1A.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis: Fiction and Nonfiction in grade 8.	1A.3. Students will have the opportunity to graphically depict comparison-and-contrast relationships to help understand them. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (Useful instructional strategies include: • graphic organizers; • concept maps; • encouraging students to read from a wide variety of texts.	1A.3. Literacy Leadership Team	1A.3. Biweekly classroom assessments.	1A.3. Formative: Classroom Assessments District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that less than 10 students in grades6-8 scored at levels 4,5, and 6 proficiency in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students scoring above levels 4,5, and 7 proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Student inability to read and comprehend text.	1B.1. Provide students with lessons that build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension	1B.1. Literacy Leadership Team	1B.1. Biweekly classroom assessments.	1B.1. Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Reading

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Reading Goal #2A: The results of the 2012 FCAT 2.0 Reading Test indicate that 29% of students achieved Levels 4 and 5. Our goal for 2012-2013 is to increase Levels 4 and 5 students by 2 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29 % (333)	31 % (354)

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	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis- Fiction/Nonfiction. The deficiency was due to students not being provided enough opportunities to use A variety of texts to include identifiable author's purpose.	2A.1. Students will utilize the Enrichment Model through grade-level appropriate text that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining or explaining.	2A.1. Literacy Leadership Team	2A.1. Biweekly classroom assessments. .	2A.1. Formative: Classroom Assessments District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that less than 10 students in grades6-8 scored at o above achievement level 7 proficiency in Reading. Our goal for the 2012-2013 school year is to increase students scoring at or above achievement level 7 proficiency in Reading.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student inability to read and comprehend text.	Provide students with lessons that build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension	Literacy Leadership Team	Biweekly classroom assessments	Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Reading

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 67 % of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 72 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67 % (704)	72 % (757)

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	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. The deficiency was due to students not being provided enough opportunities for locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	3A.1. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term	3A.1. Literacy Leadership Team	3A.1. Biweekly classroom assessments.	3A.1. Formative: Classroom Assessments District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

		supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Our Goal for the 2012-2013 school year is to increase the percentage of students making learning gains in the Florida Alternate Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student inability to read and comprehend text.	Provide students with lessons that build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension	Literacy Leadership Team	Biweekly classroom assessments.	Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Reading Goal #4: The results of the 2012 FCAT Reading Test indicate that 70% of students in the lowest 25 percent made learning gains. Our goal for the 2012 – 2013 school year is to increase the lowest 25 percent achieving learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (192)	75% (206)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process The deficiency was due to students not being provided enough opportunities for locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	4A.1. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and • encouraging students to read from a wide variety of texts.	4A.1. Literacy Leadership Team	4A.1. Biweekly classroom assessments.	4A.1. Formative: Classroom Assessments District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Reading Goal #

5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students in reading by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making	Reading Goal #5B: The results of the 2012 FCAT 2.0 Reading Test indicate that 76% of students in the White sub group achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 77 %. The results of the 2012 FCAT 2.0 Reading Test indicate that 61% of students in the Black sub group achieved proficiency Our goal is to increase student proficiency by 2 percentage

satisfactory progress in reading. Reading Goal #5B:	points to 63 %. The results of the 2012 FCAT 2.0 Reading Test indicate that 61 % of students in the Hispanic sub group achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 68%. The results of the 2012 FCAT 2.0 Reading Test indicate that 94% of students in the Asian sub group achieved proficiency Our goal is to increase student proficiency by 1 percentage points to 95 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:76% (93) Black: 61%(13) Hispanic:61% (592) Asian:94% (18) American Indian: N/A	White:77% (95) Black:63%(14) Hispanic:68% (660) Asian:95%(18) 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	5B.1. White: Black: Hispanic: Asian: American Indian: N/A The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. The deficiency was due to students not being provided enough opportunities for locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions	5B.1. Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. •word walls; •instruction in different levels of content-specific words (shades of meaning); •reading from a wide variety of texts; •engaging in affix or root word activities.	5B.1. Literacy Leadership Team	5B.1. Biweekly classroom assessments.	5B.1. Formative: Classroom Assessments Reading Plus Reports District Interim Assessments Summative: 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 29 % of students in the ELL sub group achieved proficiency. Our goal is to increase student proficiency by 16 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (28)	45% (44)

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. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. The deficiency was due to students not being provided enough opportunities for locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	5C.1. Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. •word walls; •instruction in different levels of content-specific words (shades of meaning); •reading from a wide variety of texts; •engaging in affix or root word activities.	5C.1. Literacy Leadership Team	5C.1. Biweekly classroom assessments.	5C.1. Formative: Fair, District, and school-site assessment data, intervention assessments. Reading Plus Reports Summative: 2013FCAT 2.0 Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 31% of students in the SWD sub group achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (48)	41% (63)

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
	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational	5D.1. Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice	5D.1. LiteracyLeadership Team	5D.1. Ongoing classroom assessments	5D.1. Formative: Fair, District, and school-site assessment data, intervention assessments.

1	Text/Research Process. The deficiency was due to students not being provided enough opportunities for locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will ingrain the practice of justifying answers by going back to the text for support. Utilize data to identify appropriate interventions and placement of FCAT Level 1 and 2 students in the tutoring programs, within the first two weeks of the 2011 – 2012 school year. Monitor student progress on a monthly basis.			Reading Plus Reports Summative: 2012 FCAT 2.0 Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 57% of students in the Economically Disadvantaged sub group achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (455)	65% (519)

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	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. The deficiency was due to students not being provided enough opportunities for locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	5E.1. Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. •word walls; •instruction in different levels of content-specific words (shades of meaning); •reading from a wide variety of texts; •engaging in affix or root	5E.1. Literacy Leadership Team	5E.1. Biweekly classroom assessments	5E.1. Formative: Fair, District, and school-site assessment data, intervention assessments. Reading Plus Reports Summative: 2013FCAT 2.0 Reading Assessment.

		word activities.			

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 fo Monitoring
In-house data analysis training on 2012 FCAT 2.0 Reading Test, FAIR, District Interim Assessments	6-8 / Reading	Assistant Principals Reading Chair	6-8 Teachers	Early Release - October 25, 2012 Bi-weekly Departmental Meetings August 16, 2012 through June 7, 2013.	Nine-week academic grades District Interim Assessments Student work folders	Literacy Leadership Tea

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Libraries	Classroom novels, non-fiction books	EESAC Funds	$3,655.00
			Subtotal: $3,655.00
			Grand Total: $3,655.00

End of Reading Goa

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.	Our goal for the 2012-2013 school year is to increase the number of students registered in the Developmental

CELLA Goal #1:	Research and Engineering Academy for Mathematics and Science (Dreams).

2012 Current Percent of Students Proficient in listening/speaking:

47% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The anticipated barrier to increasing the percentage of students acquiring and attaining English language proficiency in Oral skills (listening and speaking) would be limitations in language.	1.1. Encourage ELLs to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" In these ways, ELLs will learn the academic English they will need to succeed in future schooling. Remember to be sensitive to ELLs who may be afraid to make mistakes. The language that a learner reads, hears in class, or hears in conversation affects how quickly and how well a language is learned. Quality language courses and materials surround learners with language that is most useful to their language learning.	1.1. Literacy Leadership Team	1.1. Biweekly meetings will be held to review student progress and make adjustments as needed.	1.1. Formative: Classroom Assessments Summative: CELLA 2013

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA indicate that 24% of students scored proficient in reading.

2012 Current Percent of Students Proficient in reading:

24% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1.	2.1.	2.1.	2.1.	2.1.

1	The anticipated barrier to increasing the percentage of students acquiring and attaining English language proficiency in reading would be limitations in language.	For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed. Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.	Literacy Leadership Team	Biweekly meetings will be held to review student progress and make adjustments as needed.	Formative: Classroom Assessments Summative: CELLA 2013

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 28% of students scored proficient in writing.
2012 Current Percent of Students Proficient in writing:	
28% (29)	

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	3.1. The anticipated barrier to increasing the percentage of students acquiring and attaining English language proficiency in writing would be limitations in language.	3.1. Provide the students the opportunity to use selective underlining on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. Students should only look back at their underlining when they reach a point of being stumped. They will have the opportunity to go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in	3.1. Literacy Leadership Team	3.1. Biweekly meetings will be held to review student progress and make adjustments as needed	3.1. Formative: Classroom Assessments Summative: CELLA 2013

		the single paragraph.			

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics Test indicate tha 30% of students achieved Level 3 proficiency. Our goal for 2012-2013 is to increase Level 3 students' proficiency by 5 percentage points to 35 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30 % (338)	35 % (399)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3 Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume.	1A.1. Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. Use a variety of graph paper to explore area and perimeter of two-dimensional figures.	1A.1. MTSS/RtI Leadership Team	1A.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	1A.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 20% (1) student in grades6-8 scored at Level 4,5, and 6 proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase students scoring at or above achievement level 4,5, and 6 proficiency in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiency was due to students not being provided enough opportunities to transfer skills taught in the classroom to real world situations.	Provide students with continuous repetition/practice when learning mathematical concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, and assistive technology.	MTSS/RtI Leadership Team	Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 Mathematics Test indicate that 30% of students achieved Levels 4 and 5. Our goal for 2012-2013 is to increase the number of student scoring at Level 4 & 5 by 2 percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (342)	32 % (365)

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	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3, Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume The deficiency was due to students not being provided enough opportunities to use manipulatives and determine application towards real world scenarios.	2A.1. Provide the enrichment opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. Use manipulative and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them. Provide students with higher order thinking and enrichment opportunities in relation to everyday events and activities	2A.1. MTSS/RtI Leadership Team	2A.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	2A.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that less than 10 students in grades6-8 scored at o above achievement level 7 proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase students scoring at or above achievement level 7 proficiency in Mathematics.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiency was due to students not being provided enough opportunities to transfer skills taught in the classroom to real world situations	Provide students with continuous repetition/practice when learning mathematical concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, and assistive technology.	MTSS/RtI Leadership Team	Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Mathematics

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate tha 69% of students made learning gains. Our goal for 2012-2013 is to increase the number of student making learning gains by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (727)	74% (780)

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	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3 Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume	3A.1. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.	3A.1. MTSS/RtI Leadership Team	3A.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	3A.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The deficiency was due to students not being provided enough opportunities to transfer skills taught in the classroom to real world situations.	3B.1. Provide students with continuous repetition/practice when learning mathematical concepts. Provide students with opportunities to learn concepts using manipulatives, visuals, and assistive technology. .	3B.1. MTSS/RtI Leadership Team	3B.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	3B.1. Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Mathematics

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate tha 64% of students in the lowest 25 percent made learning gains. Our goal for the 2012 – 2013 school year is to increase the lowest 25 percent achieving learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (174)	69% (188)

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	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3 Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume.	4A.1. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders.	4A.1. MTSS/RtI Leadership Team	4A.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies	4A.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

		Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.		made as needed.	

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 : Our goal from 2011-2017 is to reduce the percent of non-proficient students in mathematics by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 68% of students in the White sub group achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 77%. The results of the 2012 FCAT 2.0 Mathematics Test indicate that 35% of students in the Black sub group achieved proficiency. Our goal is to increase student proficiency by 18 percentage points to 63%. The results of the 2012 FCAT 2.0 Mathematics Test indicate that 60 % of students in the Hispanic sub group achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 68%. The results of the 2012 FCAT 2.0 Mathematics Test indicate that 94% of students in the Asian sub group achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 95 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68%(84) Black:35%(8) Hispanic:60% (583) Asian:94% (18) American Indian: N/A	White:77% (95) Black:63%(14) Hispanic:68% (660) Asian:95% (18) 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
	5B.1. White: Black: Hispanic: Asian: American Indian: The area of deficiency as	5B.1. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric	5B.1. MTSS/RtI Leadership Team	5B.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and	5B.1. Formative: Teacher Assessment, District Interim Assessments

1	noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3 Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume	properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.		adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed	Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 36% of students in the ELL sub group achieved proficiency. Our goal is to increase student proficiency by 21 percentage points to 57 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (35)	57% (56)

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. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3 Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume.	5C.1. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.	5C.1. MTSS/RtI Leadership Team	5C.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	5C.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 29% of students in the SWD sub group achieved proficiency. Our goal is to increase student proficiency by 12 percentage points to 41 %.

2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (45)	41% (63)

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. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3 Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and determine their volume.	5D.1. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.	5D.1. MTSS/RtI Leadership Team	5D.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	5D.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 55% of students in the Economically disadvantaged sub group achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 65 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (439)	65% (519)

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	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6-8 is Content 3 Geometry and Measurement. The deficiency was due to students not being provided enough opportunities to explore geometrical figures and	5E.1. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms,	5E.1. MTSS/RtI Leadership Team	5E.1. Following the FCIM, during department meetings, results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and	5E.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

	determine their volume.	pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.		adjustments to strategies made as needed.	

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC assessment indicate that 42% (36) of students scored at Achievement Level 3. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring at Achievement Level 3 by 0% percentage points to 42% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (36)	42% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results of the 2012 Algebra 1 EOC assessment the area of greatest difficulty was Category 3; Rationals, Radicals, Quadratics & Discrete Mathematics.	1.1. Provide additional practice in solving and graphing quadratic equations, both with and without the use of technology, that involve real world applications. Solve and graph one- and two-step inequalities in one variable. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions.	1.1. MTSS/RtI Leadership Team	1.1. Review of Biweekly assessments	1.1. Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicate that 57% (49) students scored at or above Achievement Levels 4and 5. Our goal for the 2012-2013 school year is to maintain the

	percentage of students scoring at or above Achievement Levels 4 and 5 by 0% percentage points to 57% (49).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (49)	57% (49)

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. According to the results of the 2012 Algebra 1 EOC assessment the area of greatest difficulty was Category 3; Rationals, Radicals, Quadratics & Discrete Mathematics.	2.1. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: Provide all students with enrichment opportunities to explore and apply the use of a system of equations in the real-world. Provide all students enrichment opportunities to graph linear equations and inequalities in two variables with and without graphing technology.	2.1. MTSS/RtI Leadership Team	2.1. Review of Biweekly assessments	2.1. Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC assessment indicate that 2% (1) of students scored at Achievement Level 3. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring at Achievement Level 3 by 0 percentage points to 2% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1)	2% (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
	1.1. According to the results	1.1. Develop school site	1.1. RtI Leadership	1.1. Review of biweekly	1.1. Formative:

1	of the 2012 Geometry EOC assessment the area of greatest difficulty was Category ( ).	mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines Provide inductive reasoning strategies that include discovery learning activities Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.	Team	assessments	Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Geometry EOC assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC assessment indicate that 98% (45) of students scored at or above Levels 4and 5. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring at or above Levels 4 and 5 by 0 percentage points to 98% (45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (45)	98% (45)

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. According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty was Category ( ).	2.1. Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement research-based instructional strategies that: Provide students with enrichment opportunities to practice in deriving the formulas for perimeter and/or area of polygons. Provide students with enrichment opportunities to practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of	2.1. MTSS/RtI Leadership Team	2.1. Review of Biweekly assessments	2.1. Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Geometry EOC assessment

		lines. Provide inductive reasoning strategies that include discovery learning activities Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies.			

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
In-house data analysis training on 2012 FCAT 2.0 Mathematics Test, EOC exams, and District Interim Assessments Discovery Education	6-8 Mathematics 6-8 Mathematics	MathematicsDepartment Chairperson Assistant Principal, Department Chair	6-8 Teachers 6-8 Teachers	PD Day November 6, 2012 Weekly departmental meetings Bi-weekly Departmental Meetings August 17, 2012 through June 6, 2013.	Nine-week academic grades District Interim Assessments Student work folders Nine-week academic grades District Interim Assessments Student work folders	Assistant Principal, Department Chairperson Assistant Principal, Department Chairperson

Mathematics Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of LCD Projector	LCD Projector lights	EESAC Funds	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 37 % (147) of students achieved proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring at proficiency by 3 percentage points to 40% (161).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (147)	40% (161)

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	1A.1. The area of deficiency as noted on the 2011 administration of the Science FCAT was Nature of Science. The deficiency was due to students not being provided enough opportunities to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use.	1A.1. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge). Solicit partnerships with local colleges, universities, and/or industries to provide expert support to Scientific Thinking. Ensure instruction in Comprehensive Science 1, Comprehensive Science 2, and Comprehensive Science 3 courses (Regular and Advanced) adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	1A.1. MTSS/RtI Leadership Team	1A.1. Weekly Classroom assessments	1A.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment
	1A.2. The area of deficiency	1A.2. Increase student	1A.2. MTSS/RtI	1A.2. Weekly classroom	1A.2. Formative:

2	according to the 2012 Biology EOC Assessment is Organisms, Populations, and Ecosystems. Students are lacking prior knowledge in this content.	participation in authentic laboratory activities. Students will create and maintain a written log to document lab results and reflect on lessons learned. Maintain fidelity to the high school curriculum and instruction offered to accelerated middle school students enrolled in Biology Honors as delineated in the Biology Honors Pacing Guide.	Leadership Team	assessments	Teacher Assessment, District Interim Assessments Summative: 2013 Biology EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. The deficiency is due to the students not being provided sufficient continuous reviews and practice when learning science concepts.	1B.1. Provide students with continuous practice and repetition when learning science concepts. Students must observe real time activities to to determine outcomes.	1B.1. MTSS/RtI Leadership Team	1B.1. Weekly Classroom assessments	Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 13% (54) of students scored at FCAT level 4 and 5. Our goal for the 2012-2013 school year is to increase the number of students scoring at FCAT levels 4 and 5 by 2% percentage point to 15% (60).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (54)	15% (60).

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the Science FCAT was Nature of Science. The deficiency was due to students not being provided enough opportunities to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use.	2A.1. Provide classroom and after-school enrichment opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge). Solicit partnerships with local colleges, universities, and/or industries to provide expert support to Scientific Thinking. Ensure instruction in Comprehensive Science 1, Comprehensive Science 2, and Comprehensive Science 3 courses (Regular and Advanced) adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	2A.1. MTSS/RtI Leadership Team	2A.1. Classroom assessments	2A.1. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment
2	2A.2. The area of deficiency according to the 2012 Biology EOC Assessment is Organisms, Populations, and Ecosystems. Students are lacking prior knowledge in this content	2A.2. Continue to provide students with enrichment activities to strengthen lessons learned and contribute to their active participation in authentic laboratory assignments. Increase student participation in authentic laboratory activities. Students will create and maintain a written log to document lab results and reflect on lessons learned. Maintain fidelity to the high school curriculum and instruction offered to accelerated middle school students enrolled in Biology Honors as delineated in the Biology Honors Pacing Guide	2A.2. MTSS/RtI Leadership Team	2A.2. Weekly classroom assessments	2A.2. Formative: Teacher Assessment, District Interim Assessments Summative: 2013 Biology EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 100% (1) student in grade 8 scored at or above achievement level 7 proficiency in Science. Our Goal for the 2012-2013 Florida Alternate Assessment is to maintain 100% (1) student in grade 8 scoring at or above achievement level 7 proficiency in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiency is due to the students not being provided sufficient continuous reviews and practice when learning science concepts	Provide students with continuous practice and repetition when learning science concepts. Students must observe real time activities to to determine outcomes	MTSS/RtI Leadership Team	Weekly classroom assessments	Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Mathematics

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
In-house data analysis training on 2012 FCAT Science Assessment, and District Assessments, and Intervention Assessments.	6-8 Science	Science Department Chairperson	School-wide	Bi-weekly Departmental Meetings August 29, 2012 through June 6, 2013.	Nine-week academic grades District Interim Assessments Student work folders Nine-week academic grades District Interim Assessments Student work folders	Assistant Principal, Department Chairperson

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
Increase the use of Brain-pop.	Brain-Pop Software	EESAC Funds	$1,500.00
			Subtotal: $1,500.00
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: $1,500.00

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:	The results of the 2012 FCAT Writing Test indicate that 78% (310) of students scored level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 3 or higher by 2 percentage points to 80% (319).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (310)	80% (319)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was in the area of persuasive writing. The deficiency was due to students not using persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking). The deficiency was due	1A.1. Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques. Students select a favorite topic or activity and write a persuasive text such as (an advertisement, poster, and message), that shows why the topic or activity is important. With students, review word choice, and how connotations and	1A.1. Literacy Leadership Team	1A.1. Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	1A.1. Formative: District Baseline Data Monthly writing assessments District Pre/Post Tests Summative: 2013 FCAT Writing Test

	to students not using graphic organizers to write in logical and sequential form.	denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities			

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:	The results of the 2011-2012 Florida Alternate Assessment indicate that 100% (1) student in grade 8 scored at or above achievement level 7 proficiency in writing. Our Goal for the 2012-2013 Florida Alternate Assessment is to maintain 100% (1) student in grade 8 scoring at or above achievement level 7 proficiency in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not provided continuous repetition and practice when learning writing concepts	Provide students with opportunities to practice newly acquired writing concepts. Provide students to develop creative writing through journaling, letter writing, and/or applications and resumes.	Literacy Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed	Formative: Classroom Assessments District Interim Assessments Summative: 2013 FAA in Writing

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
In-house data analysis training on 2012 FCAT Writing Assessment, District Assessments, and Intervention Assessments	6-8 / Language Arts	Language Arts Department Chairperson	School-wide	Bi-weekly Departmental Meetings August 16, 2012 through June 6, 2013.	Nine-week academic grades District Interim Assessments Student work folders	RtI Team

Writing Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for the 2012-2013 school year is to have at least 10% of students scoring level 3 or higher on the 2013 Civics End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (35)

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. Limited experience with the Civics End-of-Course Exam. First year assessment. The deficiency is due to students not being provided enough opportunities to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.	1.1. Institute regular, on-going common planning sessions for civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.	1.1. Administration and Social Studies Chairperson	1.1. Weekly classroom assessments	1.1. Formative: Chapter/unit assessment Pre and Post test Summative: 2013 District Civics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the 2012-2013 school year is to have at least 10% of students scoring level 4 or higher on the 2013 Civics End-of-Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (35)

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. Limited experience with the Civics End-of-Course Exam. First year assessment. The deficiency is due to students not being provided enough opportunities to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.	2.1. Provide enrichment opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen.	2.1. Administration and Social Studies Chairperson	2.1. Weekly classroom assessments	2.1. Formative: Chapter/unit assessment Pre and Post test Summative: 2013 District Civics Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Citizen	7th grade Social Science	District	Social Science teachers	September 26, 2012	Departmental Meetings	Department Chair

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:	Our goal for the 2012-2013 school year is to increase attendance by .5 percent by minimizing absences due to illness and truancy from 96.37% (1128) in 2012 to 96.87% (1133) in 2013. In addition, our goal for this year is to decrease the number of students with excessive absences from 256 to 243 students Our goal for this year is also to decrease the number of students with excessive tardies from 142 to 135 students. In addition, our goal for this year is to decrease the number of students with excessive absences from 212 to 201 students Our goal for this year is also to decrease the number of students with excessive tardies from 118 to 112 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.37% (1128)	96.87% (1133)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
256	243
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
142	135

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents lack of knowledge of District and school attendance and tardy procedures. Attendance decreased from 96.84 % (1079) in 2010-2011 to 96.37 %(1128) in 2011-2012.	1.1. Attendance Committee will identify and monitor students who have a history of excessive absences and /or tardies and communicate regularly with parents to ensure that there is no truancy and possible loss of academic credit. Inform parents of District and school attendance procedures.	1.1. Assistant Principal	1.1. Weekly updates to Administration by the Grade Level Team Leaders and to the entire faculty during Grade Level Team meetings	1.1. School Attendance Roster Attendance Review Committee

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, Tardies, and Truancy Prevention	6-8	Counselors	School-wide	Teacher Planning Days: September 17, 2012 October 26, 2012 February 1, 2013	Attendance School Reports and Attendance Review Committee	Administrative Team

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by at least 8%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
82	74
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
66	59
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
61	55
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
47	42

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. The total number of school suspensions dropped from 319 in 2010-2011 to 137 in 2011-2012. Parents lack knowledge of procedures and guidelines under the Student Code of Conduct.	1.1. Quarterly discipline assemblies to review school-wide discipline procedures and Student Code of Conduct. Leadership Mentor Program where administrators identify and monitor at risk students.	1.1. Administration	1.1. Weekly updates to Administration by the Grade Level Team Leaders and to the entire faculty during Team meetings.	1.1. Monthly Suspension Reports

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	6-8/All	Counselors	School-wide	Teacher Planning Days: August 16, 2012	Student Code of Conduct	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
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school-wide events by 2 percent.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
78%	80%

Problem-Solving Process to Increase Student Achievement

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

1	1.1. Limited parental participation by parents of identified subgroups.	1.1. School wide activities will be scheduled at various times to accommodate parents with limited schedules. Provide written and verbal communication in English and Spanish. Provide translator as needed.	1.1. Assistant Principal, Activities Director, EESAC and PTSA.	1.1. Review sign-in sheets / logs to determine the number of parents attending school and or community events.	1.1. 2012-2013 Sign-in sheets
2					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Parental Involvement	6-8	Dept. Chairs	School-wide	August 9, 2012 through June 6, 2013	School-wide Parental Involvement sign-in sheets.	Administration Department Chairs

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal for the 2012-2013 school year is to increase the number of students registered in the Developmental Research and Engineering Academy for Mathematics and Science (Dreams).

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. Increasing number of charter schools in the area. Increasing number of magnet schools and academies in the District provide options for families living within our boundary.	1.1. Promote the Dreams Academy through Connect-Ed messages, written advertisement, and parent orientation assemblies.	1.1. Administration	1.1. Monitor student and parental interest based on a waiting list. Maintain a parent log and follow-up as needed.	1.1. Student Registration Applications

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 in STEM.	6-8	Lead Teacher Assistant Principal	DREAMS Academy teachers	Biweekly meetings from August 16, 2012 through June 6, 2013	Formal and informal classroom observations.	Lead Teacher Assistant Principal

STEM Budget:

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

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:	98% of our students will participate in a course incorporating career and education planning (epep) thru their world history course and articulating with Miami Killian and Miami Southwest feeder Pattern.

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. Curriculum not aligned to career theme across all disciplines.	1.1. Provide opportunities for CTE and academic teachers to develop and articulate with counselors and high school feeder patterns.	1.1. Assistant Principal	1.1. Monitor the curriculum development opportunities of teachers and high school feeder patterns.	1.1. 2013 CTE participation

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
CTE and academic integrated curriculum	8th grade	Region/District Liaison	8th grade teachers, counselors	November 6, 2012	Department meetings to collaborate on implementation	Administration, Counselor

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Increase the use of Brain-pop.	Brain-Pop Software	EESAC Funds	$1,500.00
				Subtotal: $1,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom Libraries	Classroom novels, non-fiction books	EESAC Funds	$3,655.00
Mathematics	Increase the use of LCD Projector	LCD Projector lights	EESAC Funds	$500.00
				Subtotal: $4,155.00
				Grand Total: $5,655.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Brain-Pop $1,500.00 Enhance classroom libraries $3,655.00 LCD Projector light bulbs $500.00	$5,655.00

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

Review, monitor, and Data Analysis of School Improvement Plan.
Schedule monthly meetings to monitor implementation of the School Improvement Plan.
Schedule meetings to approve SAC funding allocations.

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

Dade School District GLADES MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	77%	87%	59%	301	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	69%	74%			143	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?	79% (YES)	73% (YES)			152	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					596	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District GLADES MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	70%	92%	42%	278	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	72%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	65% (YES)			133	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					550	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested