FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PLANTATION MIDDLE SCHOOL

District Name: Broward

Principal: Patricia Hague

SAC Chair: Richard Ledgister and Jennifer Folger

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/18/2012

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

Dr. Mike Grego, Chancellor
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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	Patricia Hague	Degree: Art Certification: K-12 Ed. Leadership K-12 Art English for Speakers of Other Languages (ESOL)	4	15	Principal of Plantation Middle in 2011-12. Grade: C Reading Mastery: 49% Math Mastery: 52% Science Mastery: 35% Writing Mastery: 76% Principal of Plantation Middle in 2010-11. Grade: B Reading Mastery: 60% Math Mastery: 64% Science Mastery: 39% Writing Mastery: 85% Adequate Yearly Progress Adequate Yearly Progress (AYP): Black, Hispanic and Economically Disadvantaged (ED) did not make AYP in Reading; Black did not make AYP in Math; Hispanic and ED made AYP by Safe Harbor Principal of Plantation Middle in 2009-10. Grade: B Reading Mastery: 57% Math Mastery: 55%

						Science Mastery: 39% Writing Mastery: 94% Adequate Yearly Progress (AYP): Black did not make AYP in Reading, Hispanic and Economically Disadvantaged (ED) made AYP by Safe Harbor; Black, Hispanic, ED, did not make AYP in Math
	Assis Principal	Cheryl Rubin	Degree: FAU Masters in Ed. Leadership Bachelors in Elementary Ed. Certification: K-12 Ed. Leadership K-12 Montessori ESOL	5	9	Assistant Principal of Plantation Middle in 2011-12. Grade: C Reading Mastery: 49% Math Mastery: 52% Science Mastery: 35% Writing Mastery: 76% Assistant Principal of Plantation Middle in 2010-11. Grade: B Reading Mastery: 60% Math Mastery: 64% Science Mastery: 39% Writing Mastery: 85% Adequate Yearly Progress (AYP): Black, Hispanic and Economically Disadvantaged (ED) did not make AYP in Reading; Black did not make AYP in Math; Hispanic and ED made AYP by Safe Harbor Assistant Principal of Plantation Middle in 2009-10. Grade: B Reading Mastery: 57% Math Mastery: 55% Science Mastery: 39% Writing Mastery: 94% AYP: Black, did not make AYP in Reading Hispanic and ED by Safe Harbor; Black, Hispanic, ED, did not make AYP in Math
	Assis Principal	Mark Henderson	Degree: Bachelors Degree in Criminal Justice from the University of Miami. Masters in Ed. Leadership from Nova Southeastern. Certification: Certified K-6, ESOL Endorsed, State Certification in Ed. Leadership	3	3	Assistant Principal of Plantation Middle in 2011-12. Grade: C Reading Mastery: 49% Math Mastery: 52% Science Mastery: 35% Writing Mastery: 76% Assistant Principal of Plantation Middle in 2010-11. Grade: B Reading Mastery: 60% Math Mastery: 64% Science Mastery: 39% Writing Mastery: 85% Adequate Yearly Progress (AYP): Black, Hispanic and Economically Disadvantaged (ED) did not make AYP in Reading; Black did not make AYP in Math; Hispanic and ED made AYP by Safe Harbor Assistant Principal of Plantation Middle in 2009-10. Grade: B Reading Mastery: 57% Math Mastery: 55% Science Mastery: 39% Writing Mastery: 94% AYP: Black, did not make AYP in Reading Hispanic and Economically Disadvantaged (ED) by Safe Harbor; Black, Hispanic, ED, did not make AYP in Math
			Certification:			Assistant Principal of Plantation Middle in 2011-12. Grade: C Reading Mastery: 49% Math Mastery: 52% Science Mastery: 35% Writing Mastery: 76% Reading Teacher at Glades Middle in 2010-

Principal	Selima Mignott-Watson	K-12 Ed. Leadership, Elementary Education K-6, Reading Endorsement	1	1	2011 Grade: C Reading Mastery: 79% Math Mastery: 76% Science Mastery: 55% Writing Mastery: 90% Reading Teacher at Glades Middle in 2009-2010 Grade: C Reading Mastery: 77% Math Mastery: 77% Science Mastery: 53% Writing Mastery: 92%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Folger	Degree: BA in Sociology Certification: Reading Endorsement Middle Grades Integrated ESOL endorsed	8	4	Reading Coach of Plantation Middle in 2011-12 Grade: C Reading Mastery: 49% Reading Coach of Plantation Middle in 2010-11 Grade: B Reading Mastery: 60% Black, Hispanic and ED did not make AYP in Reading Reading Coach of Plantation Middle in 2009-10 Grade: B Reading Mastery: 57% Black did not make AYP in Reading Hispanic and ED made AYP by Safe Harbor

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. New Educator Support System (NESS) gives teachers new to their grade level subject area or school professional development and assistance in curriculum and/or classroom management.	NESS Liaison	June 2012	
2	2. Ongoing Data Chats with Administrators allow for open communication and feedback concerning teacher's professional development needs, data analysis of students, and necessary feedback to increase student achievement	Administration	June 2012	
3	3. Leadership opportunities- activities to provide teacher leaders with opportunities beyond the classroom into an administrative roll	Administration	June 2012	
4	4. Professional Learning Communities will provide teachers with the opportunity to discuss best practices on a variety of topics while addressing the needs of our student population.	PLC Facilitators	June 2012	

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
Gail Markowitz (Out-of-Field) Solange Joseph (Out-of-Field) Ryan Reidy (Out-of-Field) Ellie Williams (Out-of-Field) Beatrice Meyer (Out-of-Field)	Mrs. Markowitz is currently awaiting addition of her Reading Endorsement on her certificate Solange Joseph, Ryan Reidy, Ellie Williams and Beatrice Meyer are utilizing a one year out-of-field waiver

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
51	2.0%(1)	11.8%(6)	70.6%(36)	15.7%(8)	41.2%(21)	100.0%(51)	21.6%(11)	5.9%(3)	88.2%(45)

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
Roxana Rivero	Lori Reichart	Ms. Rivero is an experienced Science Teacher that will help Ms. Reichart with curriculum and instruction as well as provide best practices and any support needed elsewhere.	NESS- Curriculum and Classroom Management
Cara Correa	Natalie Troadec	Mrs. Correa is an experienced Math Teacher that will help Ms. Troadec with curriculum and instruction as well as provide best practices and any support needed elsewhere.	NESS-Curriculum and Classroom Management
Bressy Rubio	Amir Ibrahim	Mrs. Rubio is an experienced teacher that will help Mr. Ibrihim with curriculum and instruction as well as	NESS-Curriculum and Classroom Management

		provide best practices and any support needed elsewhere.	

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I Funds will be utilized for Parent Involvement Trainings—including paying staff salaries, supplies and materials. Student Agendas will also be purchased so that effective communication between parents, teachers, and students can continue. Parent Seminar attendance will also be paid for out of Title I funds.
Title One funds will be used to pay substitutes so that teachers will be able to attend various Professional Development courses provided by the district.
Three teachers will also attend International Baccalaureate (IB) training and the Title One funds will be used for registration fees as well as travel expenses.
Professional Development books (Writing in the Content Area, Numbers and Operations, Differentiated Learning, Classroom Troubleshooting, and Technology Integration) will be purchased with the funds as well so that best practices can be shared at training sessions.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

ELL Support
The District provides educational material to improve the education of ELL students.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds will be used for Student Tutoring Programs—including staff salaries and materials. Teacher trainings for Parent Involvement will also be paid from SAI.

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

All 7th grade students participate in Career Visions a District-wide technology based curriculum.

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.

Identify the school-based MTSS leadership team.

Principal: Patricia Hague (SAC member)
Assistant Principal: Cheryl Rubin
Assistant Principal: Mark Henderson
Assistant Principal: Selima Mignott-Watson
Reading Coach: Jennifer Folger (SAC co-chair)
Innovative Program Specialist: Bressy Rubio
ESE Specialist: Dorothy Clarke-Clair
Guidance Director: Leroy Kerr
Guidance Counselor: Sam Rossi
Guidance Counselor: Nicola Homy
Micro-tech Specialist: James Burke (SAC member)
Department Heads: Robert Boutin (SAC member), Richard Ledgister (SAC co-chair), Michal Gerard, AnneMarie Poulos
Psychologist: Julie Franzese
Social Worker: Jeerdean Ferguson
Classroom Teacher as needed

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?

Guidance Counselors will coordinate all MTSS meetings.
The grade level Assistant Principal and Guidance Counselor will be responsible for case management.
Information pertaining to cases will be tracked and stored in TERMS
Tier 1 and 2 meetings will take place on Tuesdays, and Tier 3 meetings will be scheduled on Wednesdays when the School Psychologist and School Social Worker are at our school. Depending on the needs of the meeting, necessary members of the team will meet on a weekly basis to discuss the following items: data chats, trends from classroom observations, safety, technology concerns, and behavior issues. Specifically the MTSS team will inspect the areas of behavior (in and out of the classroom setting) and attendance (including tardies) by tracking individual student trends and data. Using this data will allow the MTSS team to make informed decisions on the interventions that will be used in the classroom as well as outside of the classroom, as needed.

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

The MTSS Leadership team will meet with the School Advisory Council (SAC) and Principal to help develop the SIP. Members of the MTSS team will also attend the SAC meetings in order to keep information current and the members of SAC informed of the needs of our students. Trends from Tier 1 data will be collected and discussed to determine what actions or strategies are needed to assist teachers with increasing student achievement. Tier I data is routinely inspected in the areas of reading, math, writing, science and behavior. This data is used to make decisions about modifications needed to core curriculum and school-wide approach to behavior management. This data is used as a means of screening and is used to help identify students who are struggling with either academics or behavior who may need to be in need of Tier 2 and 3 interventions.

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.

Reading
Baseline: PMRN (Progress Monitoring Reporting Network) and FAIR (Florida Assessment in Reading) AP 1(Assessment Period)
Midyear: PMRN and FAIR AP 2

Math:
Baseline: BAT I (Benchmark Assessment Test)
Midyear: BAT II
End of Year: FCAT (Florida Comprehensive Assessment Test)

Science:
Baseline: BAT I
Midyear: BAT II

Writing:
Baseline: Diagnostic Writing Prompt
Midyear: Diagnostic Writing Prompt

Behavior
Baseline: BASIS
Midyear: BASIS

Describe the plan to train staff on MTSS.

Professional development will be provided during morning trainings in small groups, morning training sessions will occur throughout the year. The training will be delivered by a number of trainers including Administration, Guidance, Instructional Coaches, ESE Specialist and Lead Teachers, when appropriate. The RtI team will also evaluate additional staff PD needs during the weekly "Patriot Briefing" meetings. Trainings will include but are not limited to Literacy Strategies across the Content Areas, ESE strategies, and Behavior strategies.

Describe the plan to support MTSS.

MTSS will be supported in various ways including the professional development needs for our teachers. This will help to alleviate the caseload by making our teachers aware of the needs of our students who are in the RtI process through MTSS. SAC will support MTSS by sharing pertinent information with all stakeholders who can assist MTSS. Also Administration and Guidance will ensure that all necessary meetings are scheduled and necessary members are in attendance.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Patricia Hague-Principal
Selima Mignott-Watson-Assistant Principal
Jennifer Folger-Reading Coach
Aaronette Gresham-Reading Teacher and ESOL (6-8)
Richard Ledgister-Language Arts Department Head (6-8)
AnneMarie Poulos-Science Department Head (6-8)
Michel Gerard-Math Department Head (6-8)
Robert Boutin-Social Studies Department Head (6-8)
Kathy Crotty-Electives Department Head (6-8)
Dorothy Clarke-Clair-ESE Specialist (6-8)

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

The LLT will meet once a month to discuss the monthly findings from PLC's, department meetings grade level meetings and data chats. The LLT will be responsible for communicating information from the meetings to the staff they are responsible for. They will also bring information from their departments to the monthly meetings. The LLT will also implement trainings pertaining to information discussed at the meetings

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

A major initiative will be the development of model/demonstration classrooms. During observations administration will identify classrooms with extraordinary use of various learning strategies including technology, organization, classroom management, and other aspects that lend to great teaching. These classrooms will be identified and made available to other staff members to view or visit upon agreement by the model/demonstration teachers.

The LLT will also be looking for teachers who exemplify the qualities needed to become NGCAR-Pd teachers. The NGCAR-Pd trainers (Jennifer Folger and Bressy Rubio) or district trainers will be responsible for conducting trainings for these teachers so that they will be able to incorporate the NGCAR-Pd information into subject area classrooms.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

This year all teachers will be incorporating the Common Core Standards into their daily instruction. The teachers will be trained in PLC's, which meet weekly, on effective strategies for implementing good teaching practices into their curriculum. Administration will be able to observe the implementation during their various observations where they will gather data points that be used for whole school trainings. The PLC's will include varied teams and teachers from different areas of curriculum that will help to infuse the standards into every classroom.

*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:	In grades 6-8, 30% (312) of students will achieve level 3 on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (205) 855 students	30% (312) aprox. 1040 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Only Level 1 and 2 students are placed in a district reading class.	Reading classes are helpful in allowing students extra practice time for developing their reading skills. We are using Word Generation in our critical thinking classes to assist our FCAT level 3, 4 and 5 students maintain or improve their reading scores.	Administration and Reading Coach	We will review our FAIR scores to look for areas of improvement as well areas of concern.	FAIR Reports
2	Lack of student motivation	To incorporated effective research-based teaching strategies that will keep our students engaged.	Administration and Reading Coach	Use data points from the Marzano Evaluation Model	Marzano Observation data points
3	Lack of reading for interest	Restart Accelerated Reading (AR) Program	Media Specialist, Reading Coach and Teachers	Evaluate the books students are checking out to determine interest	AR Reports

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:	In grades 6-8, 45% (5) of students will achieve level 4,5 or on the 2013 administration of the Reading Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3) 8 students	45% (5) 11 students

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 6-8, 25% (212) of the students will score at or above achievement level 4 in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (212) 855 students	30% (312) 1040 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to higher-order questioning	Teachers will follow the Literacy Across the Curriculum Monthly Calendar and incorporate FCAT Test Specifications into their Lesson Plans	Administration, Reading Coach and Department Heads	Lesson Plans will be review quarterly	Assessments usin questions based o Common Core Standards
2	Students who scored a level 4 or 5 on FCAT will not be enrolled in a district reading class	Students will practice their reading strategies in content area classes as well as in their critical thinking, elective class	Administration and Reading Coach	Monitoring of reading strategies used during CWT	Classroom assessments and FAIR Test results
3	Lack of reading for interest	Restart AR program	Media Specialist, Reading Coach and Teachers	Evaluate the books students are checking out to determine interest.	AR Reports

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:	In grades 6-8, 45% (5) of the students will achieve a level 7 or above on the Reading FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3) 8 students	45% (5) 11 students

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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:	In grades 6-8, 60% (624) of students will make learning gain of the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (469) 816 students	60%(624) 1040 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Only students who score a level 1 or 2 on the Reading FCAT have a reading class.	Students are placed in reading classes according to the District Reading Placement criteria. Level 3, 4 and 5 students will receive instruction through their critical thinking class. All students will receive practice during their core academic classes	Administration, Department Heads and Reading Coach	Data chat discussions using various assessments	FAIR Reports
2	Deterioration of skills over the summer	Create Summer Reviews and Post on line. Send home letters with Summer Reading Lists. Students to earn incentives.	Reading Coach and Language Arts Department Head	Discuss at SAC meetings to get all stakeholders involved so that we can prepare reviews ahead of time	Completed studen reviews as well as in class assessments to determine if reviews helped to keep skills fresh in students' minds.
3	Need for remedial activities for basic skills using reading websites	Create a Reading lab in the school with rotating schedules for reading classes	Reading Department Head and Reading Teachers	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the program assessments.

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:	In grades 6-8, 82% (9) of students will make learning gains on the Reading FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6)	82% (9) 11 students

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 6-8, 60% (156) of students in the lowest 25th percentile will make learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (119) 213 students	60 % (156) 260 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Deterioration of reading skills over the summer	Create Summer Reviews and post them online. Send home letters with Summer Reading Lists	Reading Coach and Language Arts Department Head	Discuss at SAC meetings to get all stake holders involved so that reviews can be prepared	Completed studen reviews as well as in class assessments to determine if their skills remained fresh in their mind
2	Need for remedial activities for basic skills using reading websites	Create a reading lab in the school with rotating schedules for reading classes	Reading Department Head and Reading Teachers	Teachers can use the data from the computer programs to drive instruction in the classroom	Data from the program assessments
3	Lack of student motivation	Incorporate effective research-based teaching strategies that will keep our students engaged	Administration and Reading Coach	Use data points from the Marzano Evaluation Model	Marzano Observation data points.

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 : In six years, we will reduce our achievement gap by 50% in reading.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

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:

	To decrease the percentage of White students not making AYP from 31% (62) to 27% (90) on the 2013 FCAT Reading Test

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To decrease the percentage of Black students not making AYP from 63% (294) to 60% (364) on the 2013 FCAT Readin Test. To decrease the percentage of Hispanic students not making AYP from 51% (61) to 48% (71) on the 2013 FCAT Reading Test. To decrease the percentage of Asian students not making AYP from 29% (10) to 27% (11) on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31% (62) Black: 63% (294) Hispanic: 51%(61) Asian: 29% (10)	White: 27% (90) Black: 60% (364) Hispanic: 48% (71) Asian: 27% (11)

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	Lack of student motivation	To incorporate effective research-based teaching strategies that will keep our students engaged.	Administration and Reading Coach	We will use data points from the Marzano Evaluation Model	Marzano Observation data points
2	Deterioration of skills over summer	Create Summer Reviews and Post on line. Send home letters with Summer Reading Lists.	Reading Coach and Language Arts Department Head	Discuss at SAC meetings to get all stakeholders involved so that we can prepare reviews ahead of time	Completed studen reviews as well as in class assessments to determine if reviews helped to keep skills fresh in students' minds.
3	Need for remedial activities for basic skills using reading websites	Create a Reading lab in the school with rotating schedules for reading classes	Reading Department Head and Reading Teachers	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.

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:	To decrease the percent of ELL students not making AYP from 88% (38) to 80% (56) on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (38) 43 students	80% (56) 70 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	To incorporate effective research-based teaching strategies that will keep our students engaged.	Administration and Reading Coach	We will use data points from the Marzano Evaluation Model	Marzano Observation data points
	Deterioration of skills over summer	Create Summer Reviews and Post on line. Send home letters with	Reading Coach and Language Arts Department Head	Discuss at SAC meetings to get all stakeholders involved so that we can	Completed studen reviews as well as in class

2		Summer Reading Lists.		prepare reviews ahead of time	assessments to determine if reviews helped to keep skills fresh in students' minds.
3	Need for remedial activities for basic skills using reading websites	Create a Reading lab in the school with rotating schedules for reading classes	Reading Department Head and Reading Teachers	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.

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:	To decrease the percent of SWD students not making AYP from 80% (67) to 76% (70) on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (67) 84 students	76% (70) 92 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	To incorporate effective research-based teaching strategies that will keep our students engaged.	Administration and Reading Coach	We will use data points from the Marzano Evaluation Model	Marzano Observation data points
2	Deterioration of skills over summer	Create Summer Reviews and Post on line. Send home letters with Summer Reading Lists.	Reading Coach and Language Arts Department Head	Discuss at SAC meetings to get all stakeholders involved so that we can prepare reviews ahead of time	Completed studen reviews as well as in class assessments to determine if reviews helped to keep skills fresh in students' minds.
3	Need for remedial activities for basic skills using reading websites	Create a Reading lab in the school with rotating schedules for reading classes	Reading Department Head and Reading Teachers	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.

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:	To decrease the percent of ED students not making AYP from 62% (350) to 58% (313) on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (350) 567 students	58% (431) 744 students

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	Need for remedial activities for basic skills using reading websites	Create a Reading lab in the school with rotating schedules for reading classes	Reading Department Head and Reading Teachers	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.
2	Deterioration of skills over summer	Create Summer Reviews and Post on line. Send home letters with Summer Reading Lists.	Reading Coach and Language Arts Department Head	Discuss at SAC meetings to get all stakeholders involved so that we can prepare reviews ahead of time	Completed studen reviews as well as in class assessments to determine if reviews helped to keep skills fresh in students' minds.
3	Lack of student motivation	To incorporate effective research-based teaching strategies that will keep our students engaged.	Administration and Reading Coach	We will use data points from the Marzano Evaluation Model	Marzano Observation data points

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
Common Core	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration
Content Area Literacy Strategies	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration

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
County Trainings	Substitute Coverage for Professional Development	Title One	$750.00
Out of County Trainings	Travel Expenses for 1 Teacher to attend IB Training	Title One	$1,667.00
PLC-Supplies	Supplies for PLC	Title One	$378.00

			Subtotal: $2,795.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
IB Registration Fee	Registration Fees for IB Training out of county	Title One	$833.00
Professional Library	Professional Books	Title One	$325.00
Teacher's salaries	Teacher's salaries	Title One	$650.00
			Subtotal: $1,808.00
			Grand Total: $4,603.00

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. CELLA Goal #1:	The percentage of students scoring proficiency in listening/speaking will increase from 32% (18) to 37% (21) on the 2013 administration of the CELLA Test.
2012 Current Percent of Students Proficient in listening/speaking:	
32% (18) 56 students	

Problem-Solving Process to Increase Student Achievement

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

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 percentage of students scoring proficiency in reading will increase from 23% (13) to 30% (17) on the 2013 administration of the CELLA Test.
2012 Current Percent of Students Proficient in reading:	
23% (13)	

Problem-Solving Process to Increase Student Achievement

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

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 percentage of students scoring proficiency in writing will increase from 21% (12) to 28% (16) on the 2013 administration of the CELLA Test.
2012 Current Percent of Students Proficient in writing:	
21% (12) 56 students	

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 6-8, 27% (280) of students will achieve level 3 on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (202) 855 students	27% (280) 1040 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enter the grade without a mastery of basic concepts (times tables, basic operations)	Times tables and remediation packet given to students at the end of the year. Answers posted on-line and in local libraries. Incentives for completion and mastery given when students return to school	Math Department Head and Administration	Teachers will compare the readiness of our students in comparison to those who completed the packets	Ongoing assessments in math class.
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head and Administrator	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.
3	Reading deficiencies affecting students' understanding of math	More collaboration with Reading and Language Arts Department for reading strategies	Math Department Head, Language Arts Department Head and Reading Department Head	Teachers will be trained on reading strategies to use in their math classes during PLC's	Data from class assessments as the teachers are using the various strategies.

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:	In grades 6-8, 45% (5) of students will achieve level 4, 5, o 6 on the 2013 administration of the Mathematics FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3) 8 students	45% (5) 11 students

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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:	In grades 6-8, 30% (312) of the students will achieve above proficiency in reading on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (241)	30% (312)

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	Differentiating instruction within the advanced math classes to meet all students needs	Use project-based learning to focus on students strengths and weaknesses to help with differentiation.	Math Department Head	Lesson Planning to include differentiation	BAT I and BAT II results as well as project-based assessments
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head	Teachers can use the data from the computer programs to drive instruction in the classroom	Data from the programs assessments.

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:	In grades 6-8, 45% (5) of students will achieve level 7 or above on the 2013 administration of the Mathematics FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	45% (5)

Problem-Solving Process to Increase Student Achievement

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

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.	In grades 6-8, 60% (624) of students will make learning gain

Mathematics Goal #3a:	on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (463)	60% (624)

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 enter the grade without a mastery of basic concepts (times tables, basic operations)	Times tables and remediation packet given to students at the end of the year. Answers posted on-line and in local libraries. Incentives for completion and mastery given when students return to schoolMath Department Head and Administration	Math Department Head and Administration	Teachers will compare the readiness of our students in comparison to those who completed the packets	Ongoing assessments in math class.
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head and Administrators	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.
3	Reading deficiencies affecting students' understanding of math	More collaboration with Reading and Language Arts Department for Reading strategies	Math Department Head, Language Arts Department Head and Reading Department Head	Teachers will be trained on reading strategies to use in their math classes during PLC's	Data from class assessments as the teachers are using their various strategies.

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:	In grades 6-8, 82% (9) of students will make learning gains on the 2013 Mathematics FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (5) 8 students	82% (9) 11 students

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 6-8, 45% (187) of students in the lowest 25th percentile will make learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (85) 215 students	72% (187) 260 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enter the grade without a mastery of basic concepts (times tables, basic operations)	Times tables and remediation packet given to students at the end of the year. Answers posted on-line and in local libraries. Incentives for completion and mastery given when students return to school	Math Department Head and Administration	Teachers will compare the readiness of our students in comparison to those who completed the packets	Ongoing assessments in math class.
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head and Administrator	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.
3	Reading deficiencies affecting students' understanding of math	More collaboration with Reading and Language Arts Department for Reading strategies	Math Department Head, Language Arts Department Head and Reading Department Head	Teachers will be trained on reading strategies to use in their math classes during PLC's	Data from class assessments as the teachers are using their various strategies.

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 : In six years we will reduce our achievement gap by 50% in math.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	66%	70%	74%	

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:	To decease the percentage of White students not making AYP from 20% (41) to 18% (67) on the 2013 FCAT Mathematics Test. To decrease the percentage of Black students not making AYP from 65% (305) to 62% (376) on the 2013 FCAT Mathematics Test. To decrease the percentage of Hispanic students not making AYP from 39% (46) to 37% (54) on the 2013 FCAT Mathematics Test. To decrease the percentage of Asian students not making AYP from 24% (8) to 20% (8) on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 20% (41) Black: 65% (305)	White: 18% (67) Black: 62% (376)

Hispanic: 39% (46) Asian: 24% (8)	Hispanic: 37% (54) Asian: 20% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enter the grade without a mastery of basic concepts (times tables, basic operations)	Times tables and remediation packet given to students at the end of the year. Answers posted on-line and in local libraries. Incentives for completion and mastery given when students return to school	Math Department Head and Administration	Teachers will compare the readiness of our students in comparison to those who completed the packets	Ongoing assessments in math class.
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head and Administrator	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.

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:	To decrease the percent of ELL students not making AYP from 86% (37) to 82% (57) on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (37) 43 students	82% (57) 70 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enter the grade without a mastery of basic concepts (times tables, basic operations)	Times tables and remediation packet given to students at the end of the year. Answers posted on-line and in local libraries. Incentives for completion and mastery given when students return to school	Math Department Head and Administration	Teachers will compare the readiness of our students in comparison to those who completed the packets	Ongoing assessments in math class.
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head and Administration	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.

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:	To decrease the percent of SWD students not making AYP from 76% (63) to 72% (66) on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

76% (63) 83 students	72% (66) 92 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enter the grade without a mastery of basic concepts (times tables, basic operations)	Times tables and remediation packet given to students at the end of the year. Answers posted on-line and in local libraries. Incentives for completion and mastery given when students return to school	Math Department Head and Administration	Teachers will compare the readiness of our students in comparison to those who completed the packets	Ongoing assessments in math class.
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head and Administrator	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.

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 mathematics. Mathematics Goal #5E:	To decrease the percent of ED students not making AYP fror 60% (339) to 57% (424) on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (339)	57% (424)

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 enter the grade without a mastery of basic concepts (times tables, basic operations)	Times tables and remediation packet given to students at the end of the year. Answers posted on-line and in local libraries. Incentives for completion and mastery given when students return to school	Math Department Head and Administration	Teachers will compare the readiness of our students in comparison to those who completed the packets	Ongoing assessments in math class.
2	Limited access to math websites such as Compass Odyssey, Triple A Math, Dimension U	Create a Math Lab in the school with rotating schedules for math classes	Math Department Head and Administrator	Teachers can use the data from the computer programs to drive instruction in the classroom.	Data from the programs assessments.

End of Middle School Mathematics Goa

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 nee
of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In grades 7-8, 20% (9) of students will achieve level 3 on the 2013 administration of the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (13) 45 students	20% (9) 45 students

Problem-Solving Process to Increase Student Achievement

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

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In grades 7-8, 80% (36) of students will achieve level 4 or 5 on the 2013 administration of the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (31) 45 students	80% (36) 45 students

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	

Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	0%

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goa

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:	In grade 8, 5% (2) of students will achieve level 3 on the 2013 administration of the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (2)	5% (2)

Problem-Solving Process to Increase Student Achievement

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

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.	In grade 8, 95% (22) of students will achieve level 4 or 5

Geometry Goal #2:	on the 2013 administration of the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (21) 23 students	95% (22) 23 students

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area Literacy Strategies	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration
Common Core	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration

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
County Trainings	Substitute coverage for Professional Development	Title One	$750.00
Out of County Trainings	Travel Expense for 1 Teacher to attend IB Training	Title One	$1,667.00
PLC-Supplies	Supplies for PLC	Title One	$378.00
			Subtotal: $2,795.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
IB Registration Fee	Registration Fee for IB Training out of county	Title One	$833.00
Professional Library	Professional Books	Title One	$325.00
Teacher salaries	Teacher salaries	Title One	$650.00
			Subtotal: $1,808.00
			Grand Total: $4,603.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 8, 32% (113) of students will achieve level 3 on the 2013 administration of the FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (81) 301 students	35% (113) 322 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to a strong lab/learning hands-on environment	To implement field trips addressing earth, life and physical science early in the year	Department Head and Administrator over Science	Teachers will assess students through in-class activities to check for understanding of the material.	Teacher and text created assessments.
2	Weak Reading Skills	More Science content will be taught across the disciplines.	Department Head and Reading Coach	Teachers will assess students through in-class activities to check for understanding of the material.	Teachers will discuss their classroom data during data chats with their teams and compare gains.
3	No books at home for students to review.	Let students take home consumables	Department Head and Science Teachers	Compare scores for students who are utilizing the book at home to study against scores from last year.	Data from student assessments.
4	No current textbook that covers earth science for incoming 8th graders.	Targeted review for Earth Science will take place at Saturday School and alternative Science tutoring	Department Head and Science Teachers	Compare scores for students who took advantage of Saturday School and tutoring	Data from student assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In grade 8, 50% (1) of students will achieve level 4, 5, or 6 on the 2013 administration of the Science FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) 2 students	50% (1) 2 students

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 8, 10% (32) of the students will achieve above proficiency in reading on the 2013 FCAT Science Test,
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (22) 301 students	10% (32) 322 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No access to a strong lab/learning hands-on environment	To implement field trips addressing earth, life and physical science early in the year	Department Head and Administrator over Science	Teachers will assess students through in-class activities to check for understanding of the material.	Teacher and text created assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In grade 8, 50% (1) of students will achieve level 4, 5, or 6 on the 2013 administration of the Science FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) 2 students	50% (1) 2 students

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area Literacy Strategies	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration
Common Core	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
County Trainings	Substitute coverage for Professional Development	Title One	$750.00
Out of County Trainings	Travel Expenses for 1 Teacher to attend IB Training	Title One	$1,667.00
PLC-Supplies	Supplies for PLC	Title One	$378.00
			Subtotal: $2,795.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
IB Registration Fee	Registration Fee for IB Training Out of County	Title One	$833.00
Professional Library	Professional Books	Title One	$325.00
Teacher Salaries	Teacher salaries	Title One	$650.00
			Subtotal: $1,808.00
			Grand Total: $4,603.00

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:	In grade 8, 80% (257) of students will achieve level 3.0 and higher on the 2013 administration of the FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (234)	80% (257)

307 students	322 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support in student writing (elaboration)	Create more avenues for students to be able to practice their writing (Creative writing class, journalism class, book clubs, cross discipline research papers, library open extended hours)	Language Arts Department head and Administrator	Analyze data from baseline to midyear to see if more practice writing during the said activities helps to support their elaboration skills.	Baseline to midyear data analysis
2	Direct vocabulary instruction	Implement vocabulary and spelling tests including specialize vocabulary from all curriculum areas	All Department Heads and Administration	Implement vocabulary assessments to look for improvement in test data including students' FAIR scores	FAIR data
3	Instruction in Logical Thinking	Implement abstract prompts in the school's writing plan.	Language Arts Department head and Language Arts Teachers	In class assessments working with students to build their skills	In class assessments that will be used in data chats to drive instruction.
4	Students lacking skills in Grammar and Conventions	Create new scoring rubrics to reflect a greater emphasis on conventions	Language Arts Department Head and Language Arts Teachers	In class assessments working with students to build their skills	In class assessments that will be used in data chats to drive instruction

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:	In grade 8, 100% (2) of students will achieve level 4 and higher on the 2013 administration of the Writing FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) 2 students	100% (2) 2 students

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration
Content Area Literacy Strategies	All	Bressy Rubio, Amy Taylor-Henry, Richard Ledgister	PLC	Every Thursday	Data Binders will be kept and reviewed	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
County Trainings	Substitute coverage for Professional Development	Title One	$750.00
PLC-Supplies	Supplies for PLC	Title One	$378.00
			Subtotal: $1,128.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Library	Professional Books	Title One	$325.00
Teacher salaries	Teacher salaries	Title One	$650.00
			Subtotal: $975.00
			Grand Total: $2,103.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To increase overall attendance rate by 2% in the 2012-2013 school year. This will be done by decreasing the number of students with excessive absences and excessive tardies overall.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
64	60
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
113	90

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	Tardies- The number of tardy students in the 500 building going to or coming from their elective.	Give students fair warning that the tardies will not be tolerated and revisit the tardy policy at discipline assemblies and one-on-one meetings with habitual offenders.	Teachers Administration, Support Staff	Review absence/tardy information and revisit on a regular basis to determine need.	Pinnacle teacher reports
2	Absenses- Stakeholders not understanding the implications of excessive absences	Inform parents of the new law pertaining to excessive absences at the Title I public meeting (Open House)	Guidance Administration	Review absence/tardy information and revisit on a regular basis to determine need	School attendance 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the number of suspensions by 10 % in both number of suspensions as well as number of students suspended. This would also be applied to in-school and out-of-school suspensions
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1333	1200

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
366	329
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
292	263
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
144	129

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	Ongoing Teacher Trainings in newest classroom management techniques.	Provide trainings at the beginning of the year to include CHAMPS I and CHAMPS II. As well creating a PLC using the Pre-Referral Intervention Manual (PRIM).	Guidance, Teachers, Administration	Provide opportunity for collaboration among teachers and administration to include feedback and surveys as well as RtI meetings involving students who are in need of varied interventions.	Ongoing report tracking the number of suspensions vs. interventions being used that can be discussed at MTSS meetings.

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

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

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

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.*	To increase the number of parents involved at various school trainings and activities from 20% (200) to 25% (250).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% (200)	25% (250)

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration for 2 parents	Title One	$80.00
Communication Workshop	Salaries for teacher presenters (hourly) + 1/2 hour planning	Title One	$490.00
Communication Workshop	Agendas for parent communication	Title One	$2,897.00
Parent Materials for academic standards workshop	Handbook for parent training	Title One	$615.00
			Subtotal: $4,082.00
			Grand Total: $4,082.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	County Trainings	Substitute Coverage for Professional Development	Title One	$750.00
Reading	Out of County Trainings	Travel Expenses for 1 Teacher to attend IB Training	Title One	$1,667.00
Reading	PLC-Supplies	Supplies for PLC	Title One	$378.00
Mathematics	County Trainings	Substitute coverage for Professional Development	Title One	$750.00
Mathematics	Out of County Trainings	Travel Expense for 1 Teacher to attend IB Training	Title One	$1,667.00
Mathematics	PLC-Supplies	Supplies for PLC	Title One	$378.00
Science	County Trainings	Substitute coverage for Professional Development	Title One	$750.00
Science	Out of County Trainings	Travel Expenses for 1 Teacher to attend IB Training	Title One	$1,667.00
Science	PLC-Supplies	Supplies for PLC	Title One	$378.00
Writing	County Trainings	Substitute coverage for Professional Development	Title One	$750.00
Writing	PLC-Supplies	Supplies for PLC	Title One	$378.00
				Subtotal: $9,513.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IB Registration Fee	Registration Fees for IB Training out of county	Title One	$833.00
Reading	Professional Library	Professional Books	Title One	$325.00
Reading	Teacher's salaries	Teacher's salaries	Title One	$650.00
Mathematics	IB Registration Fee	Registration Fee for IB Training out of county	Title One	$833.00
Mathematics	Professional Library	Professional Books	Title One	$325.00
Mathematics	Teacher salaries	Teacher salaries	Title One	$650.00
Science	IB Registration Fee	Registration Fee for IB Training Out of County	Title One	$833.00
Science	Professional Library	Professional Books	Title One	$325.00
Science	Teacher Salaries	Teacher salaries	Title One	$650.00
Writing	Professional Library	Professional Books	Title One	$325.00
Writing	Teacher salaries	Teacher salaries	Title One	$650.00
Parent Involvement	Annual Parent Seminar	Registration for 2 parents	Title One	$80.00
Parent Involvement	Communication Workshop	Salaries for teacher presenters (hourly) + 1/2 hour planning	Title One	$490.00
Parent Involvement	Communication Workshop	Agendas for parent communication	Title One	$2,897.00

Parent Involvement	Parent Materials for academic standards workshop	Handbook for parent training	Title One	$615.00
				Subtotal: $10,481.00
				Grand Total: $19,994.00

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.

View uploaded file (Uploaded on 10/11/2012)

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
To continue our Saturday School Program-Students will be afforded the opportunity to attend Saturday School sessions to help them prepare for the FCAT Test. Students will use a diagnostic computer based program during their time in Saturday School. The funds will be used to pay members of our staff to facilitate the program.	$5,000.00

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

The School Advisory Council (SAC) will monitor and implement the School Improvement Plan to best fit the needs of our entire student population. The SAC will ensure that all funds will be used to promote the academic growth of all of our students. As the SAC, we will revisit the School improvement Plan as often as needed and work closely with the MTSS team to ensure that those students in need of additional assistance receive reasonable accommodations.

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

Broward School District PLANTATION MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	64%	85%	39%	248	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	70%			132	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?	66% (YES)	68% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District PLANTATION MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	57%	94%	39%	250	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	65%	64%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	54% (YES)			118	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					497	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested