

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: EMERALD COVE MIDDLE SCHOOL

District Name: Palm Beach

Principal: Dr. Nancy J. Lucas

SAC Chair: Michael Vennett

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/27/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal: Emerald Cove Middle School 11-12 Grade A: (625) Reading Mastery 64% Math Mastery 70% Writing Mastery 91% Science Mastery 61%
					Principal: Emerald Cove Middle School 10-11. Grade: A (592) Reading Mastery 81% Math Mastery 83% Writing Mastery 96% Science Mastery 69% AYP 79%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math; black student subgroup did not meet targets in reading; economically disadvantaged subgroup did not meet target in reading or math. Principal: Middle School 09-10 Grade: A (599) Reading Mastery 79%

Principal	Dr. Nancy J. Lucas	<p>B.A. Spanish M.A. Spanish Ed.S. Ed. Leadership Ed.D. Ed. Leadership</p> <p>FL DOE Certifications: Spanish 7 – 12 English 6 – 9 ESOL Endorsed School Principal K12 Ed. Leadership K12</p>	6	19	<p>Math Mastery 83% Writing Mastery 94% Science Mastery 63% AYP 87%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math; black student subgroup did not meet targets in reading or math; economically disadvantaged subgroup did not meet target in reading Principal: Emerald Cove Middle School 08-09 Grade: A (592) Reading Mastery 78% Math Mastery 78% Writing Mastery 98% Science Mastery 52% AYP 95%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math Principal: Emerald Cove Middle School 07-08 Grade: A (558) Reading Mastery 75% Math Mastery 74% Writing Mastery 96% Science Mastery 53% AYP 90%, SWD subgroup did not meet targets in reading or math; Black and Economically Disadvantaged (ED) subgroups did not meet targets in reading Principal: Freedom Shores Elementary 06-07 Grade: A Reading Mastery 80% Math Mastery 78% Writing Mastery 82% Science Mastery 57% AYP 90% SWD did not meet targets in reading or math, Black and ED subgroups did not meet targets in math Principal: Freedom Shores Elementary 05-06 Grade: A Reading Mastery 83% Math Mastery 74% Writing Mastery 78% Science Mastery N/A AYP 87% SWD subgroup did not meet targets in reading, Black, ED, and ELL subgroups did not meet targets in math Principal: Freedom Shores Elementary 04-05 Grade: B Reading Mastery 80% Math Mastery 72% Writing Mastery 83% Science Mastery N/A AYP 87%, SWD did not meet targets in reading or math, Black and ELL subgroups did not meet targets in math</p>
		<p>B.S. in Education M.A. in School</p>			<p>Asst. Principal: Emerald Cove Middle School 11-12 Grade A: (625) Reading Mastery 64% Math Mastery 70% Writing Mastery 91% Science Mastery 61%</p> <p>Asst. Principal: Emerald Cove Middle School 10-11 Grade: A (592) Reading Mastery 81% Math Mastery 83% Writing Mastery 96% Science Mastery 69% AYP 79%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math; black student subgroup did not meet targets in reading; economically disadvantaged subgroup did not meet target in reading or math. Asst. Principal: Emerald Cove Middle School 09-10 Grade: A (599) Reading Mastery 79% Math Mastery 83% Writing Mastery 94% Science Mastery 63% AYP 87%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math; black student subgroup did not meet targets in reading or math; economically disadvantaged subgroup did not meet target in reading</p>

Assis Principal	Mr. Tom Fredrickson	Administration Florida Certification in Special Education (Learning Disabilities/ Behavioral Disorders) (K-12) School Administration (K-12)	6	9	Asst. Prin.: Emerald Cove Middle School 08-09 Grade: A (592) Reading Mastery 78% Math Mastery 78% Writing Mastery 98% Science Mastery 52% AYP 95%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math Asst. Prin.: Emerald Cove Middle School 07-08 Grade: A (558) Reading Mastery 75% Math Mastery 74% Writing Mastery 96% Science Mastery 53% AYP 90%, SWD subgroup did not meet targets in reading or math; Black and Economically Disadvantaged (ED) subgroups did not meet targets in reading Asst. Prin.: Polo Park Middle School 06-07 Grade: A Reading Mastery 76% Math Mastery 78% Writing Mastery 94% Science Mastery 57% AYP 97%, SWD did not meet targets in reading Asst. Prin.: Polo Park Middle School 05-06 Grade: A Reading Mastery 74% Math Mastery 72% Writing Mastery 93% Science Mastery N/A AYP 92% SWD subgroup did not meet targets in reading, Black and ED subgroups did not meet targets in math Asst. Prin.: Polo Park Middle School 04-05 Grade: A Reading Mastery 71% Math Mastery 74% Writing Mastery 87% Science Mastery N/A AYP 93% SWD subgroup did not meet targets in reading or math
Assis Principal	Mr. Jason Wheeler	B.A. in elementary ed. M.A. in Ed. Leadership Florida Certification in K-6; Science 5 - 9; Ed. Leadership	3	4	Asst. Principal: Emerald Cove Middle School 11-12 Grade A: (625) Reading Mastery 64% Math Mastery 70% Writing Mastery 91% Science Mastery 61%  Asst. Principal: Emerald Cove Middle School. 10-11. Grade: A (592) Reading Mastery 81% Math Mastery 83% Writing Mastery 96% Science Mastery 69% AYP 79%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math; black student subgroup did not meet targets in reading; economically disadvantaged subgroup did not meet target in reading or math.  Asst. Principal: Berkshire Elem 09-10 Grade: A (564) Reading Mastery 72% Math Mastery 81% Writing Mastery 82% Science Mastery 52% AYP 95%, Students with Disabilities (SWD) subgroup did not meet targets in reading or math
Assis Principal	Mr. Marellius L. King	M.Ed.- Educational Leadership, NOVA Southeastern University; BS- Social Science, Florida State University; Reading Endorsed	1	2	2011-2012 Grade A, 64% reading, 61% in Math, 64% REading Gains, 86% Math Gains, 64% making gains in lowest 25%, 58% making learning gains in math, 61% in science, 90% above level 3 in writing.  2010-2011 Grade: A, Meeting High Standards in: Reading 77%, Math 75%, Writing 93%, Science 69%. AYP: 69%, None of the subgroups represented at CMS used to determine AYP status made AYP under the No Child Left Behind Act.

## 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)
We currently have no Instructional Coaches					

### 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. administration attends Job Fairs	Administrators	as scheduled	
2	2. vacancies posted on PeopleSoft	Principal; payroll secretary	ongoing	
3	3. new teachers assigned a mentor	Assistant Principal	year long mentoring period ending June 2013	
4	4. Beginning teachers are assigned a mentor and a buddy and are introduced to the Educator's Support Program	Assistant Principal	year long mentoring period ending June 2013	
5	5. All teachers receive ongoing staff development through scheduled PDD days, Learning Team Meetings, and monthly staff meetings.	Administration; PDD Team	ongoing ending June 2013	
6	6. Language arts, math, science, social studies, and electives department chairs assist teachers with instruction.	Department Chairs	ongoing ending June 2013	

### 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
4	Teachers are being mentored by their Asst. Principal and encouraged to obtain highly qualified status as soon as possible.

### 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
70	4.3%(3)	17.1%(12)	57.1%(40)	21.4%(15)	21.4%(15)	94.3%(66)	7.1%(5)	7.1%(5)	28.6%(20)

## 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
Brittany Kiser	Stephanie McAliley	Excellent leadership skills and effective mentoring knowledge	Developing the IPDP and FEAP activities
Kimberly Stellman	Joshua McGriff	Excellent leadership skills and effective mentoring knowledge	Developing the IPDP and FEAP activities
Mathew Jensen	Brett Bailey	Excellent leadership skills and effective mentoring knowledge	Developing the IPDP and FEAP activities

## 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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Principal and Assistant Principal provide oversight and monitor progress  
Guidance Representative provides behavioral and social emotional data  
ESE Contact provides data on students with disabilities  
Reading Coach provides student achievement data  
Area RTI Facilitator provides assistance in drilling down data: whole school to grade level to classroom to student

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

The RTI Leadership Team will meet monthly. Additional meetings may be planned as necessary. See above for description of member roles/functions.

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?

Provide formative academic and behavioral data and assist in implementing Florida's Continuous School Improvement Model throughout school year.

### 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.

District data management system (EDW) provides baseline data analysis and reports on academics, demographics, discipline, attendance, and mobility rates, etc.  
Baseline data: Florida Comprehensive Assessment Test (FCAT) and District Diagnostics  
Progress Monitoring: Princeton Review, Scholastic Reading Inventory, FCAT Test Maker, Curriculum Framework Assessments, data driven embedded assessments  
Midyear: Diagnostic Assessment for Reading (DAR), FCAT District Diagnostics  
End of year: FCAT  
Frequency of Data: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during regular faculty meetings and during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions will take place in Fall and Winter terms. The RTI team will also evaluate additional staff PD needs during the weekly RTI Leadership Team meetings.

Describe the plan to support MTSS.

The school-based MTSS Leadership team will meet regularly to discuss and follow specific targeted student needs and intervention progress. Stakeholders will be updated with their progress. The team will use the Problem Solving Model\* to support the process at all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, inclusion facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.)

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Dr. Nancy J. Lucas  
Library Media Specialist: Sharon Neubauer  
ESE coordinator: Tracy Nash  
LA/Reading: Cynthia Richards and Amy Yuzenas. Content Area: Ana Villanueva, Barry Asch, Brittany Kiser, Kimberly Kovacs

Criteria for consideration included a strong background in reading/literacy, a mentor to others, a willingness to grow and learn professionally and share with others, and an ability to come up with innovative ways to promote reading achievement in the school.

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

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

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

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and at home. This is a continuous process throughout the entire school year.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

\*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information and unfamiliar concepts. Students in content area classes receive instruction in learning strategies in order to meet the unique requirements of the individual subject area. Students learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students learn to: understand the organization of their textbooks, including bold-faced type, icons, italics, etc.; recognize organizational patterns in text; understand how pictures and other graphic representations contain information that is important to understanding the text; understand that reading is a process and utilize appropriate reading strategies before, during, and after reading; know which reading strategies are appropriate to use with a particular text; use a variety of study and note-taking skills; understand vocabulary context clues provided by the author; and use word attack skills.

To support students' efforts, content area teachers are trained to use and to teach learning strategies that are effective for their subject areas. Professional development opportunities are provided to support the infusion of reading instruction in content area instruction.

Teachers received CRISS professional development to provide engaging learning strategies for all subject areas across the curriculum. These learning strategies are designed to develop critical thinking, independent readers and motivated learners. These professional development trainings supported subject area classroom explicit instruction and ways to actively engage students in discussion and questioning the text. Content-area books are checked out from the media center or classroom library to be utilized in supporting and deepening the students' understanding of course content. Teachers incorporate both fiction and nonfiction read alouds into the curriculum from a variety of content area text provided through the media center. Teachers incorporate course notebooks, journals, or writing prompts as a tool to improve literacy skills.

The following research supports the systematic delivery of explicit instruction in the use of reading strategies:

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

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In SY13, ECMS will increase its percentage of students achieving level 3 on FCAT 2.0 in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (777)	84%(1041)

#### 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 current funding available	Content area and elective teachers will explicitly infuse higher order questions and CRISS instructional reading strategies and activities that address secondary reading benchmarks.	Principal, Asst. Principal, Dept. Chairs, Library Media Specialist	Lesson plans reviewed by Dept. Chairs and submitted quarterly to the Assistant Principal, monitor implementation through classroom walkthroughs; analyze mini-assessments, SRI scores, EDW Diagnostic scores, and school grades to revise lesson plans.	Classroom walkthrough logs; Lesson Plans; EDW Reports, progress reports, and school grades.
2	Reading strategy instruction needs to occur across all curriculum areas.	Provide staff members with reading across the content areas, strategy instruction, and professional development.	Principal and Administrative Team	Classroom Walk Throughs, monitoring of lesson plans to ensure strategies are being implemented, feedback from teachers after professional development and in service opportunities.	FCAT diagnostic data and performance on the FCAT SSS Reading Assessment
3	Students lack understanding of score reports.	Utilize data chats with students to increase awareness of scores and methods to improve scores	Principal Asst. Principals, teachers	Evaluation of diagnostic scores fall v. winter to assess improvement, FCAT	Diagnostic scores FCAT scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	In SY13, ECMS will increase its percentage of students who achieve a level 4,5, or 6 and participate in the FAA for reading by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 19%(3)of students who participated in the FAA for reading achieved a level 4,5,or 6.	In SY13, 25%(4) of students who participate in the FAA for reading will achieve a level 4,5, or 6.

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 individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  Research based reading program implemented school-wide for FAA students	Administration, ESE Coordinator, ESE Department Chair	Practice FAA materials	FAA Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students making a 4 or 5 on the 2012 FCAT make increase by 3% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(405)	46%(570)

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 technology available	Varied instructional technology applications will be infused to enrich instruction in advanced/Gifted content area classes including Reading Counts and Cranium Core programs. Gifted and advanced level teachers will use direct vocabulary instruction utilizing Sadlier-Oxford Word Attack curriculum that focuses on root words, prefixes and suffixes for vocabulary development.	Principal, Technology Specialist; PDD Team Leader; LanguageArts/Reading Department Chairperson	Lesson plans reviewed by Dept. Chairs and submitted quarterly to the Assistant Principal, monitor implementation through classroom walkthroughs; monitor and analyze data and results of mini-assessments, SRI scores, school grades, and Diagnostic test results.	Classroom walkthrough logs/reports; Lesson Plans; Classroom assessments, Diagnostic tests; EDW Reports, progress reports, report cards
2	Students making a 4 or 5 on the 2012 FCAT will maintain proficiency and make learning gains on the 2013 FCAT.	Board configuration including objectives, agenda, and homework assignments in all classrooms.	Principal, Asst. Principal, Dept. Chairs, Teachers.	Are required board items observed in classrooms	Walkthroughs, Observations of classes.

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	
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reading. Reading Goal #2b:	In SY13, ECMS students who participate in FAA for reading and achieve a level 7 or higher will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 12, 44%(7) of ECMS students who participated in FAA for reading achieved a level 7 or higher.	In SY13, 50%(8) of ECMS students who participate in the FAA for reading will achieve a level 7 or higher.

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 individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  Research based reading program implemented for FAA students.	Administration, ESE Coordinator, ESE Contact	Practice FAA materials, individual class assignments	FAA for Reading

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Emerald Cove Middle School will improve by 4% on the number of students making learning gains on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(576)	66%(818)

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 time for school-wide comprehensive training in Differentiated Instruction	Content area and elective teachers will adhere to course specific instructional scope and sequence frameworks, plan differentiated instruction, implement the Reading Counts program to address individual student needs and address secondary benchmarks through increased incorporation of informational text within course curriculum frameworks.	Principal, Asst. Principal, Dept. Chairs	Monitor implementation through examination of lesson plans and classroom walkthroughs; results and data analysis of SRI tests, Diagnostics Tests, progress report grades, and school grades.	Classroom walkthrough logs; Lesson Plans; report cards; EDW Reports, SRI Reports, Diagnostic reports; Reading Counts reports

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	In SY13, ECMS student who participate in the FAA for reading and make learning gains will increase by 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 12, 56%(9) ECMS students who participate in the FAA for reading made a learning gain.	In SY13, 62%(10) ECMS students who participate in the FAA for reading will make a learning gain.

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 individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Infusion of communication interventions and devices within the class setting.  Research based reading program implemented school-wide for FAA students	Administration, ESE Coordinator, ESE Teacher, ESE Department Chair	FAA sample tests	SY 2013 FAA Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Emerald Cove Middle School students, in the lowest 25%, will make learning gains on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(720)	69%(858)

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 read	Intensive reading classes will be provided to all level 1 and level 2 disfluent readers. Content area and elective teachers will identify Level 1 and 2 students, promote Reading Counts and plan relevant and rigorous differentiated instruction that meets student needs and focuses on higher order critical thinking skills.	Principal, Asst. Principal, Dept. Chairs, Teachers	Monitor implementation through examination of lesson plans and classroom walkthroughs; monitor and analyze SRI, Reading Counts, and Diagnostic results; progress report grades, and report card grades.	Classroom walkthrough logs; Lesson Plans; SRI, EDW, Diagnostic, Reading Counts reports and report cards.

2	Students lack understanding of score reports.	Provide data chats to all students, one on one chats with guidance counselors for identified students, mentoring for identified students, etc.	Principal, Asst. Principal, Dept. Chairs, Teachers.	Increase in diagnostic scores.	Comparison of fall v. winter diagnostic scores.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By 2017, ECMS students will achieve 85% proficiency.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	75	78	80	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In SY13, ECMS will increase reading proficiency for each student subgroup by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White,85%(434); Black,61%(131);Hispanic,67%(171)	Increase the percent of white, black, and Hispanic students scoring at or above grade level by 2% from 85%(434) to 87% (481) , 61%(131) to 63%(166), and 67%(171)to 69%(207) on the 2013 FCAT Reading Test.
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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 time for school-wide multicultural sensitivity training	Utilize the Read 180 program and "Why Try" motivational and study skills curriculum for intensive level 1 & 2 instruction. Content area and elective teachers will model effective reading strategies through incorporating relevant content area literature and informational text presented in print, audio and electronic formats.	Reading Teachers, School Guidance Counselors, Content and Elective Teachers, Library Media Specialist	Monitor implementation through examination of lesson plans and classroom walkthroughs; Counselors will collaborate with reading teachers to schedule and implement curriculum; monitor and analyze results of SRI, Diagnostic, and Reading Counts tests, as well as progress report grades and 9-week/semester school grades.	Classroom walkthrough logs; Lesson Plans, SPARC- School Counselor Report Card; Accountability Report Card; student report cards, progress reports, EDW Reports.

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2013 ECMS SWD will increase their reading scores by 2% on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(41)	Increase the percent of Students with Disabilities (SWD) scoring at or above grade level from 36%(41) to 38%(58) on the 2013 FCAT Reading Test.

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 number of ESE Faculty to provide small group instruction with additional accommodations and modifications	Determine core instructional needs by reviewing assessment data for all SWD. Plan differentiated instruction using evidence-based instruction/ interventions including an inclusion model of instruction in content areas	ESE Contact, ESE Dept. Chair, Reading Teachers	Student progress will be assessed using mini-assessments as well as District Fall and Winter FCAT Diagnostics. Percent of students making adequate progress toward benchmarks will be calculated	EDW assessment data reports

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In SY13, ECMS will increase reading proficiency for Economically Disadvantaged students by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(234)	Increase the percent of Economically Disadvantaged students scoring at or above grade level from 64%(234) to 66%(260) on the 2013 FCAT Reading Test.

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 time for comprehensive training in teaching children of poverty	Determine core instructional needs by reviewing assessment data for all ED students. Plan differentiated instruction using evidence-based instruction/ interventions including an inclusion model of instruction in content areas.	ESE Contact, ESE Dept. Chair, Reading Teachers	Student progress will be assessed using mini-assessments as well as District Fall and Winter FCAT Diagnostics. Percent of students making adequate progress toward benchmarks will be calculated	EDW assessment data reports
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CRISS Strategies/Reading Counts for all content and elective teachers	6-8 All content areas	Rae Jensen	School Wide	Early Release September 2012	Peer teacher observations, Classroom Walkthroughs; teacher post-tests and PLC's	Principal and Assistant Principals
Technology applications for RTI Tiers 1,2 and 3 in reading for all content and elective teachers	6-8 All content areas	Rae Jensen	School Wide	Early Release October 2012	Peer teacher observations, Classroom Walkthroughs; teacher post-tests and PLC's	Principal, Assistant Principals, Technology Specialist
Marzano Instructional Effectiveness Strategy	6-8	Principal, Assistant Principals, and all Academic Department Chairs	School Wide	Early Release Days and Monthly LTM's	Peer teacher observations, Classroom Walkthroughs, and iObservation	Principal and Assistant Principals
Common Core/NGSSS for reading in all content and elective areas	6-8 All content areas	Rae Jensen	School Wide	Early Release August 2012	Peer teacher observations, Classroom Walkthroughs; teacher post-tests and PLC's	Principal and Assistant Principals

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:		N/A		
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

2012 Current Percent of Students Proficient in writing:

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

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In SY13, ECMS will increase its percentage of student proficiency in math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (800)	87% (1078)

### 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 current funding available	The school will utilize District provided focus lessons, incorporate Problem-of-the-Day warm-ups that focus on secondary benchmarks, and utilize Core K12 diagnostic and mini assessments to monitor student progress and understanding of grade level benchmarks.	Principal, Asst. Principal, Math Dept. Chair	Review data reports to ensure teachers are assessing students according to the created schedule	EDW assessment data reports
2	Guiding students to understand goal-setting and how to achieve scores on testing.	Math teachers will follow the instructional frameworks including scope and sequence and pacing chart. - Identify students for enrichment - Data chats	Principal and Asst. Principals	Class visits, LTM reports	Diagnostic test scores, FCAT
3	Students that are proficient do not receive the benefit of intensive math classes.	Differentiated instruction will be offered in all classes.	Principal, Asst. principals, Teachers	Fall v. winter diagnostic scores.	Diagnostic results, EDW reports, FCAT 2013 results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In SY13, ECMS will increase its percentage of FAA students scoring levels 4,5, and 6 in mathematics by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 38% (6) of FAA students at ECMS scored proficient at levels 4,5, and 6.	In SY13, 44% of FAA students at ECMS will score proficient at levels 4,5,and 6.

### Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students individual behavior and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to students to ensure delivery of instruction.  Manipulatives will be used for instruction with students participating in the FAA.	Administration, ESE Coordinator	Practice FAA materials, individual classroom assessments	FAA for Math

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Students achieving above proficiency (FCAT Level 4 & 5) in math will maintain proficiency and experience learning gains on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(458)	52%(645)

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 current funding available	Connect Ed and other educational technology applications will be infused into instructional strategies to enhance and challenge students with higher level thinking and performance standards.	Math Dept. Chairperson and Subject Area Assistant Principal	Lesson plans reviewed by Dept. Chairs and submitted quarterly to the Assistant Principal, monitor implementation through classroom walkthroughs	Classroom walkthrough logs; Lesson Plans; EDW Diagnostic reports, progress reports, and report card grades.
2	Students that are proficient do not receive the benefit of intensive math classes.	Differentiated instruction will be offered in all classes.	Principal, Assistant Principals, Teachers	Improvement in scores will be realized as differentiated instruction is utilized in all classes.	Diagnostic results, EDW reports, FCAT 2013 results.
3	Level 4 & 5 students do not receive additional instruction through intensive mathematics classes to maintain proficiency.	Students scoring a level 4 & 5 will receive enrichment through differentiated instruction.  - Data chats to make students aware of assessment levels - Mentoring/encouragement to students.	Principal and Assistant Principals	Improvement in scores will be realized as differentiated instruction is utilized in all classes.	Diagnostic tests, 2013 FCAT results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	In SY13, ECMS will increase its percentage of FAA students achieving level 4 and above in mathematics by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In SY12, 19% (3) of FAA students achieved a level 7 or above on the Florida Alternate Assessment for mathematics.	In SY13, 25% (4) of FAA students will achieve a level 7 or above on the Florida Alternate Assessment for mathematics.
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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 individual and behavior communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to ensure mastery of instruction.  Use of manipulatives in the class setting for delivery of math instruction.	Administration ESE Coordinator	FAA practice materials, individual class assessment.	FAA for Math

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal # 3a:	Emerald Cove Middle School will improve the percentage of students making learning gains in mathematics when comparing scores on 2012 FCAT v. 2013 FCAT by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(686)	78%(967)

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 current funding available	Math teachers will plan and implement differentiated instructional strategies to develop relevant and rigorous grade-level specific activities that address individual student needs.	Principal, Asst. Principal, Math Dept. Chair	Monitor implementation and effectiveness through examination of lesson plans, Classroom Walk-throughs, grades on progress reports, and diagnostic test results.	Classroom walkthrough logs; Lesson Plans progress reports and report cards.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	In SY13, ECMS will increase its learning gains of student's participating in the Florida Alternate Assessment for math by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 44% (7) of student who participate in the Florida Alternate Assessment for math made a learning gain.	In SY13, 50% (8)of students participating in the Florida Alternate Assessment for math will show a learning gain.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student individual behavior and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instructions to students to ensure mastery of instruction.  Manipulatives used in class setting for delivery of instruction	ESE Coordinator, Administration	FAA practice materials, individual class assessment	FAA for Math

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Students in the subgroup Lowest 25% will experience growth as shown on Fall v. Winter Diagnostic scores. In addition, these students will make learning gains on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(804)	73%(908)

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 time and funding to provide school-wide RTI Process training	Math teachers will plan and implement differentiated instruction (RTI) for Tiers 1, 2 and 3 to address individual student needs.	Principal, Subject Area Administrator, Math Department Chairperson	Monitor implementation and effectiveness through review of lesson plans, Classroom Walkthroughs, grades on progress reports, and diagnostic test results.	Classroom Walkthrough logs, lesson plans, progress reports, and report cards.
2	Need for enhanced programming in class.	Teachers will utilize available technology on campus (for use in classroom or computer labs) to improve student scores.	Principal and Assistant principal	An increase in student scores will be realized when comparing 2 diagnostic tests.	Comparison of diagnostic test scores, FCAT 2013 scores.

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 # By 2017 87% of students at ECMS will achieve proficiency.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	78	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Increase the percent of white, black, and Hispanic students scoring at or above grade level by 2% on the 2013 FCAT Math Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White 84%(428);Black 69%(148);Hispanic 72%(184)	Increase the percent of white to 86%(476), black to 71% (187), and Hispanic students to 74%(222) scoring at or above grade level on the 2013 FCAT Math Test.

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 time and funding for school-wide multicultural sensitivity training	Math teachers will plan and implement culturally responsive instructional practices using FCAT problem solving skills and exposing students to foundational subject area vocabulary.	Principal, Subject Area Administrator, Math Department Chairperson, PDD Team Leader	Monitor implementation and effectiveness of instructional practices by reviewing mini-assessments, progress reports, school grades, and FCAT Math Diagnostic results.	Progress Reports, EDW reports, report cards, district Diagnostic test scores and analysis.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD at Emerald Cove Middle School will show a 2% increase learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(49)	45%(69)

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
	Limited time or funding to provide training to	Math teachers and cooperating ESE Inclusion	Subject Area Administrator,	mini-assessments, IEP Team meetings, Fall and	progress reports, report cards,

1	implement RTI process and ESE Inclusion strategies	teachers will collaboratively plan strategies, modifications and accommodations to meet the individual instructional needs of SWD.	Math department Chairperson, ESE Contact, ESE Department Chairperson	Winter Diagnostic test results analyzed by SWD subgroup, progress report grades, school grades	diagnostic results through EDW
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students at Emerald Cove Middle School will improve by 2% in mathematics on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(252)	71%(278)

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 funding available	Math teachers will implement instructional practices and vary instructional strategies to accommodate differentiated learning styles, set high goals and hold students accountable for meeting grade level expectations.	Principal, Math Dept. Chair, PDD Team Leader	Monitor grades and test results of Economically Disadvantaged students and adjust instructional practices as needed.	progress reports, school grades, diagnostic test results of Economically Disadvantaged students.

End of Middle School Mathematics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In SY13, the number of student who achieve a level 3 on the Algebra EOC will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 35% (78)of student who participated in the Algebra EOC achieved a level 3.	In SY13, 33% (74) will achieve a level 3 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As we address the needs of our students,	Through the use of our School-wide positive	Principal, Assistant	For program participants, there will	Student self-assessments, Fall

1	we have identified the need to build stronger connections to our students.	behavior support program, research has proved that stronger connections to school yields improved behavior in the classroom, improvement in grades, increase of protective factors which help to shield students from the risk factors affecting teens.	Principals, mentoring coordinator	be an increase in diagnostic test scores when comparing fall to winter diagnostics. Monitoring of school-wide data will demonstrate an increase from fall to winter diagnostics.	v. winter diagnostics
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In SY13, ECMS students who participate in Algebra will show an increase of 2% for achieving level 4 and above on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 12, 40% (89)of ECMS students who participated in the Algebra EOC achieved a level 4 or higher.	In SY 13, 42%(95) of ECMS students who participate in the Algebra EOC will achieve a level 4 or higher.

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	Enrichment and higher order thinking skills activities do not occur as often as they should.	Provide a variety of activities, clubs and critical thinking opportunities for students (Academic Games, SECME.)	Administration, Club Sponsors	Attendance in activities, classroom walk throughs	EOC, attendance in activities

End of Algebra EOC Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	In SY13, 100% of ECMS Geometry students will achieve a level 3 or higher on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 100%(47) of students who participated in the Geometry EOC achieved a level 3.	For SY13, 100% (48) of students who will participate in the Geometry EOC will achieve a level 3 or higher.

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
	Lack of time during	Meet regularly with	Administration	Review and decrease of	EOC



1	school day for teachers to cover all material.	teachers to discuss ways to limit intrusions to class instructional time.		activities that take away instructional time
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	In SY13, 100% of ECMS Geometry students will achieve a level 4 or higher on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 100%(47) of students who participated in the Geometry EOC achieved a level 4 or higher.	For SY13, 100% (48) of students who will participate in the Geometry EOC will achieve a level 4 or higher.

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 achieving above level proficiency may have limited opportunities for critical thinking skills related to the mathematical process.	After school clubs and activities will be offered to students to provide enrichment activities in the area of math.	Club Sponsors, Administration	Club rosters	Geometry EOC

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
Common Core/NGSSS for math	6-8	Math Department Chairperson (PLC Leader)	Math teachers	bi-weekly department meetings - August 2012- May 2013	Monitor lesson plans and instructional delivery/board configuration	Principal, Subject Area Administrator, math department chairperson
Culturally appropriate instructional practices	6-8	Rae Jensen (PD Facilitator)	school-wide	Early Release December 2012	Monitor instructional delivery, test scores and grades	Principal, Subject Area Administrator, Math department chairperson
Characteristics of students of poverty	6-8	Rae Jensen (PD Facilitator)	school-wide	Early Release October 2012	Monitor instructional delivery, test scores and grades	Principal, Subject Area Administrator, Math department chairperson
Marzano Instructional Effectiveness Strategy	6-8	Principal, Assistant Principals, and all Academic Department Chairs	school-wide	Early Release Days and Monthly LTM's	Peer teacher observations, Classroom Walkthroughs, and iObservation	Principal and Assistant Principals
Technology applications for RTI Tier 1,2 and 3 in Math courses	6-8	Principal, Assistant Principals, and all Academic Department Chairs	Math teachers	Early Release September 2012	Monitor lesson plans and instructional delivery/board configuration	Principal, Subject Area Administrator, Math department chairperson

Mathematics Budget:

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Science classes will utilize common 9 week assessments (per grade level) based on the benchmarks to measure mastery			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
69%(225)		76%(942)			
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 funding available	Grade 8 Science teachers will increase the use of hands-on labs, incorporate CRISS instructional reading strategies and activities and conduct midterm and quarterly student performance data analysis.	Principal, Subject Area Administrator, Science Department Chairperson	test results and grades.	District-developed Grades 7 and 8 Diagnostic tests; teacher-developed grade 6 science diagnostic tests.
	Development of common assessments.	Science classes will utilize common	Principal and Asst. Principal	Measurement of assessment scores	Assessment scores

2	assessments to assess mastery by students. Grade level teachers will work together to develop assessments as needed.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	In SY13, ECMS will increase its percentage of FAA science students who achieve a level 4,5,or 6 by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 25%(4) of ECMS students who participated in the FAA for science achieved a level 4,5,or 6.	In SY13, 31% (5) of ECMS students who participate in the FAA for science will achieve a level 4,5,or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's individual behavioral and communication needs may interfere with the delivery of instruction in class.	Hands-on function learning activities will be used to present science concepts.  Small group/individualized instruction to ensure mastery of concepts.	Administration, ESE Coordinator	Practive FAA materials	FAA for science

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:	Students will be taught skills to improve motivation, comprehend data related diagnostic scores and to set goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(74)	27%(108)

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	inadequate funding	Provide level 4 and level 5 students the opportunity to participate in a rigorous standards based virtual science course and conduct midterm and quarterly student performance data analysis based on higher order content standards and	Principal, Subject Area Administrator, Science Department Chairperson	progress report grades, school grades, diagnostic test results	progress reports, report cards, EDW reports

		assessments.			
2	Students do not understand the implications that science has in their daily lives.	All students will be required to participate in science fair activities - an activity which promotes the scientific method in action, student based research, evaluation of data and analysis during middle school.	Principal, Asst. Principals and teachers.	Student scores on diagnostics, student self assessments of participation in science fair activities.	Diagnostic results and FCAT 2013 results.

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 SY13, ECMS the percentage of students who participate in the FAA for science and achieved a level 7 or higher will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY12, 31% (5) of ECMS students who participated in the FAA for science achieved a level 7 or higher.	In SY13, 37%(6) of ECMS students who participate in the FAA for science will achieve a level 7 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's individual behavioral and communication needs may interfere with the delivery of instruction in class.	Small group/individualized instruction to ensure master of concepts.  Hands-on functional learning activities to teach the scientific method.	Administration, ESE Coordinator	Practice FAA materials	FAA for Science

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
Marzano Instructional Effectiveness Strategy	6-8	Principal, Assistant Principals, and all Academic Department Chairs	School Wide	Early Release Days and Monthly LTM's	Peer teacher observations, Classroom Walkthroughs, and iObservation	Principal and Assistant Principals
Lesson Study for Science teachers	6-8	Science Department Chairperson (PLC Leader)	Science Teachers	bi-weekly department meetings, December 2012	meeting minutes, classroom observations, lesson plans/board configuration	Principal, Subject Area Administrator, Science Department Chairperson
					meeting minutes,	Principal, Subject

Higher order Science labs implementation	6-8	Science Department Chairperson (PLC Leader)	Science Teachers	bi-weekly department meetings October 2012	classroom observations, lesson plans/board configuration	Area Administrator, Science Department Chairperson
NGSSS training for Science	Science teachers by grade level	Science Department Chairperson (PLC Leader)	Science Teachers	bi-weekly grade level meetings August/September 2012	meeting minutes, classroom observations, lesson plans/board configuration	Principal, Subject Area Administrator, Science Department Chairperson

Science Budget:

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

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:		Identify unique strategies to maintain high level of performance.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100%(324)FCAT Level 3.0 and higher		100%(414) FCAT Level 3.5 and higher			
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
	inadequate funding; State proficiency	In 8th grade, 5 PB Writes Diagnostic	Principal, Language Arts	Palm Beach Writes formative scores and	Palm Beach Writes

1	standards will be raised from 3.0 to 4.0 and writing skills content will be expanded	assessments will be administered, the Holt Online Essay Scorer program will be utilized and students will be provided writing tutorials in February 2013.	Department Chairperson	prescriptive feedback to drive instruction.	
2	Maintaining high level of performance on FCAT.	Utilize new technological resources in the classroom	Principal and Asst. Principal	Measure improvement throughout year on PB writes.	FCAT 2013 scores
3	Students lack an overall understanding of the new scoring related to FCAT Writes.	Writing skills will be focused upon in all Language Arts classes with particular emphasis on conventions and support. In addition, writing skills will be addressed in Social Studies classes.	Principal and Asst. principals	Analyze for growth of PB Writes scores.	PB Writes scores and FCAT 2013 scores

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Marzano Instructional Effectiveness Strategy	6-8	Principal, Assistant Principals, and all Academic Department Chairs	School Wide	Early Release Days and Monthly LTM's	Peer teacher observations, Classroom Walkthroughs, and iObservation	Principal and Assistant Principals

Culturally Appropriate instructional strategies for teaching writing	6-8	Language Arts Department Chairperson (PD Facilitator)/8th Grade Writing Teachers	Language Arts Teachers	bi-weekly department meetings October 2012	meeting minutes, classroom observations, Palm Beach Writes formative scores	Principal, Language Arts Department Chairperson
ESE Instructional Strategies for Teaching Writing	6-8	Language Arts Department Chairperson (PD Facilitator)/8th Grade Writing Teachers; ESE Department Chairperson, ESE Contact	Language Arts and Cooperating ESE Inclusion Teachers	bi-weekly department meetings October 2012	meeting minutes, classroom observations, Palm Beach Writes formative scores	Principal, Language Arts Department Chairperson, ESE Department Chairperson
Instructional Strategies for Teaching Writing to Students of Poverty	6-8	Language Arts Department Chairperson (PD Facilitator)	Language Arts Teachers	bi-weekly department meetings November 2012	meeting minutes, classroom observations, Palm Beach Writes formative scores	Principal, Language Arts Department Chairperson

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal # 1:	This will be required in SY15 according to the FLDOE. SY13 is a baseline year for the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	This will be required in SY15 according to the FLDOE. SY13 is a baseline year for the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of 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:		In grades 6-8, 3% of students had excessive (10 or more) absences in FY 2012. In FY 2013 2% of students will have excessive absences.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
3% attendance rate		2% attendance rate			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
31		21			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
0		0			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student lack of interest/engagement in school	Improve instruction by providing more hands-on activities, relevance and community service in curriculum.	Principal, Subject Area Administrator	Monitor lesson plans, classroom observations, Classroom Walkthroughs, monthly attendance rates, guidance intervention	guidance records and parent conference notes, attendance reports, lesson plans, classroom and CWT notes and documentation.

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
Increase Student Classroom Engagement for SWD and Economically Disadvantaged Students	6-8	Rae Jensen (PD Facilitator), Guidance Department	School-Wide	Faculty Meetings October and November 2012	Monitor number and level of discipline referrals and subgroups	Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:	Students who have been affected by suspension in the past will be targeted with interventions including a mentoring program.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
172	162

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
88	78
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
99	89
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
71	61

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 parental support	Provide Guidance interventions (anger management, etc.) with Level 1 and Level 2 discipline referrals/infractions.	Administrators, Guidance Department Chairperson	Suspension Rates	Suspension Reports on EDW/TERMS

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
Culturally Appropriate teacher-student communication and instructional practices	6-8	Rae Jensen (PD Facilitator)	School-wide	Early Release December 2012	Monitor Suspension Rates on a weekly basis	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			Parent volunteers logged 1995.5 hours in FY 2012. In FY 2013, parents will log at least 2300 volunteer hours.		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
1995.5 parent volunteer hours			At least 2300 parent volunteer hours		
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 parent availability and awareness of volunteer opportunities	Advertise volunteer opportunities on the school's web page and through email and phone messages, and work with PTSA to increase awareness of volunteer opportunities	Principal, Assistant Principal, Volunteer Coordinator, PTSA President	Monthly review of VIPS volunteer tracking system	VIPS tracking system data 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
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Parent volunteer recruitment and retention	6 - 8	Volunteer Coordinator	Administrators, Teachers, and Staff	October 2012 PDD	VIPS volunteer tracking system data reports	Volunteer Coordinator
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Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

*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:		2011-12 data for Emerald Cove Middle School, indicates that 2 CTE programs were offered (Business Leadership skills and Culinary Careers) with a total enrollment of 309 students for the year. Increase enrollment in CTE programs by 3% for SY 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling priorities	Modify scheduling efforts to begin earlier and allow more student choice into academy other than start of middle school	choice program leader	Student requests will be entered into the computer as students enter them onto the course request sheet not just teacher preference. There should be an increase in students enter CTE	Results of the student request tallies should demonstrate an increase in requests for the programs

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
Culturally appropriate instructional practices	6-8	Rae Jensen (PD Facilitator)	school-wide	Early Release December 2012	test scores and grades	Principal, Subject Area Administrator,
Marzano Instructional Effectiveness Strategy	6-8	Assistant Principals	school-wide	Early Release Days and Monthly LTM's	Peer teacher observations, Classroom Walkthroughs, and iObservation	Principal and Assistant Principals

CTE Budget:

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

## Additional Goal(s)

### Appreciation of Multicultural Awareness Goal:

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

<p>1. Appreciation of Multicultural Awareness Goal</p> <p>Appreciation of Multicultural Awareness Goal #1:</p>	<p>Every school in Palm Beach County recognizes and values the racial, ethnic, cultural and language diversity represented in their school. We see it as imperative that all staff members are actively involved in preparing students to interact effectively and positively in a multicultural society. Incorporating culturally responsive, research-based instructional practices across the curriculum affirms our commitment to emphasizing the important role of multicultural education in teaching and learning. School-based initiatives focus on professional development, intergroup relations, equity, democratic governance, and increased academic achievement opportunities for all students. Our goal is to foster appreciation by students and staff of the diverse racial, ethnic, cultural, and language diversity groups represented in our schools, our system, the United States, and the world.</p>
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2012 Current level:	2013 Expected level:
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new objective, no previous baseline data	Reduce incidents involving intolerance or discrimination by 10%.
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#### Problem-Solving Process to Increase Student Achievement

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

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

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

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

Budget:



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

*End of Appreciation of Multicultural Awareness Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 8/30/2012)

## 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
It is anticipated that funds will be used for school-wide tutoring programs and other programs to promote student achievement.	\$575.00

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

The School Improvement and Education Accountability system, which includes School Advisory Councils, sets up priorities and student performance standards that serve as guiding principles for everything the councils do.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District EMERALD COVE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	83%	96%	69%	329	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%	74%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	67% (YES)			127	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					592	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District EMERALD COVE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	83%	94%	63%	319	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	76%			144	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?	65% (YES)	71% (YES)			136	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					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested