FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOMERSET ACADEMY MIDDLE SCHOOL

District Name: Broward

Principal: Bernardo Montero

SAC Chair: Yosi Imperatori

Superintendent: Donnie Carter

Date of School Board Approval: 9/13/2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Bernardo Montero	B.S. in History with a Latin American Studies Minor M.S. in Educational Leadership	9	11	2010-2011 (2011-2012 Data not accessible yet) Somerset Academy Middle School Grade: A Reading Mastery: 83% Lowest 25% in Reading: 75% Math Mastery: 81% Lowest 25% in Math: 72% Science Mastery: 61% Writing Mastery: 93% AYP: No
Assis Principal	WalkiriaSoberon	B.A. in English Literature M.S. in Educational Leadership	4	5	2010-2011 (2011-2012 Data not accessible yet) Somerset Academy Middle School Grade: A Reading Mastery: 83% Lowest 25% in Reading: 75% Math Mastery: 81% Lowest 25% in Math: 72% Science Mastery: 61% Writing Mastery: 93% AYP: No
					2010-2011 (2011-2012 Data not accessible

| Assis Principal | Cristina Camus | K-12 Masters in Reading Certified Language Arts 6-12 Specialist in Educational Leadership | 10 | 1 | yet) Somerset Academy Middle School Grade: A Reading Mastery: 83% Lowest 25% in Reading: 75% Math Mastery: 81% Lowest 25% in Math: 72% Science Mastery: 61% Writing Mastery: 93% AYP: No |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sarah Fye	Certified in Language Arts 6-12	3	1	2010-2011 (2011-2012 Data not accessible yet) Somerset Academy Middle School Grade: A Reading Mastery: 83% Lowest 25% in Reading: 75% Math Mastery: 81% Lowest 25% in Math: 72% Science Mastery: 61% Writing Mastery: 93% AYP: No
Math	Rachel Notowitz	Certified in Math 6-9; Science 6-9	6		2010-2011 (2011-2012 Data not accessible yet) Somerset Academy Middle School Grade: A Reading Mastery: 83% Lowest 25% in Reading: 75% Math Mastery: 81% Lowest 25% in Math: 72% Science Mastery: 61% Writing Mastery: 93% AYP: No

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	Teachers-Teachers.com web-site to advertise openings	Principal and Assistant Principal	Ongoing	
2	Teacher Mentoring Program	Principal, Assistant Principal, Reading Coach, and Leadership Team/Department Chairs	Ongoing	
3	Professional Development	Principal, Assistant Principal, Reading Coach and Leadership Team/Department Chairs	Ongoing	
4	MAP (Merit Award Pay)	Principal and Assistant Principal	Ongoing	
5	Leadership Opportunities	Principal and Assistant Principal	Ongoing	
6	Tuition reimbursement	Principal	Ongoing	
7	Teacher of the Month/Year recognition ceremonies	Administration	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 and none have received less than an effective rating.	Meetings with each of them have taken place. They are being sent to trainings in order to assist in becoming highly effective. Their PGP's are tailored around their specific needs. Tutoring is available to assist them in passing subject and professional exams.

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
34	11.8%(4)	58.8%(20)	26.5%(9)	2.9%(1)	29.4%(10)	91.2%(31)	5.9%(2)	0.0%(0)	17.6%(6)

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
Christie Cardoso	Katherine Beatty	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Erin Golden	Alexandria Fernandez	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Rachel Notowitz	Jonathan Wilson	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
Carolina Cucurullo	Melanie Pistulka	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC
John Ricard	Matt Leban	Subject Area and Experience	Informal observations, walkthroughs, PGP, data chats, clinical educator strategies, PLC

ADDITIONAL REQUIREMENTS

Coordination and Integration

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:
Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early

intervention programs. Ensures implementation of RtI model.
Curriculum Leadership Team:
Participates in student data collection; provides information and data about core instruction; and maintains communication with department members for input and feedback. Develops intervention strategies for struggling students.
Exceptional Student Education Teacher (ESE):
Participates in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and school psychologist.
Counselor:
Monitors student achievement; set-up parent-teacher conferences; develops academic contracts; and communicates with stakeholders.

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 Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies.
The Team will meet on a bi-weekly basis to engage in the following activities:
Monitor progress of low level achievers in math, science, reading and writing.
Monitor the implementation of the Comprehensive Reading Plan across the curriculum.
Develop and monitor a tutoring program that suits the needs of our struggling students.
Use data from in-house interim assessments as well as BEEP's (county) mini-assessments and BAT to determine mastery of benchmarks for all students in reading, science, math and writing.
Review and monitor progress of all students using FCAT Explorer, My Access, JRN, Focus and Carnegie as a supplementary program to the curriculum.
Ensure that all teachers are teaching reading strategies across the curriculum.
Adhere to Instructional Focus Calendars provided by the County.
How does it work with other school teams to organize/coordinate RtI efforts?
All of our school teams meet periodically to frequently monitor programs in place and make informed decisions about changes in the strategic interventions being provided. The information gathered allows for the RTI team to make decisions regarding tier-to-tier placements and to provide oversight of procedures and fidelity of implementation.

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

The Leadership Team will provide levels of support, intervention, and creative methods of instructional delivery consistent and prevalent within thematic units and concepts. Data gathered from formative and summative assessments will be used for

the purposes of decision making to target the weaknesses of our students. The Leadership Team will also monitor the fidelity

of instructional delivery and intervention in order to alter and develop a more in depth school improvement plan year after 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.

A Student database was created and will be used by teachers and administration that incorporates all of this data into one system and assists in determining where our students are and where they need to be.

Describe the plan to train staff on MTSS.

Professional development will be provided during first week of school. Small sessions are planned throughout the year.
Professional development sessions entitled "What is RtI?" and "How can we meet the challenges of implementing data-driven

instruction?" will be infused into on an ongoing basis into the professional development calendar.

Describe the plan to support MTSS.

Continued training from our the technology specialist, administration, and teacher leaders will be offered to support these efforts.

Literacy Leadership Team (LLT)

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

* Walkiria Soberon, Vice Principal
* Jennifer Aguayo, Guidance Counselor
* April Beckenhauer, Art Teacher
* Vielka Delgado, Math Teacher
* Lisa Piterski, Science Teacher
* Sarah Fye, Reading Coach
* Greg Notowitz, Social Science Teacher
* Miriela Vazquez, Language Arts Teacher
* Diana Santangelo, Foreign Language Teacher

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

Much like the RTI Team, the LLT will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The Team will meet on a monthly basis to engage in the following activities:
Monitor progress of low level achievers in reading and writing.
Monitor the implementation of the Comprehensive Reading Plan across the curriculum.
Develop and monitor a tutoring program that suits the needs of our struggling students.
Use data from in-house interim assessments as well as BEEP's (county) mini-assessments and BAT to determine mastery of benchmarks for all students in reading, science, math and writing in order to decipher if the programs in place are working for

our students.
Ensure that all teachers are teaching reading strategies across the curriculum.
Adhere to Instructional Focus Calendars provided by the County.

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

Based on research on student achievement and school data, in alignment with the Next Generation Sunshine State Standards and in light of the advent of the implementation of the Common Core Standards, the team will oversee the implementation of the revised school reading plan, which focuses on a major area of weakness in our students, vocabulary. The team will focus on composing needs assessments of its teachers and providing professional development opportunities in accordance with meeting those needs.

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.

*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:	An analysis of the 2012 FCAT Reading test indicates that 75% of our students achieved a level 3 in Reading. Our current goal is to increase the percentage of students achieving at least a level 3 on the 2013 FCAT Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (627) out of 837 students tested obtained a 3 or above	80% (685) out of 857 students will obtain a 3 or above

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	Moving part of the lowest 25% from a 1 or 2 into a level 3	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from Florida Oral Reading Fluency and the Maze. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses and LA courses. Rubrics, graphic organizers and metacognitive strategies will be addressed on the Instructional Focus Calendars will be provided to the reading teachers	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2012 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2010-2011 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum.	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; EOC's CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	An analysis of the 2012 FCAT Reading test indicates that 43% of our students achieved a level 4 or 5 in Reading. Our current goal is to increase the percentage of students achieving a level 4 or 5 on the 2013 FCAT Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (360) out of 837 students tested obtained a 4 or 5	48% (411) out of 857 students will obtain a 4 or 5

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is to have a growth of about 10 students scoring level 4's or 5's	Enroll students in advanced classes focusing of FCAT and SAT strategies with highly qualified instructors. Provide specific reading enrichment and administer mock FCAT/SAT exams in order to measure growth and determine instructional adjustment. Rubrics, graphic organizers and meta-cognitive strategies will be addressed on the Instructional Focus Calendars will be provided to all teachers	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test maker will be used to assess comprehension and mechanic skills;	Simulated FCAT reading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; EOC's; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum. PSAT and SAT assessments;

| | | | | Summative evaluation will be conducted as part of the 2011 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2010-2011 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum | Princeton Review SAT tutoring sessions. |

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

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	An analysis of the 2012 FCAT Reading test indicates that 73% of our students made gains in Reading. Our current goal is to increase the percentage of students making learning gains on the 2013 FCAT Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (611) out of 837 students made learning gains	78% (668) out of 857 students will make learning gains

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Getting the lowest 25% to meet proficiency in reading	Enroll students in a reading intervention course with highly qualified instructors	Language Arts Teachers, Department Heads,	Students will continuously be monitored for improvement and	FAIR; Simulated FCATreading performance

1		that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from Florida Oral Reading Fluency and the Maze. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and metacognitive strategies will be addressed on the Instructional Focus Calendars will be provided to the reading teachers.	Administrators and Curriculum Specialist.	proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test Maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2012 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2010-2011 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum.	items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; EOC's; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	An analysis of the 2012 FCAT Reading test indicates that 63% of our lowest 25% made gains in Reading. Our current goal is to increase the percentage of students making learning gains on the 2013 FCAT Reading by 5%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	63% (527) out of 837 students in lowest 25% made learning gains	68% (663) out of 857 students will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making the bulk of the lowest 25% proficient	Enroll students in a reading intervention course with highly qualified instructors that have taught intensive classes. Provide specific reading interventions, such as pull outs by the Reading Coach who will administer differentiated time and resources to the students. Provide ongoing process monitoring using a variety of measures to determine instructional adjustment. The assessment data from Florida Oral Reading Fluency and the Maze. Reading comprehension and vocabulary strategies will be integrated in all Intensive courses. Rubrics, graphic organizers and metacognitive strategies will be addressed on the Instructional Focus Calendars will be provided to the reading teachers	Language Arts Teachers, Department Heads, Administrators and Curriculum Specialist.	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress. As part of the instructional strategies, students and parents are given periodic updates of progress made through our Pinnacle Parent Portal. In addition, FCAT Explorer will be evaluated by the teacher on a weekly basis. FCAT Test Maker will be used to assess comprehension and mechanic skills; Summative evaluation will be conducted as part of the 2012 FCAT. FAIR; Simulated FCAT reading performance items; Benchmark Assessment Data; and 2010-2011 FCAT Assessment; CRISS strategies; Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum	FAIR; Simulated FCATreading performance items; Benchmark Assessment Data; and 2011-2012 FCAT Assessment; EOC's; CRISS strategies; FCAT Explorer Accelerated Reading Software; Provided and model professional development on incorporating reading strategies across the curriculum Based

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 # Each year in the next six years will be devoted to the overall goal of cutting the achievement gap in half. The achievement gap was calculated to be 24% of the overall population. Increasing the achievement of students overall 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24%	Achievement ga	Achievement ga	Achievement ga	Achievement ga	

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:	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 20% of our subgroups are not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 18.5% Black: 31.4% Hispanic: 24.3% Asian:16.7% American Indian: N/A	White: 15% Black: 20% Hispanic: 20% Asian:15% American Indian: N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: At this time 18.5% are not making satisfactory progress in reading. Black: At this time, 31.4% are not making satisfactory progress in reading. Hispanic: At this time, 24.3% are not making satisfactory progress in reading. Asian: At this time, 16.7% are not making satisfactory progress in reading. American Indian: N/A.	5B.1. Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.	5B.1. Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal	5B.1. Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked along the way.	5B.1. Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island 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:	The goal for the current year is to reduce the number of ELL students not making satisfactory progress in reading from 76.9% to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76.9%	71%

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	At this time, 76.9% of English Language Learning students are not making satisfactory progress in reading.	Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.	Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal	Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and progress	Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island reports.

				will be tracked along the way.	

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:	The goal for the current year is to reduce the number of Students with Disabilities not making satisfactory progress in reading from 56% to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	51%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>At this time, 56% of students with disabilities are not making satisfactory progress in reading.</td><td>Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps.</td><td>Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal.</td><td>Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked along the way.</td><td>Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island reports.</td></tr>
</table>

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:	The goal for the current school year is to reduce the number of economically disadvantaged students who are not making satisfactory progress in reading from 30.8% to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.8%	25%

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>At this time, economically disadvantaged students are not making satisfactory progress in reading at the rate of their non-economically disadvantaged peers</td><td>Students will be enrolled in pullout/pushin intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps</td><td>Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal</td><td>Students within the Intensive Reading courses will receive quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked along the</td><td>Baseline measurements will include previous year's FCAT 2.0 scores, current FAIR data, FCAT Test Maker reports, Study Island reports</td></tr>
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				way.		

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
Text Structures	6-12	Reading Coach	School –wide	Early release day	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Elements of Reading Applications, Main Idea and Summarization	6-12	Various Teachers	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Common Core Workgroups	6-12	Reading Coach, Literacy Leadership Team	School-wide	After School PLC Meetings	Classroom Walkthroughs and student work	Reading Specialist, Assistant Principals, Principal
Vocabulary	6-12	Reading Coach	School-wide	Pre-Planning Week	Classroom Walkthroughs, use of websites	Reading Specialist, Assistant Principals, Principal
Using Data to drive Instruction	6-12	Reading Coach, Literacy Leadership Team	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Elements of Reading Applications, Main Idea and Summarization	6-12	Various Teachers	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Reading Enrichment in the Content Areas	6-12	Reading Coach	School-wide	Teacher Planning Day	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Literary Analysis, Reading Across Texts	6-12	Reading Coach	School-wide	Early release Day	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Elements of Reading Applications, Cause and Effect	6-12	Various Teachers	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal
Assessments for Instruction	6-12	Reading Coach, Literacy Leadership Team	School-wide	After School PLC Meetings	Classroom Walkthroughs	Reading Specialist, Assistant Principals, Principal

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Saturday Camps	Intervention Materials, Teachers Compensation	Operational	$52,000.00
Pullout/PushIn Tutoring	Intervention Materials, Teacher Compensation	Operational	$2,500.00
			Subtotal: $54,500.00

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
International Reading Association Attendance	Reading Specialist to get reading materials and current trends and best practices to share with the faculty	Operational	$2,000.00
			Subtotal: $2,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $56,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The Goal is to increase the number of students scoring proficient (scoring a 733 or higher) on the Listening Speaking portion of the CELLA from 40% to 55%

2012 Current Percent of Students Proficient in listening/speaking:
40% (9)

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	At this time 40% of the ELL students tested on the listening/ speaking portion of the CELLA scored below proficient in listening and speaking.	Students who scored poorly have been placed in a groups based upon language level through the developmental language arts course to address concepts of listening and speech. Here students are engaged in activities designed to improve listening/ speaking proficiency.	Lucrecia Mourer, ESOL Contact; Assistant Principals and Principal.	Students will be administered exams on listening comprehension strategies and will be tracked throughout the year.	Baseline measurements include previous years CELLA, Spring IPT testing for Spring 2012 and 2013, as well as independent exams administered at the school level.

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

2. Students scoring proficient in reading. CELLA Goal #2:	The Goal is to increase the number of students scoring proficient in reading (scoring a 759 or higher) on the Reading Portion of the CELLA from 40% to 55%

2012 Current Percent of Students Proficient in reading:

40%(9)

	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	At this time 40% of the ELL students tested on reading portion of the CELLA scored below proficient in reading	Students will be enrolled in pullout/push-in intervention sessions held by the reading specialist and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday camps	Lucrecia Mourer, ESOL Contact, Reading Specialist, Reading Teachers, Content Area Teachers, Elective Teachers, Assistant Principals and Principal.	Students are administered quarterly benchmark assessments in addition to progress monitoring three times yearly. Students will be given baseline measurements to assess strengths and weaknesses and progress will be tracked throughout the year.	Baseline measurements include previous years FCAT, Fair Data, Practice passages designed for practice administered through Developmental Language Arts course.

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

3. Students scoring proficient in writing. CELLA Goal #3:	The Goal is to increase the number of students scoring proficient in writing (scoring a 746 or higher) on the Writing Portion of the CELLA from 30% to 40%

2012 Current Percent of Students Proficient in writing:

30% (9)

	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	At this time 30% of the ELL students tested on the writing portion of the CELLA scored below proficient in writing.	Students who scored poorly have been placed in a groups based upon language level through the developmental language arts course to address concepts of writing and common errors incurred by language learners. Here students are engaged in activities designed to improve writing proficiency	Lucrecia Mourer, ESOL Contact; Assistant Principals and Principal.	Students are administered assessments to determine effectiveness of instruction though developmental language arts course. Portfolio of activities in maintained in course and discussed with students with specified goals.	Baseline measurements will include previous year's FCAT Writes scores , My access reports though LA courses, and writing portfolio/ tests through developmental language arts course.

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	An analysis of the 2012 FCAT Math test indicates that 36% of our students achieved a level 3. Our current goal is to increase the percentage of students achieving at least a level 3 on the 2013 FCAT Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (300) out of 837 students tested obtained a 3	41% (352) out of 858 students will obtain at least 3

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Moving and maintaining 82% of our students into the level 3-5 range	Benchmark Assessment Tests (BAT) Implement monthly assessments that are aligned to the SSS tested Benchmarks. Provide focused tutorial sessions for students not meeting standards on monthly mathematics assessments. Students will be placed in tutorial groups based on weaknesses.	Individual mathematics teachers, math coach, Department Head, Curriculum Specialist and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery. Continuous monitoring of skills alert report below designated level of mastery in Carnegie Tutoring.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	An analysis of the 2012 FCAT Math test indicates that 33% of our students achieved a level 4 or 5. Our current goal is to increase the percentage of students achieving a level 4 or 5 on the 2013 FCAT Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (274) out of 837 students tested obtained a 4 or 5	38% (326) out of 858 students will obtain a 4 or 5

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The anticipated barrier is to have a students maintain and go up to a 4 scoring level 4's or 5's.	Benchmark Assessment Tests (BAT) Implement monthly assessments that are aligned to the SSS tested Benchmarks. Provide focused tutorial sessions for students not meeting standards on monthly mathematics assessments. Students will be placed in tutorial groups based on weaknesses.	Individual mathematics teachers, math coach, Department Head, Curriculum Specialist and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery. Continuous monitoring of skills alert report below designated level of mastery in Carnegie Tutoring.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	An analysis of the 2012 FCAT Math test indicates that 69% of our students made gains. Our current goal is to increase the percentage of students making learning gains on the 2013 FCAT Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (578) out of 837 students made learning gains	74% (635) out of 858 students will make learning gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Move the lowest 25% from a 1 or 2 into a level 3	Benchmark Assessment Tests (BAT) Implement monthly assessments that are aligned to the SSS tested Benchmarks. Provide focused tutorial sessions for students not meeting standards on monthly mathematics assessments. Students will be placed in tutorial groups based on weaknesses.	Individual mathematics teachers, Department Head, math coach, Curriculum Specialist and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery. Continuous monitoring of skills alert report below designated level of mastery in Carnegie Tutoring	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	An analysis of the 2012 FCAT Math test indicates that 63% of our lowest 25% made gains. Our current goal is to increase the percentage of students making learning gains on the 2013 FCAT Math by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (527) out of 837 students in lowest 25% made learning gains	68% (588) out of 858 students will make learning gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making the bulk of the lowest 25% proficient	Benchmark Assessment Tests (BAT) Implement monthly assessments that are aligned to the SSS tested Benchmarks. Provide focused tutorial sessions for students not meeting standards on monthly mathematics assessments. Students will be placed in tutorial groups based on weaknesses.	Individual mathematics teachers, math coach, Department Head, Curriculum Specialist and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery. Continuous monitoring of skills alert report below designated level of mastery in Carnegie Tutoring	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

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

Each year over the next 6 years will be devoted to cutting the achievement gap in half. The achievement gap was calculated to be 25%. Increasing the achievement of students overall by 2.08% each year for the next 6 years

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

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:	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 20% of our subgroups are not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 19.4% Black: 31.4% Hispanic: 24.9% Asian: 5.6% American Indian: 0%	White: 15% Black: 20% Hispanic: 20% Asian: 4% American Indian: 0%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: At this time 19.4% are not making satisfactory progress in math. Black: At this time 31.4% are not making satisfactory progress in math. Hispanic: At this time 24.9% are not making satisfactory progress in math. Asian: At this time 5.6% are not making satisfactory progress in math. American Indian: N/A	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress.	Baseline measurements will include previous year's FCAT 2.0 scores, FCAT Test Maker reports, Study Island 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 mathematics. Mathematics Goal #5C:	The goal for the current year is to reduce the number of ELL students not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69.2%	64%

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

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

			Monitoring	Strategy	
1	At this time, 69.2% of English Language Learners are not making satisfactory progress in math.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress.	Baseline measurements will include previous year's FCAT 2.0 scores, FCAT Test Maker reports, Study Island 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The goal for the current year is to reduce the number of Students with Disabilities not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	55%

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	At this time, 60% of Students with Disabilities are not making satisfactory progress in math. 5D.1.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Students will continuously be monitored for improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress.	Baseline measurements will include previous year's FCAT 2.0 scores, FCAT Test Maker reports, Study Island 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 mathematics. Mathematics Goal #5E:	The goal for the current year is to reduce the number of economically disadvantaged students not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.4%	25%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	At this time, 30.4% of economically disadvantaged students	Students will be enrolled in pullout/pushin intervention sessions held	Math Curriculum Specialist, Math Coach, Department	Students will continuously be monitored for	Baseline measurements will include previous

1	are not making satisfactory progress in math.	by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring	Head, Math Teachers, and Administration	improvement and proficiency; students will be given monthly benchmark assessment testing to measure progress.	year's FCAT 2.0 scores, FCAT Test Maker reports, Study Island reports.

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:	1% of students did not obtain at least a level 3 in Algebra 1. The goal for the current year is to increase the number of students scoring at least a 3 and decrease the number of students that didn't score a 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (29 out of 105 students)	100% of students will obtain at least a 3

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 1% of students did not score at least a 3 on the Algebra 1 EOC.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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:	29% of students did not obtain at least a level 4 or 5 in Algebra 1. The goal for the current year is to increase the number of students scoring a 4 or 5 on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (75 out of 105 students) tested obtained a 4 or 5		80% of students will obtain a 4 or 5		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 29% of students did not score a 4 or 5 on the Algebra 1 EOC	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 1% of our subgroups are not making satisfactory progress in Algebra 3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Achievement ga					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 1% of our subgroups are not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% Black: 0% Hispanic:1% Asian: 0% American Indian: N/A	White: 0% Black: 0% Hispanic: 0% Asian: 0% American Indian: N/A

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

				Monitoring	Strategy	
1	White: At this time 0% are not making satisfactory progress in Algebra. Black: At this time 0% are not making satisfactory progress in Algebra. Hispanic: At this time 1% are not making satisfactory progress in Algebra. Asian: At this time 0% are not making satisfactory progress in Algebra. American Indian: N/A	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains	

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The goal for the current year is to reduce the number of ELL students not making satisfactory progress in Algebra.
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	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The goal for the current year is to reduce the number of Students with Disabilities not making satisfactory progress in Algebra.
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	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The goal for the current year is to reduce the number of economically disadvantaged students not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3.3% (1 out of 30 students)	0%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	At this time, 3.3% of economically	Students will be enrolled in pullout/pushin	Math Curriculum Specialist, Math	Data disaggregated from monthly	All level 1 and 2 students will

1	disadvantaged students are not making satisfactory progress in math.	intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Coach, Department Head, Math Teachers, and Administration	assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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:	0% of students did not obtain at least a level 3 in Geometry. The goal for the current year is to increase the number of students scoring at least a 3 and decrease the number of students that didn't score a 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5.4% (2 out of 37 students)	0%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 0% of students did not score at least a 3 on the Geometry EOC.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based

				diagnostic assessments to determine learning gains

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:	64% of students did not obtain at least a level 4 or 5 in Geometry. The goal for the current year is to increase the number of students scoring a 4 or 5 on the Geometry 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (35 out of 37students)	100%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 6% of students did not score a 4 or 5 on the Geometry EOC	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 0% of our subgroups are not making satisfactory progress in Geometry.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	0%				

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

	3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Our goal is to move from the current achievement gap between subgroups to a state in which less than or equal to 0% of our subgroups are not making satisfactory progress in Geometry.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	White:0% Black:0% Hispanic:0% Asian: 0% American Indian: N/A	White: 0% Black: 0% Hispanic: 0% Asian: 0% American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: At this time 0% are not making satisfactory progress in Geometry. Black: At this time 0% are not making satisfactory progress in Geometry. Hispanic: At this time 0% are not making satisfactory progress in Geometry. Asian: At this time 0% are not making satisfactory progress in Algebra. American Indian: N/A	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	The goal for the current year is to reduce the number of ELL students not making satisfactory progress in Geometry.
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
	N/A	Students will be enrolled in pullout/pushin intervention sessions	Math Curriculum Specialist, Math Coach, Department Head,	Data disaggregated from monthly assessments will be used to redirect	All level 1 and 2 students will continuously be monitored for

		held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring	Math Teachers, and Administration	classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains
1					

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	The goal for the current year is to reduce the number of Students with Disabilities not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 1 students)	0%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At this time, 0% of Students with Disabilities are not making satisfactory progress in Geometry.	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring.	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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

3E. Economically Disadvantaged students not	

making satisfactory progress in Geometry.

Geometry Goal #3E:

The goal for the current year is to reduce the number of economically disadvantaged students not making satisfactory progress in Geometry.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out 10 students)	0%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Students will be enrolled in pullout/pushin intervention sessions held by the math coach and other teachers. Students will be enrolled in extracurricular enrichment activities such as before and after school tutoring and Saturday tutoring	Math Curriculum Specialist, Math Coach, Department Head, Math Teachers, and Administration	Data disaggregated from monthly assessments will be used to redirect classroom instruction, Teachers will analyze student data from diagnostic assessments to address the individual needs of students. Teachers will utilize mini assessments to ascertain benchmark mastery.	All level 1 and 2 students will continuously be monitored for improvement and proficiency through Virtual Counselor and teacher differentiated instruction. Students will be provided Benchmark Assessments to measure progress. The students will have grade level assessments and school based diagnostic assessments to determine learning gains

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Glencoe	Operational	$102,000.00
			Subtotal: $102,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Carnegie	Operational	$19,300.00
			Subtotal: $19,300.00

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: $121,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	An analysis of the 2012 FCAT Science test indicates that 70% of our students achieved a level 3. Our current goal is to increase the percentage of students achieving at least a level 3 on the 2013 FCAT Science by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (198) out of 283 students tested obtained a 3	80% (242) out of 303 students will obtain a 3 or above

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is having the kids show growth within all levels	1. Administer diagnostic pre and post-test to evaluate learning gains. 2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to the FCAT 2.0 Sunshine State Standards. 3. Publisher and teacher created quizzes and tests to monitor progress.	Teachers and Administration	1. Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned Strategies (CRISS) , New teachers will receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools	1. 8-Step Continuous Improvement Model Prentice Hall - Life Science 2.Glencoe/Pearson integrated science textbooks 3.Prentice Hall Modern Earth Science 4.Study Island 5.Florida Science Fusion Holt/ McDougal

4. 2012 Science Fcat will be disaggregated by the administration and Leadership Council members to determine effectiveness.	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	An analysis of the 2012 FCAT Science test indicates that 22% of our students achieved a level 4 or 5. Our current goal is to increase the percentage of students achieving a level 4 or 5 on the 2013 FCAT Science by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (62) out of 283 students tested obtained a 4 or 5	32% (97) out of 303 students will obtain a 3 or above

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
	The anticipated barrier is moving the bulk of the students from level 1's and 2's to 3 or above	1. Administer diagnostic pre and post-test to evaluate learning gains. 2. Teachers will assess the student's achievement of higher cognitive skills that are in coordination to	Teachers and Administration	1. Analyzing data generated from pre and post-tests 2. Differentiated instruction, Provide continual training on the 8-Step Continuous Improvement Model, Provide training to all teachers in Creating Independence through student –owned Strategies (CRISS) ,	1. 8-Step Continuous Improvement Model Prentice Hall - Life Science 2.Glencoe/Pearson integrated science textbooks 3.Prentice Hall Modern Earth Science

1		the Sunshine State Standards. 3. Publisher and teacher created quizzes and tests to monitor progress. 4. 2012 Science Fcat will be disaggregated by the administration and Leadership Council members to determine effectiveness.		New teachers will receive continuous mentoring throughout their first year of teaching; Online staff development courses sponsored by Broward County Public Schools	4. Study Island 5. Florida Science Fusion Holt/McDougal

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

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

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

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

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

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

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

Science Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	An analysis of the 2012 FCAT Writing test indicates that 95% of students in eighth grade achieved a level 3 or higher. Our current goal is to have at least 98% meet high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (268) out of 283 students tested obtained a 3 or high	98% (296) out of 303 students will obtain a 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
1	Continue to improve our students writing	1. Incorporate CRISS and writing throughout all content areas including strategies specific to each Subgroup. 2. Use 6+1 Writing Method 3. Provide coaching and mentoring in monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of	Administration and Teachers	1. Teachers are offered CRISS training provided by a Broward County certified instructor. 2. Professional Development workshops will be given explain the 6+1 method. 3. ProfessionalDevelopment workshops will also be given by our reading coach to explain specific strategies to	1. Provide weekly assessment using District prompts to monitor students' progress. 2. Writing as a communication skill will be emphasized throughout the school year. 3. Conduct monthly writing assessment through

		student papers, and specific strategies to guide instruction to ensure writing gains and showing the students what a 1, 2, 3, 4, 5, & 6 essay looks like. 4. Incorporate the use of My Access school wide 5. Incorporate the use of 'grammar for writing' workbooks to improve syntax and clarity in writing		be implemented in the classroom.	language arts classes in all grades.

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

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

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

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

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

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computerized Writing program	My Access	Operational	$10,000.00
			Subtotal: $10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
6+1 Writing Traits	Professional Development	Operational	$4,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	An analysis of the 2012 school reports shows that we had 96% attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
17%	16%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6%	5%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students and getting parental support	Advertise the importance of attendance to all stakeholders by parent link and on the marquee. Meet with the attendance committee on a quarterly basis so that we can go over and meet with individual offenders	Attendance Committee	Weekly committee meeting and report analysis	Terms, Tardy Calculator, Data analysis

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Tardy Calculator	PC Innovations	Operational	$11,000.00
			Subtotal: $11,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $11,000.00

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:	An analysis of the discipline data for the 2012-2013 school year shows that 6% of our students were suspended internally or externally.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
11%	Less than 10%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
12%	Less than 10%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1%	Less than 1%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1%	Less than 1%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not reporting or following the progressive discipline plan	Closely monitoring referrals and discipline issues. Detentions and Saturday detentions will be issued.	Administration, Disciplinarian	Quarterly reviews discipline data	Suspension records

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Based on past Climate surveys of school based events there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on effective communication between the school and the parents.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70%	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Effective communication and use of parent portal	1.1.Advertise events on parent link and on the marquee. School Website will be updated weekly	1.1. Administration, Leadership Counsel, Teachers, PTSO	1.1. Research studies show that consistent involvement by parents and other influential stakeholders is an essential element in education	1.1. An increased participation will be self evident at school activities and functions. The school's climate survey will be used to evaluate interventions, parental opinions and Perceptions. 80% of parents will access the parent portal.
2	1.2. Increase attendance in parent academies and conferences.	1.2. Advertise parent universities about academic programs on marquee, word of mouth, through parent link, and school website	1.2. Administration, Leadership Counsel, Teachers, PTSO	1.2. Research studies show that consistent involvement by parents and other influential stakeholders is an essential element in education.	1.2. An increased participation will be self evident at school activities and functions. The school's climate survey will be used to evaluate interventions, parental opinions and Perceptions. The school will increase the number of parent/teacher contacts by 10% by June 2011

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase awareness and knowledge of STEM , school wide and implement curricula driven STEM analysis to actively engage students
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources	Inquiry Based differentiated learning projects	Administration	More inquiry based Critical thinking projects	Pre and Posttests, Rubrics, BAT testing
2	External funding	Use of advanced technology	Department Chairs	Research proposals	Effective analysis of data obtained
3	Additional Training for professionals	Using innovative ways to promote higher order thinking		Advanced computer based learning	

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
Lab safety professional development	Middle and High school		Middle and High school Educators	Frequent meetings	Observations and Interventions	Administrators and Department Chairs

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Goal 1: Our goal is to increase the number of promoted 8th graders that move on to attend a four-year university by ten percent (26 students).
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Overcoming the	Provide opportunities	Joe Mireles –	The strategy will be	The Broward

1	prevailing attitude among parents and students regarding the obstacles associated with attending a four-year university right out of high school.	for parents and students to engage in honest dialogue regarding: the benefits and pitfalls of having a student attend a community college versus a four-year institution; the different aspects of the college application process; and various options available for funding a four-year college education.	BRACE Advisor	most easily evaluated by monitoring the percentage of students applying, and being accepted into, four-year post-secondary institutions. After the college-application process has come to a close, the raw numbers and percentages will demonstrate to what degree the strategy was, or was not, effective.	County Senior Survey will be used to evaluate the post-secondary choices of our students as they graduate from high school.
2	Beginning the process of becoming college ready (rather than college eligible) in middle school.	Have a more impactful presence on campus by visiting with each student several times throughout the year, both on an individual basis, and within a classroom/group setting.	Joe Mireles – BRACE Advisor	A log, which will be accessible for viewing, will be kept with a record of each time the BRACE Advisor has meet with students (either individually, or in a classroom/group setting)	Grade-level specific surveys exploring not only how aware the students are of what is expected of them to be college ready, but also how effective they feel their progress towards that end is.

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
College Board Counselor Fall Conference	High School - SAT Testing	College Board Rep.	County-wide BRACE and College/Career Counselors	September 25th. Yearly.	Ensure that all pertinent information makes its way into our students' and parents' hands using the strategies listed for CTE Goal 1 and 2.	Joe Mireles – BRACE Advisor
Broward County BRACE Meetings	High School – College and Career Planning	Laura Cohen	County-wide BRACE and College/Career Counselors	October 1st, monthly.	Ensure that all pertinent information makes its way into our students' and parents' hands using the strategies listed for CTE Goal 1 and 2.	Joe Mireles – BRACE Advisor
Preparing for College Excellence	High School – Upper-tier College Prep	Varying Admissions Advisors from Top-tier Universities	State-wide BRACE and College/Career Counselors	Varies, quarterly.	Ensure that all pertinent information makes its way into our students' and parents' hands using the strategies listed for CTE Goal 1 and 2.	Joe Mireles – BRACE Advisor

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Saturday Camps	Intervention Materials, Teachers Compensation	Operational	$52,000.00
Reading	Pullout/PushIn Tutoring	Intervention Materials, Teacher Compensation	Operational	$2,500.00
Mathematics		Glencoe	Operational	$102,000.00
				Subtotal: $156,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics		Carnegie	Operational	$19,300.00
Writing	Computerized Writing program	My Access	Operational	$10,000.00
Attendance	Tardy Calculator	PC Innovations	Operational	$11,000.00
				Subtotal: $40,300.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	International Reading Association Attendance	Reading Specialist to get reading materials and current trends and best practices to share with the faculty	Operational	$2,000.00
Writing	6+1 Writing Traits	Professional Development	Operational	$4,000.00
				Subtotal: $6,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $202,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⏺ Priority	⏺ Focus	⏺ Prevent	⏺ NA

Are you a reward school: ⏺ Yes ⏺ No

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

No Attachment (Uploaded on 10/19/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will continue to monitor the implementation of all SIP strategies and meet monthly to be kept up to date on a variety of school related processes.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
SOMERSET ACADEMY MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	81%	93%	61%	318	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	70%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	72% (YES)			147	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
SOMERSET ACADEMY MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	93%	67%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	75%			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?	67% (YES)	75% (YES)			142	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					606	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested