# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SHENANDOAH MIDDLE SCHOOL

District Name: Dade

Principal: Humberto J. Miret

SAC Chair: Maria Jimenez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending Approval

Last Modified on: 10/10/2012

# 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 | Humberto J. Miret | School Principal - Administration Supervision K-12; Health Education K-12; Physical Education 6-12 | 1 | 7 | '12' 11' 10 '09 '08 School Grade D A D N/A C High Standards Rdg. 23 14 16 N/A 42 High Standards Math 21 55 55 N/A 66 Lrng Gains-Rdg. 53 34 38 N/A 53 Lrng Gains-Math 58 65 77 N/A 72 Gains-Rdg-25% 61 46 45 N/A 54 Gains-Math-25% 64 71 82 N/A 71 High Standards Algebra 95 High Standards Geometry N/A |
| Assis Principal | Mariana M. Gonzalez | Administration/ Supervision K-12; English 6-12; Reading K-12; General Science; Middle Grades | 16.1 | 21 | '12 '11 '10 '09 '08 School Grade C C C B C High Standards Rdg. 45 58 59 60 55 High Standards Math 37 50 53 56 47 Lrng Gains-Rdg. 62 60 63 66 64 Lrng Gains-Math 54 61 61 65 63 Gains-Rdg-25% 66 65 71 70 68 Gains-Math-25% 59 60 61 69 63 High Standards Algebra 85 High Standards Geometry 70 |
| | | | | | '12 '11 '10 '09 '08 School Grade C C C B C AMO |

| Assis Principal | Paulo De La Osa | Educational Leadership (all levels); History 6-12; Social Science 5-9 | 8.3 | 9 | High Standards Rdg. 45 58 59 60 55<br>High Standards Math 37 50 53 56 47<br>Lrng Gains-Rdg. 62 60 63 66 64<br>Lrng Gains-Math 54 61 61 65 63<br>Gains-Rdg-25% 66 65 71 70 68<br>Gains-Math-25% 59 60 61 69 63<br>High Standards Algebra 85<br>High Standards Geometry 70 |

## 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 and Professional Development Liaison | Vivian A. Leon | Degrees: B.S. in English Education; M.S. in Reading; Specialist Degree Equivalence in Educational Technology; A.B.D.in Educational Leadership<br><br>Certifications: English 6-12; Reading K-12; Gifted K-12 | 5 | 8 | '12 '11 '10 '09 '08<br>School Grade C C C B C<br>AMO<br>High Standards Rdg. 45 58 59 60 55<br>High Standards Math 37 50 53 56 47<br>Lrng Gains-Rdg. 62 60 63 66 64<br>Lrng Gains-Math 54 61 61 65 63<br>Gains-Rdg-25% 66 65 71 70 68<br>Gains-Math-25% 59 60 61 69 63<br>High Standards Algebra 85<br>High Standards Geometry 70 |
| Mathematics | Raquel McKinnon | Middle Grades Integrated Curriculum; Business Education; Exceptional Student Education | 1 | 1 | '12 '11 '10 '09 '08<br>School Grade A A A A A<br>AMO<br>High Standards Rdg. 60 69 71 68 66<br>High Standards Math 58 64 65 63 61<br>Lrng Gains-Rdg. 71 66 66 68 63<br>Lrng Gains-Math 73 71 68 69 70<br>Gains-Rdg-25% 71 70 65 74 68<br>Gains-Math-25% 71 68 68 64 72<br>High Standards Algebra 84<br>High Standards Geometry |
| Science | Daniel Gangeri | General Science (5-9) | 1 | 1 | '12 '11 '10 '09 '08<br>School Grade C B B B C<br>AMO<br>High Standards Rdg. 43 53 58 51 45<br>High Standards Math 40 57 56 56 59<br>Lrng Gains-Rdg. 66 62 67 68 58<br>Lrng Gains-Math 66 69 68 69 69<br>Gains-Rdg-25% 71 68 73 78 72<br>Gains-Math-25% 63 71 73 77 70<br>High Standards Algebra 98<br>High Standards Geometry 70 |

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|---|
| 1 | 1. Soliciting referrals from current employers | Principal | Ongoing or as needed | |
| 2 | 2. Attendance at education and general career fairs | Principal; Assistant Principal for Curriculum | Ongoing or as needed | |
| 3 | 3. Recognize high-performing teachers via a school-wide program | Principal; Assistant Principal for Curriculum | June 2013 | |
| 4 | 4. Provide high-performing teachers with leadership opportunities at the school site. | Principal; Assistant Principal for Curriculum | June 2013 | |

## Non-Highly Effective Instructors

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

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| Out-of-field: 3 (4.7%)<br>Non-Effective: 0 | Currently working on obtaining reading endorsement ; Working on taking language arts certification test; one of the three teachers completed Requirements for subject-certification-waiting for |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 66 | 1.5%(1) | 16.7%(11) | 45.5%(30) | 36.4%(24) | 39.4%(26) | 95.5%(63) | 6.1%(4) | 7.6%(5) | 15.2%(10) |

## 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 |
|---|---|---|---|
| Daniel Gangeri | T.B.A. | Science Certification | Support new and teachers in need of assistance with the incorporation of science strategies |
| Vivian Leon | T.B.A. | Language Arts, Reading, and Gifted Certification | Support new and teachers in need of assistance with the incorporation of reading and writing strategies, including Project CRISS support |
| Raquel McKinnon | T.B.A. | Integrated Curriculum Certification | Support new and teachers in need of assistance with the incorporation of mathematics strategies |
| Frank Ventura | T.B.A. | Language Arts Certification | Support new and teachers in need of assistance with the incorporation of reading strategies |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

At Shenandoah Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). Support services are provided to students via the student services department who assist with whole-school screening programs that provide early intervention programs for children who are considered "at risk." The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches following the RTI program prescriptions. The reading coach also assists with the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and school-wide literacy implementation monitoring. Other components that are integrated into the school-wide program include an E.F.L. (Extended Foreign Language program), C.A.P.E. Academy, an extensive Parental Program; Title CHESS; Supplemental Educational Services; and special support services for the special needs populations, such as neglected, delinquent , and academically struggling students.

## Title I, Part C- Migrant

Title I, Part C- Migrant

At Shenandoah Middle School, parents are provided with ongoing trainings resources via the school's Parent Resource Center. This program provides parents with available programs, services, and resources, in the form of workshops and Parent Academy courses at flexible times that accommodate our parents' schedules, in the hope that this will empower parents and increase their involvement with their child's education. It also informs parents of their rights under the Title I No Child Left Behind Act and other referral programs. The school also works to increase parental involvement and engagement through developing our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Parent Meeting and providing parents with other documents/activities necessary in order to comply with dissemination and reporting requirements.

## Title I, Part D

Title I, Part D

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each
school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Shenandoah Middle School provides new teachers with qualified mentors. Our school also provides teachers with professional development course availability information for those teachers requiring a subject endorsement via the Professional Development (P.D.) Liaison. Additionally, the P.D. Liaison assists teachers with identifying appropriate certification and re-certification courses.

## Title II

Title II

The Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students at Shenandoah Middle School by providing funds to implement and/or provide:
• Tutorial programs (6th-8th grades);
• Parent Outreach Programs (6th-8th grades); and
• Hardware and Software for the development of language and literacy skills in reading, mathematics, and science purchased to be used by ELL and immigrant students (6th-8th, RFP Process).

## Title III

Title III

At the present time, Shenandoah Middle School does not serve any homeless children. In the event that we identify a student or students in this situation, the school's Trust Counselor will work closely with the family, community, and district services to provide resources (clothing, school supplies. Social services referrals) for the student(s) that are available as a part of the Project Upstart Homeless Children and Youth in Transition program.

## Title X- Homeless

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

Shenandoah Middle School offers a comprehensive non-violence and anti-drug program to students. The programs and activities that will continue to be offered are as follows: Substance and Abuse Prevention workshops for all 6th graders; Red Ribbon Week school-wide program and activities; School-wide Anti-Bullying workshops (classroom workshops and visitations); Blue Ribbon Week (violence prevention week); International Peace Day; and the Gang Resistance Education and Training.

Violence Prevention Programs

Violence Prevention Programs

1) Shenandoah Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
4) Walk-Fit Program (promotes diet and exercise awareness).

Nutrition Programs

Nutrition Programs

1) Shenandoah Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
4) Walk-Fit Program (promotes diet and exercise awareness).

Housing Programs

Housing Programs

N/A

Head Start

Head Start

N/A

Adult Education

Adult Education

N/A

Career and Technical Education

Career and Technical Education

By promoting Career Pathways and Programs of Study students at Shenandoah Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.
Our school sponsors the Future Business Leaders of America (FBLA) club, and also provides students with an opportunity to enroll in business and technology courses that are designed to prepare students for secondary school work experiences. We also have a partnership with Mercy Hospital, where students work as volunteers during the summer. Additionally, our school has an FCCLA program that exposes students to the culinary arts field, the Fairchild Challenge program that exposes students to eco-fields, and a Museum Magnet program that exposes students to the Arts fields.

Job Training

Job Training

N/A

Other

Parental

At Shenandoah Middle School, we involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

We will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

We will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

- Principal
- Assistant Principal
- School Psychologist
- School Social Worker
- School reading, math, science, and behavioral specialist as resources to the team, when concerns are specific or warranted
- Other Support Staff as needed

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

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

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

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

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular meetings and use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

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

Describe the role of the school-based RtI 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?

Essentially, the Leadership Team will:

1. monitor and adjust the school's academic and behavioral goals through data-gathering and data analysis;
2. monitor the fidelity of the delivery of instruction and intervention; and
3. provide levels of support and interventions to students based on data.

Additionally, MTSS leadership team and EESAC will discuss, review, and make corrections and publish the School Improvement Plan. The team will provide targets for academic and social areas that need to be addressed, focusing on the implementation and monitoring of the three-tiered program. The team will also help set SMART goal expectations for instruction (rigor and relevance). Additionally, the MTSS leadership team will also be involved with the monitoring of the Action Plans included in the SIP for the subgroups in reading and mathematics, science and writing.

## MTSS Implementation

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

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

Data will be used to guide instructional decisions and system procedures for all students to:

1. adjust the delivery of curriculum and instruction to meet the specific needs of students;
2. adjust the delivery of behavior management system;
3. adjust the allocation of school-based resources;
4. drive decisions regarding targeted professional development; and
5. create student growth trajectories in order to identify and develop interventions.

The data will be collected and analyzed in order to drive instruction. Some of the major data sources used will be as follow:

Baseline Data (grades 6th-8th) Progress Monitoring and Reporting Network (PMRN), District Baseline and EOC Assessments, FCAT, and District Writing Pre-test.

Mid-Year (Progress Monitoring- grades 6th-8th) PMRN, Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Reading Plus, and Interim Assessments.
End-of-the-Year (summative): FAIR, Interim Assessments, PMRN, District Writing Post-Test, and FCAT.

Behavioral Data Collected throughout the school year:

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

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

The district professional development and support will include:
1. training for all administrators in the MTSS/ RTI problem-solving, and the data analysis process;
2. providing support for school staff to understand the basic MTSS/RTI principles and procedures; and
3. providing a network of ongoing support for the MTSS/RTI program implementation via feeder patterns.

The MTSS support team members who were trained will continue to provide training to new teachers and teachers who require additional support with the implementation of the MTSS/RtI process The MTSS leadership team will also continue to closely monitor the implementation of the MTSS/RTI model, especially in core content areas.

Describe the plan to support MTSS.

The MTSS/RTI team will meet as needed (minimum of a once every quarter) to engage in the following activities: The MTSS/RTI team will analyze the school's trend data, focusing on the sub-groups' performance on reading, mathematics, writing, and science. The MTSS/RTI team will identify three to four school-wide action plans that will include the following procedures: professional development based on the school's needs assessment, a systematic examination of available data provided to all teachers, and customized workshops for students to zero-in on deficient benchmarks and provide them with

effective learning strategies. The team will also monitor the implementation of the MTSS/RTI program, especially in the core content area classrooms, by conducting regular classroom walk-throughs. The team will provide additional support via coaching and/or training to those teachers who require assistance in correctly implementing the program.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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The Literacy Leadership Team includes the following members:

- •Humberto Miret, Principal
- • Mariana Gonzalez, Assistant Principal of Curriculum (APC)
- • Paulo de la Osa, Assistant Principal
- • Vivian Leon, Reading Coach & P.D. Liaison
- • Raquel McKinnon, Mathematics Coach
- •Daniel Gangieri, Science Coach
- • Maria Jimenez, EESAC Chairperson, Magnet Program Lead Teacher, and Fine Arts Chairperson
- •Esther Kirby, Vocational and Physical Education Chairperson, and Activities and Athletics Coordinator
- •Miriam Wedderburn, UTD Steward
- • Frank Ventura, Media Specialist
- •Beatriz Alvarez, Language Arts Chairperson
- •Teresita Herrera, Social Sciences Chairperson
- •Marlene Hernandez, Reading Department Chairperson
- • Robert Perez, ESE Chairperson
- • Ibis Sierra, ESOL Chairperson
- •Andrew Lantz, Science Department Chairperson
- • Juan Carlos Rodriguez, Foreign Languages Chairperson

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

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

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's MTSS process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

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

During the 2012-13school year, in-house professional development will continue to focus on school-wide literacy practices

that specifically are designed to assist content area teachers with incorporating research-based and content-appropriate literacy strategies that promote student reading and writing achievement.

The following school-wide initiatives will be included in the Literacy Leadership Team's Action Plans for the 2012-13 school year. They are:

1. Increase the level of awareness and implementation of the Independent Reading Program, using the Accelerated Reader, at the school site.

2. Provide core area teachers with professional development on the Common Core Standards and corresponding instructional strategies as they apply to their respective content areas; and

Offer more professional development on the FCIM process (data analysis, data-driven instruction, data-driven remediation, and research-based strategies) to all teachers; and provide teachers with 21st century innovative and real-world literacy resources and activities via professional development.

## Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/9/2012)

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

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

N/A

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Principal and the Literacy Leadership Team will promote literacy across the content areas by providing all teachers with professional development on research-based literacy strategies, on the implementation of differentiated instruction and the MTSS/RTI model. The reading, science, and mathematics coaches will be instrumental in providing reading and content teachers with resources, modeling, and coaching that will ensure that reading and writing strategies are infused in all of the content areas. The reading, language arts, social studies, and fine arts departments will follow a common instructional focus calendar that emphasizes tested FCAT reading benchmarks and infuses CRISS strategies. The academic coaches will also assist the team in making instructional and programmatic decisions, monitor the fidelity of implementation of the District's CRRP (Comprehensive Research-Based Reading Plan), and train teachers on the use of data to drive instruction.

Additionally, all teachers will be provided with ongoing professional development activities in the area of literacy. The Literacy Leadership Team will develop a school-wide classroom visitation schedule in order to monitor the implementation of the literacy strategies and activities via the homeroom and content area classrooms.

Reading strategies are implemented in all content areas All staff is afforded the opportunity to participate in applicable PD. The Literacy Leadership Team will monitor the implementation of school-wide literacy strategies across the curriculum.

Teachers will be provided with an instructional framework as a best practice to follow to ensure that the lessons are rigorous, and allot the adequate amount of time for direct instruction and differentiated activities, as well as ensure that there is bell-to-bell instruction in every classroom.

## *High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

N/A

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | The results of the 2012 FCAT Reading Test indicate that 44% of our students in the Economically Disadvantaged subgroup achieved proficiency.<br><br>Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 53%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 44% (469) | 53%(566) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1a.1.<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1-Vocabulary. | 1a.1.<br>Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include:<br>• Tier II vocabulary words and CRISS strategies;<br>• word walls;<br>• personal dictionaries;<br>• instruction in different levels of content-specific words (shades of meaning);<br>• reading from a wide variety of texts;<br>• instruction in differences in meaning due to context; and<br>• engaging in affix or root word activities. | 1a.1.<br><br>Principal; Reading Leadership Team; Reading Coach | 1a.1.<br><br>The Reading Coach will provide language arts teachers with Tier II word follow-up activities and assessments to monitor the infusion of the Tier II vocabulary words in the lessons and to assess student learning of the new words. | 1a.1.<br><br>Formative: District Interim Reading Assessment Reports; Mini-Vocabulary Assessments on a monthly basis<br><br>Summative:<br><br>2013 FCAT Reading Test |
| 2 | 1.a.2.<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text/Research Process. Students have difficulty with higher-order type questions requiring them to infer or use critical | 1.a.2<br><br>An emphasis will be placed- school-wide on the use of select Project CRISS strategies, such as graphic organizers, summarization activities, questioning the author activities in order to assist them with higher-order questions that will be provided to teachers | 1.a.2<br><br>Principal; Reading Leadership Team; Reading Coach | 1.a.2<br><br>The Reading Coach (Project CRISS trainer) will provide the Language Arts, Reading, and Social Studies with Project CRISS graphic organizers, summarization activity templates, and Questioning the Author activities. The Literacy Leadership team will | 1.a.2<br><br>Formative: District Interim Reading Assessment Reports; Lesson Plans; Evidence of Strategies in Student Folders<br><br>Summative:<br>2013 FCAT Reading |

| | | | | conduct walkthroughs to support teacher implementation. | Test |
|---|---|---|---|---|---|
| thinking skills using the following strategies: Reciprocal Teaching, Opinion-Proofs, Question-and Answer Relationships; and Questioning the Author. | as resource materials correspondent to the Language Arts, Reading, ELL, and Social Studies Monthly Instructional Focus Calendars and mini-assessments and differentiated activities that target the deficient benchmarks. | | | | |

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.<br><br>Reading Goal #1b: | The results of the 2012 Florida Alternate Assessment indicates that 75% of our students achieved a level 4-6.<br><br>Our goal for the 2012-2013 school year is to maintain or improve student proficiency by 25%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 75% (2) | 25% (1) |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 1.b.1<br><br>A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text. | 1.b.1<br><br>Plan supplemental Instruction/intervention for students not responding to core instruction (differentiated instruction and after-school and Saturday tutoring) Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice | 1.b.1<br><br>Principal; SPED Department Chairperson; MTSS/RtI Team | 1.b.1<br><br>Tutoring Attendance Rosters; Closely monitor various data measures to measure student learning and make instructional adjustments as needed | 1.b.1<br>Formative: Tutoring Attendance Rosters; FAIR Data Reports; District Reading Interim Assessment Report; Inside Program Reports<br><br>Summative: 2013 FL. Reading Alternate Assessment |

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | The results of the 2012 FCAT Reading Test indicate that 17% of our students achieved Levels 4-5 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase Levels 4-5 student proficiency by 3 percentage points to 20%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 17%(201) | 20% (236) |

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

| | | | Person or | Process Used to | |
|---|---|---|---|---|---|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 2.a.1<br><br>The trend data for our school suggests that a significant number of our FCAT levels 4 and 5 students tend to drop a level or two in subsequent testing years | 2.a.1<br><br>Provide students with differentiated lessons that contain more challenging passages and higher-order questioning strategies and activities that promote critical thinking skills. | 2.a.1<br><br>Principal; Literacy Leadership Team; Reading Coach | 2.a.1<br><br>The Literacy Leadership Team will monitor the reading performance of FCAT Level 4 and 5 students, target classes that require additional assistance, and provide those classes with ongoing workshops that promote students' critical thinking skills. | 2.a.1<br><br>Formative: District Interim Reading Assessment Reports; FCAT Explorer Reports;<br><br>Summative:<br><br>2013 FCAT Reading Test |

| 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:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | The results of the 2012 Florida Alternative Assessment indicates that 33% of our students achieved a level 7 or above on the Florida Alternate Assessment.<br><br>Our goal for the-2012-2013 school year is to maintain or improve student proficiency by 66%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 33% (3) | 66% (2) |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 2.b.1<br><br>A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text. | 2.b.1<br><br>Plan supplemental Instruction/intervention for students not responding to core instruction (differentiated instruction and after-school and Saturday tutoring) Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice | 2.b.1<br><br>Principal; SPED Department Chairperson; MTSS/RTI Team | 2.b.1<br><br>Tutoring Attendance Rosters; Closely monitor various data measures to measure student learning and make instructional adjustments as needed | 2.b.1<br><br>Formative: Tutoring Attendance Rosters; FAIR Data Reports; District Reading Interim Assessment Report; Inside Program Reports<br><br>Summative:<br><br>2013 Alternate Reading Assessment |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | The results of the 2012 FCAT Reading Test indicate that 62% of our students made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 67%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | | |
|---|---|---|
| 62% (660) | | 67%(713) |

| 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 |
| 3a.1.<br><br>Students' vocabulary is limited as reflected in the school's five-year trend data, as students have limited exposure to reading at home | 3a.1.<br><br>A School-Wide Vocabulary Initiative will occur via the language arts and reading department to expose students to Tier II vocabulary words, as well as using the Accelerated Reader program as a school-wide initiative to promote reading at home. and provide them with fun-filled activities and school-wide incentives. | 3a.1.<br><br>Principal; Reading Coach; Media Specialist; Literacy Leadership Team | 3a.1.<br><br>The School-wide Initiative will be implemented and reinforced via the homeroom classes, language arts classes, reading classes, and social studies classes. Activities will be promoted and collected via homeroom classes. School-wide incentives will be included. The Literacy Leadership Team will monitor homeroom and classroom participation to support classes that are not participating. | 3a.1.<br><br>Formative: Ongoing Activities (collected); Ongoing Contest winners; District Interim Reading Assessment Reports<br><br>Summative:<br><br>2013 FCAT Reading Test |

(Row label "1" appears at left of the above data row.)

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:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | The results of the 2012 Florida Alternate Assessment indicates that 66% of our students in the lowest 25% made learning gains.<br><br>Our goal for the-2012-2013 school year is to maintain or improve student proficiency by 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% (3) | 33% (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 |
| 3B.1.<br><br>A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text. | 3B.1.<br><br>An emphasis will be placed- school-wide on the use of select Project CRISS strategies, such as graphic organizers, summarization activities, questioning the author activities in order to assist them with higher-order questions | 3B.1.<br><br>Principal; SPED Department Chairperson; MTSS/RTI Team | 3B.1.<br><br>The Reading Coach (Project CRISS trainer) will provide the Core departments with Project CRISS graphic organizers, summarization activity templates, and Questioning the Author activities. The Literacy Leadership team will conduct walkthroughs to support teacher implementation. | 3B.1.<br><br>Formative: Project CRISS Implementation Checklist; District Interim Reading Assessment Reports<br><br>Summative: 2013 Alternate Reading Assessment |

(Row label "1" appears at left of the above data row.)

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.<br><br>Reading Goal #4: | Reading Goal #4:<br><br>The results of the 2012 FCAT Reading Test indicate that 66% of our students in the lowest 25% made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 71%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 66% (189) | 71%(203 |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 4a.1.<br><br>Students are not taking full-advantage of the supplemental programs available to them, as differentiated instruction implementation is limited. | 4a.1.<br><br>Provide Core Classroom teachers with additional training and support on creating differentiated lessons, and review supplemental programs such as: A.R., Read Achieves 3000, Reading Plus and other supplemental programs. | 4a.<br><br>Principal; Literacy Leadership Team; MTSS/RTI Team; Reading Coach | 4a.1<br><br>The Literacy Leadership Team will conduct periodic walkthroughs in Core Content Area teacher classrooms to monitor the implementation of differentiated instructional activities and provide them with any additional support and resources. Additionally, students' progress will be closely monitored via grade-level team meetings and via the MTSS/RTI leadership meetings. | 4a.1<br><br>Formative: Lesson Plans; SOLO Reports; A.R. Reports; Read Achieves 3000 Reports; Reading Plus Reports; FAIR Reports; District Interim Reading Assessment Reports<br><br>Summative: 2013 FCAT Reading Test |

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 #<br><br>5A : |
|---|---|

Reading Goal #5A:

In six years, our school will reduce the achievement gap by fifty percent  from 45% to 73% proficient in reading.

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 50 | 54 | 59 | 63 | 68 | |

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.<br><br>Reading Goal #5B: | Reading Goal #5B:<br><br>The results of the 2012 FCAT Reading Test indicate that 45% of our students in the Hispanic subgroup achieved proficiency.<br><br>Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 54%. |
|---|---|

| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | |
|---|---|---|---|---|
| 45%(494)Hispanic | | | 54%(593)Hispanic | |

| 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.<br><br>Hispanic:<br><br>A significant number of our Hispanic students require additional remediation (many are Tier II and III students) but do not attend after-school tutorial sessions offered at the school. | 5B.1.<br><br>Provide students with before-school remedial sessions that target their individual deficiencies. Additionally, provide students with additional support via interventions via a push-in model, during school hours. Also, provide those students with incentives for regular attendance and participation in the program. | 5B.1.<br><br>Principal; MTSS/RTI Team; Literacy Leadership Team | 5B.1.<br><br>Tutoring Attendance Rosters; Speak to classroom teachers and parents of students not attending the program; Review at-risk students' ongoing assessment results via grade-level team meetings and the MTSS/RTI team to ensure the students' instructional needs are met. | 5B.1.<br><br>Formative:<br><br>Tutoring Attendance Rosters; FAIR Reports; District Interim Reading Assessment Reports.<br><br>Summative: 2013 FCAT Reading Test |
| 2 | 5B.2.<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was on Reference and Research. Students have difficulty with higher-order type questions requiring them to infer or use critical thinking skills | 5B.2.<br><br>An emphasis will be placed- school-wide on the use of select Project CRISS strategies, such as graphic organizers, summarization activities, questioning the author activities in order to assist them with higher-order questions. | 5B.2.<br><br>Principal; MTSS/RTI Team; Literacy Leadership Team; Reading Coach | 5B.2.<br><br>The Reading Coach (Project CRISS trainer) will provide the faculty with Project CRISS graphic organizers, summarization activity templates, and Questioning the Author activities. The Literacy Leadership team will conduct walkthroughs to support teacher implementation. | 5B.2<br><br>Formative:<br><br>FAIR Reports; District Interim Reading Assessment Reports<br><br>Summative: 2013 FCAT Reading Test |
| 3 | 5A.1.<br><br>Hispanic:<br><br>An area of deficiency as noted on the 2011 administration of the FCAT was Reporting Category 2- Reading Application. A significant number of our Hispanic students require additional remediation (many are Tier II and III students) but do not attend after-school tutorial sessions offered at the school. | 5A.1.<br><br>Provide students with before-school remedial sessions that target their individual deficiencies. Also, provide those students with incentives for regular attendance and participation in the program. | 5A.1.<br><br>Principal; RTI Team; SES Tutoring Leader; Reading Coach | 5A.1.<br><br>Tutoring Attendance Rosters; Speak to classroom teachers and parents of students not attending the program; Review at-risk students' ongoing assessment results via grade-level team meetings and the RTI team using the FCIM process to ensure the students' instructional needs are met. | 5A.1.<br><br>Formative: Tutoring Attendance Rosters; FAIR Reports; District Baseline and Interim Reading Assessment Reports.<br><br>Summative: 2012 FCAT Reading Test |
| 4 | 5A.2.<br><br>The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 4-Informational Text/Research Process. Students have difficulty | 5A.2.<br><br>An emphasis will be placed- school-wide on the use of select Project CRISS strategies, such as graphic organizers, summarization activities, questioning the author activities in order to | 5A.2.<br><br>Principal; RTI Team; Reading Coach | 5A.2.<br><br>The Reading Coach (Project CRISS trainer) will provide the faculty with Project CRISS graphic organizers, summarization activity templates, and Questioning the Author | 5A.2<br><br>Formative: FAIR Reports; District Baseline and Interim Reading Assessment Reports |

| | | | activities. The Literacy Leadership team will conduct walkthroughs to support teacher implementation. | Summative: 2012 FCAT Reading Test |
| --- | --- | --- | --- | --- |
| with higher-order type questions requiring them to infer or use critical thinking skills. | assist them with higher-order questions | | | |

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.<br><br>Reading Goal #5C: | Reading Goal #5C:<br><br>The results of the 2012 FCAT Reading Test indicate that 17% of our students in the ELL subgroup achieved proficiency.<br><br>Our goal for the 2012-2013 school year is to increase student proficiency by 8percentage points to 31% |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 17%(31) | 31%(57 |

| Problem-Solving Process to Increase Student Achievement | | | | |
| --- | --- | --- | --- | --- |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5C.1.<br><br>A majority of our ELL students require additional assistance (time on task) to acquire the language skills they require to comprehend grade-level text. | 5C.1.<br><br>Plan supplemental Instruction/intervention for students not responding to core instruction (differentiated instruction and after-school and Saturday tutoring) Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice | 5C.1.<br><br>Principal; Literacy Leadership Team; | 5C.1.<br><br>Tutoring Attendance Rosters; Closely monitor various data measures to measure student learning and make instructional adjustments as needed | 5C.1.<br><br>Formative:<br><br>Tutoring Attendance Rosters; CELLA Reports; Read Achieves 3000 Reports; FAIR Data Reports; District Reading Interim Assessment Reports; Inside Program Reports<br><br>Summative:<br><br>2013 FCAT Reading Test |
| 2 | 5C.2.<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was on Reference and Research. Students have difficulty with higher-order type questions requiring them to infer or use critical thinking skills | 5C.2<br><br>An emphasis will be placed- school-wide on the use of select Project CRISS strategies, such as graphic organizers, summarization activities, questioning the author activities in order to assist them with higher-order questions. | 5C.2.<br><br>Principal; MTSS/RTI Team; Reading Coach | 5C.2.<br><br>The Reading Coach (Project CRISS trainer) will provide the faculty with Project CRISS graphic organizers, summarization activity templates, and Questioning the Author activities. The Literacy Leadership team will conduct walkthroughs to support teacher implementation. | 5C.2<br><br>Formative:<br><br>CELLA Reports; Read Achieves 3000 Reports; FAIR Data Reports; District Reading Interim Assessment Reports; Inside Program Reports<br><br>Summative:<br><br>2013 FCAT Reading Test |

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: | 15%(17 |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Reading Goal #5D: The results of the 2012 FCAT Reading Test indicate that 15% of our students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 7 percentage points to 34%. | 34%(38) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5D.1. A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text. | 5D.1. Plan supplemental Instruction/intervention for students not responding to core instruction (differentiated instruction and after-school and Saturday tutoring) Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice | 5D.1. Principal; Literacy Leadership Team; MTSS/RTI Team | 5D.1. Tutoring Attendance Rosters; Closely monitor various data measures to measure student learning and make instructional adjustments as needed | 5D.1. Formative: Tutoring Attendance Rosters; FAIR Data Reports; District Reading Interim Assessment Reports: Read Achieves 3000 Reports; AR. Reports Summative: 2013 FCAT Reading Test |
| 2 | 5D.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was on Reference and Research. Students have difficulty with higher-order type questions requiring them to infer or use critical thinking skills. | 5D.2. An emphasis will be placed- school-wide on the use of select Project CRISS strategies, such as graphic organizers, summarization activities, questioning the author activities in order to assist them with higher-order questions | 5D.2. Principal; Literacy Leadership Team; MTSS/RTI Team; Reading Coach | 5D.2 The Reading Coach (Project CRISS trainer) will provide the faculty with Project CRISS graphic organizers, summarization activity templates, and Questioning the Author activities. The Literacy Leadership team will conduct walkthroughs to support teacher implementation. | 5D.2. Formative: FAIR Data Reports; District Reading Interim Assessment Reports: Read Achieves 3000 Reports; AR. Reports Summative: 2013 FCAT Reading Test |

| 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: | Reading Goal #5E: The results of the 2012 FCAT Reading Test indicate that 44% of our students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 53%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| 44% (469) | 53%(566) |
|---|---|

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5E.1.<br><br>A significant number of our Economically Disadvantaged students require additional remediation (many are Tier II and III students) but do not attend after-school tutorial sessions offered at the school. | 5E.1.<br><br>Provide students with before-school remedial sessions that target their individual deficiencies. Additionally, provide students with additional support via interventions via a push-in model, during school hours. Also, provide those students with incentives for regular attendance and participation in the program. | 5E.1.<br><br>Principal; Literacy Leadership Team; MTSS/RTI Team | 5E.1.<br><br>Tutoring Attendance Rosters; Speak to classroom teachers and parents of students not attending the program. | 5E.1.<br><br>Formative:<br><br>Tutoring Attendance Rosters; FAIR Reports; District Interim Reading Assessment Reports.<br><br>Summative: 2013 FCAT Reading Test |

## 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 |
|---|---|---|---|---|---|---|
| Reading (Literacy) Across the Curriculum | 6th-8th | Reading Coach/P.D. Liaison | School-wide | December 13th, 2012 | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal; Assistant Principal of Curriculum; Reading Coach; Literacy Leadership Team |
| School-Wide Homeroom Reading Program | 6th-8th | Reading Coach /P.D. Liaison | School-wide | September 2012 (will be monitored via monthly Literacy Leadership Team meetings) | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal; Assistant Principal of Curriculum; Reading Coach; Literacy Leadership Team |
| Edusoft Training | 6th-8th | Reading Coach; Science Coach | School-wide | September 2012 (Teacher Planning Day) | Edusoft Teacher Reports; Core Department Meetings | Principal; Assistant Principal of Curriculum; Reading Coach; Literacy Leadership Team |
| Common Core Standards Trainings for Reading and Language Arts Teachers | 6th-8th | Reading Coach | Language Arts, Reading, and Social Studies Departments | November 6th, 2012 (Professional Development Day) Department Meetings via Common Planning) | Classroom Walkthroughs; Department Meeting Reviews and Meeting Agendas | Principal; Assistant Principal of Curriculum; Reading Coach; Literacy Leadership Team |
| | | | | | | Principal; Assistant |

| | | | | | | |
|---|---|---|---|---|---|---|
| Reading (Literacy) Across the Curriculum | 6th-8th | Reading Coach/P.D. Liaison | School-wide | December 13th, 2012 | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal of Curriculum; Reading Coach; Literacy Leadership Team |
| Project CRISS Refresher | 6th-8th | Reading Coach/P.D. Liaison | School-wide | February 1st. 2013 (Professional Development Day) | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal; Assistant Principal of Curriculum; Reading Coach; Literacy Leadership Team |
| Using Data to Drive Instruction/FCAT Countdown Action Plan: Part I | 6th-8th | Language Arts, Reading, ELL; Social Studies; Select Electives | Language Arts, Reading, ELL; Social Studies; Select Electives | February 14th, 2013 (Professional Development Day) | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal; Reading Coach; Literacy Leadership Team |
| Using Data to Drive Instruction/FCAT Countdown Action Plan: Part II | 6th-8th | Reading Coach/P.D. Liaison | Language Arts, Reading, ELL; Social Studies; Select Electives | May 2nd, 2013 (Professional Development Day) | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal; Reading Coach; Literacy Leadership Team |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Extended Learning Services | After-School Tutoring Program | Title I | $3,000.00 |
| Improve Students' language acquisition of ELL students | Tutoring | Title III | $4,000.00 |
| | | | Subtotal: $7,000.00 |
| 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: $7,000.00 |

*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. | The results of the 2012 FCAT Reading Test indicate that 45% of our students in the ELL subgroup achieved proficiency on the listening/speaking subsection of the |

| | CELLA Goal #1: | CELLA test<br><br>Our goal for the 2012-2013 school year is to increase student proficiency on the listening/speaking subsection of the CELLA test by 5 percentage points to 50%. |
|---|---|---|

**2012 Current Percent of Students Proficient in listening/speaking:**

45%(99)

| 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.<br><br>The parents and family members of our ELL students are Spanish speakers and do not provide students with enough practice of the English language at home that promotes students' listening and speaking skills in English | 1.1.<br><br>Provide students with recorded audio lessons; Role Play lessons in English; and provide practice on retell and summarize lessons from reading selections | 1.1.<br><br>Principal; Literacy Leadership Team | 1.1.<br><br>Systematic Oral Presentations; Lesson Plans in ELL classrooms | 1.1.<br><br>CELLA; FAIR; District Interim Reading Assessments; ELL Program assessments.. |

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

| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2: | CELLA Goal #2:<br>The results of the 2012 FCAT Reading Test indicate that 10% of our students in the ELL subgroup achieved proficiency on the reading subsection of the CELLA test<br><br>Our goal for the 2012-2013 school year is to increase student proficiency on the listening/speaking subsection of the CELLA test by 5 percentage points to 20%. |
|---|---|

**2012 Current Percent of Students Proficient in reading:**

10%(23)

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2.1.<br><br>Students are not reading at their own language level as they do not read books in English independently and they are not fluent in their native language | 2.1.<br><br>Activate prior knowledge; Divide reading passages in chunks for questions, prediction activities and summarization activities; Use Visuals to enhance vocabulary. Teachers will pace their lessons accordingly, and will provide students with exit slips to ensure that learning is taking place at an | 2.1<br><br>Principal; Literacy Leadership Team; Reading Coach | 2.1.<br><br>Systematic Oral Presentations; Lesson Plans in ELL classrooms | 2.1.<br><br>CELLA; FAIR; District Interim Reading Assessments; ELL Program assessments, such as the Read Achieves 3000 program Reports |

| | | | | |
|---|---|---|---|---|
| | adequate pace. | | | |

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

| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | The results of the 2012 FCAT Reading Test indicate that 16% of our students in the ELL subgroup achieved proficiency on the reading subsection of the CELLA test |
|---|---|
| | Our goal for the 2012-2013 school year is to increase student proficiency on the listening/speaking subsection of the CELLA test by 5 percentage points |

2012 Current Percent of Students Proficient in writing:

16%(35)

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2.1.<br><br>Students have problems identifying graphemes and phonemes, with punctuation; and subject-verb agreement. | 2.1.<br><br>Utilize the following strategies to improve student writing: dialogue journals ;graphic organizers; writing rubrics; and spelling strategies to address student deficiencies in writing. | 2.1.<br><br>Principal; Literacy Leadership Team; Reading Coach | 2.1.<br><br>Systematic Oral Presentations; Process Writing Samples Utilizing the strategies; Lesson Plans in ELL classrooms | 2.1.<br><br>District Pre. and Mid-Year Writing Tests; Classroom Practice Essays; Unit Writing Quizzes |

CELLA Budget:

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

# Middle School Mathematics Goals

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

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

| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | Mathematics Goal #1A:<br><br>The results of the 2012 FCAT Mathematics Test indicates that 23% of our students achieved Level 3 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 9 percentage points to 32%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 23%(265) | 32%(375) |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1a.1<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. There is trend data in this area that suggests that our students lack the necessary mathematics foundation to master this subject area. | 1a.1<br><br>Students will be provided with the following strategies to assist them in understanding and applying geometry and measurement concepts: Provide visual stimulus to develop students' spatial sense; Provide students with opportunities to investigate geometric properties; Differentiate instruction for students; Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders; Provide the opportunities for students to use similar triangles to solve problems that include height and distances; and have students solve problems involving scale factors, using ratio and proportion. | 1a.1<br><br>Principal; Mathematics Coach; Leadership Team | 1a.1<br><br>Review formative data assessment data reports, including the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 1a.1<br><br>Formative: Topic Assessments; District Interim Assessment reports; Student authentic work.<br><br>Summative: 2013 FCAT Mathematics Test |
| 2 | 1a.2<br><br>More in-depth application of Differentiated instruction needed in order to address individual student needs. | 1a.2<br><br>Increase use of Differentiated Instruction in the Mathematics Classroom | 1a.2<br><br>Principal; Mathematics Coach; Leadership Team | 1a.2<br><br>The Administrators and the Mathematics Coach will monitor implementation through classroom walkthroughs | 1a.2<br><br>Formative: Mini-Assessments; District Interim Assessments<br><br>Summative: 2013 FCAT Mathematics Test. |

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.<br><br>Mathematics Goal #1b: | Mathematics Goal #1B:<br><br>The results of the 2012 Florida Alternate Assessment indicates that 100% of our students achieved a level 4-6.<br><br>Our goal for the-2012-2013 school year is to improve student proficiency by 25%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100%(3) | 75%(2) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1b.1.<br><br>A majority of our SPED students require additional assistance with understanding word problems, basic computation skills, and whole-class instruction introducing new concepts. | 1b.1.<br><br>Implement journal writing to provide SPED students with an opportunity to express their mathematical thoughts/processes in a verbal format based on concepts assessed on the Florida Alternative Assessment. | 1b.1.<br><br>Principal; Math Coach; MTSS/RtI Team | 1b.1.<br><br>Review student folders to examine students' ongoing mathematical journals | 1b.1.<br><br>Formative: FCAT Explorer; GIZMOS; District Interim Assessment reports; Student authentic work.<br><br>Summative: 2013 Florida Alternate Mathematics Assessment |

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | Mathematics Goal #2A:<br><br>The results of the 2012 FCAT Mathematics Test indicate that 13% of our students achieved Levels 4-5 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase Levels 4-5 student proficiency by 3 percentage points to 16%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13%(147) | 16%(188) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2.1.<br><br>The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was on the reporting category of Ratios and Proportional Relationships. Students | 2.1.<br><br>Increase the use of project-based learning and manipulatives in the advanced mathematics classrooms | 2.1.<br><br>Principal; Mathematics Department Chairperson | 2.1.<br><br>The Administrators team will monitor implementation through classroom walkthroughs.<br><br>Department Meetings will occur among advanced mathematics teachers | 2.1.<br><br>Formative: Mini-Assessments; District Baseline and Interim Assessment reports<br><br>Summative: |

| | | | | every quarter to discuss applicable mini-projects tied to the curriculum | 2012 FCAT Mathematics Test |
|---|---|---|---|---|---|
| often struggle with more complex mathematical problem-solving. An increase on in-depth applications of hands-on activities, such as the use of manipulatives would be helpful in this area. | | | | | |

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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | Mathematics Goal #2B:<br><br>The results of the 2012 Florida Alternate Assessment indicates that 0% of our students achieved a level 7 or above.<br><br>Our goal for the 2012-2013 school year is to improve student proficiency by 33%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0%(3) | 33%(1) |

<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 | 2b.1.<br><br>A majority of our SPED students require additional assistance with understanding word problems, basic computation skills, and whole-class instruction introducing new concepts. | 2b.1.<br><br>Implement journal writing to provide SPED students with an opportunity to express their mathematical thoughts/processes in a verbal format based on concepts assessed on the Florida Alternative Assessment. | 2b.1.<br><br>Principal; Mathematics Coach; SPED Chairperson; Leadership Team | 2b.1.<br><br>Review student folders to examine students' ongoing mathematical journals | 2b.1.<br><br>Formative:<br><br>FCAT Explorer; GIZMOS; District Interim Assessment reports; Student authentic work.<br><br>Summative:<br><br>2013 Florida Alternate Mathematics Assessment. |

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

| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal #3a: | Mathematics Goal #3A:<br><br>The results of the 2012 FCAT Mathematics Test indicate that 54% of our students made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase students achieving learning gains by 10 percentage points to 64%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 54%(572) | 64%(678) |

<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 | 3a.1.<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. There is trend data in this area that suggests that our students are struggling with basic computation problems. | 3a.1.<br><br>Students will be provided with the following strategies to assist them in understanding and applying geometry and measurement concepts. Intensive Math classes will be created to address students' deficiencies. | 3a.1.<br><br>Principal; Mathematics Coach; MTSS/RTI Team | 3a.1.<br><br>Review formative data assessment data reports, including the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 3a.1.<br><br>Formative:<br><br>District Mathematics Interim Assessment Reports ; Topic Assessments; ; Student authentic work<br><br>Summative:<br><br>2013 FCAT Mathematics Test. |

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:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | Mathematics Goal #3B:<br><br>The results of the 2012 Florida Alternate Assessment indicates that 0% of our students achieved a level 7 or above.<br><br>Our goal for the 2012-2013 school year is to maintain student proficiency. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0%(1) | 33%(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 | 3B.1.<br><br>A majority of our SPED students require additional assistance with understanding word problems, basic computation skills, and whole-class instruction introducing new concepts | 3B.1.<br><br>Increase the use of GIZMOS and FCAT Explorer for mathematics via the portable classroom labs and the Media Center. | 3B.1.<br><br>Principal; Mathematics Coach; MTSS/RtI Team ; SPED Department Chairperson | 3B.1.<br><br>Monitor FCAT Explorer and GIZMOS reports by teacher<br><br>The Administrators and the MTSS/RtI team will monitor implementation through classroom walkthroughs | 3B.1.<br><br>Formative:<br><br>FCAT Explorer; GIZMOS; District Interim Assessment Reports; Student authentic work.<br><br>Summative:<br><br>2013 Florida Alternate Mathematics Assessment. |

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% | Mathematics Goal #4:<br><br>The results of the 2012 FCAT Mathematics Test indicate that |
|---|---|

| | |
|---|---|
| making learning gains in mathematics.<br><br>Mathematics Goal #4: | 59% of our students in the lowest 25% made learning gains.<br><br>Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 10 percentage points to 69%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 59%(164) | 69%(192) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>4a.1.<br><br>Students have limited basic mathematics skills that diminish their progress with grade-level material, such as not having achieved mastery with the multiplication tables, and basic computations skills.</td>
<td>4a.1.<br><br>Students will take an Intensive Mathematics Class in addition to their regular mathematics class to provide them with additional support. Also provide students with more individual support via an intervention program following the push-in model in select classrooms.<br><br>Tutoring Program: (After/Saturday School)<br><br>Push-In Program</td>
<td>4a.1.<br><br>Principal; Mathematics Coach</td>
<td>4a.1.<br><br>Review formative data assessment data reports, including the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.</td>
<td>4a.1.<br><br>Formative: District Mathematics Interim Assessment Reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>2013 FCAT Mathematics Test</td>
</tr>
</table>

| |
|---|
| 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 #<br><br>In six years, our school will reduce the achievement gap by fifty percent  from 38% to 69% proficient in mathematics.<br><br>5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 43 | 48 | 54 | 59 | 64 | |

| |
|---|
| 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.<br><br>Mathematics Goal #5B: | Mathematics Goal #5B:<br><br>The results of the 2012 FCAT Mathematics Test indicate that 36% of our students in the Hispanic subgroup achieved proficiency.<br><br>Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 48%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36%(393) | 48%(524) |

| | 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 | Mathematics Goal #5B:<br><br>The results of the 2012 FCAT Mathematics Test indicate that 36% of our students in the Hispanic subgroup achieved proficiency.<br><br>Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 48%. | 5B.1.<br><br>A Push-In Program will be provided as an intervention program during the instructional block to provide tailored instruction for students. Additionally, 65% of Level 1 students are enrolled in an intensive mathematics course, in addition to their regular mathematics course to provide them with additional support. | 5B.1.<br><br>Principal; Mathematics Coach; Leadership Team | 5B.1.<br><br>The Math Coach will monitor the push-in program and adjust academic goals utilizing teacher feedback on student skill attainment. | 5B.1<br><br>Formative: Topic Assessments; District Mathematics Interim Assessments<br><br>Summative:<br><br>2013 FCAT Mathematics Test |

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.<br><br>Mathematics Goal #5C: | Mathematics Goal #5C:<br><br>The results of the 2012 FCAT Mathematics Test indicate that 17% of our students in the ELL subgroup achieved proficiency.<br><br>Our goal for the 2012-2013school year is to increase student proficiency by 6 percentage points to 32%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 17%(31) | 32%(59) |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5C.1.<br><br>A majority of our ELL students require additional assistance with understanding word problems and whole-class instruction introducing new concepts that are not understood by student as they are deficient in understanding information presented in English | 5C.1.<br><br>Implement journal writing to provide ELL students with an opportunity to express their mathematical thoughts/processes in a verbal format based on concepts assessed on the FCAT.<br><br>Tutoring Program: (After/Saturday School)<br><br>Push-In Program | 5C.1.<br><br>Principal; Mathematics Coach; Leadership Team | 5C.1.<br><br>Review student folders to examine students' ongoing mathematical journals | 5C.1.<br><br>Formative: District Mathematics Interim Assessment Reports; Classroom work<br><br>Summative:<br><br>2013 FCAT Mathematics Test |
| | 5C.2.<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in the Reporting | 5C.2.<br><br>Students will be provided with the following strategies to assist them in understanding and applying geometry | 5C.2.<br><br>Principal; Mathematics Coach; Leadership Team | 5C.2.<br><br>Review formative data assessment data reports, including the District's Interim Assessment results, and | 5C.2.<br><br>Formative: Topic Assessments; District Mathematics |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Category of Geometry and Measurement. Students lack the necessary mathematics foundation to master this subject area. | concepts: Provide visual stimulus to develop students' spatial sense; Provide students with opportunities to investigate geometric properties; Differentiate instruction for students; Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders; Provide the opportunities for students to use similar triangles to solve problems that include height and distances; and have students solve problems involving scale factors, using ratio and proportion. A Push-In Program will be provided as an intervention program during the instructional block to provide tailored instruction for students. Additionally, 65% of Level 1 students are enrolled in an intensive mathematics course, in addition to their regular mathematics course to provide them with additional support. | | programmatic assessments to ensure progress is being made and adjust instruction accordingly.

Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | Interim Assessment reports; Student authentic work.

Summative:

2013 FCAT Mathematics Test. |

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: | Mathematics Goal #5D:

The results of the 2012 FCAT Mathematics Test indicate that 13% of our students in the ELL subgroup achieved proficiency.

Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 30%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13%(14) | 30%(33) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | 5D.1.

A majority of our SPED students require additional assistance with understanding word problems, basic computation skills, and whole-class instruction introducing new concepts | 5D.1.

Implement journal writing to provide SPED students with an opportunity to express their mathematical thoughts/processes in a verbal format based on concepts assessed on | 5D.1.

Principal; Mathematics Coach; Leadership Team | 5D.1.

Review student folders to examine students' ongoing mathematical journals | 5D.1.

Formative:

Topic Assessments; District Mathematics Interim Assessment |

| | | | | | Reports; Student authentic work. Summative: 2013 FCAT Mathematics Test. |
|---|---|---|---|---|---|
| 1 | | the FCAT utilizing math journals; Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content | | | |

| 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: | Mathematics Goal #5E: The results of the 2012 FCAT Mathematics Test indicate that 36% of our students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 47%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36%(382) | 47%(499) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5E.1. Students lack the foundation and basic mathematical skills to perform at grade level | 5E.1. Provide students with skill-based activities, various incentives and real life applications of mathematics that will encourage them to see the importance of math within the real world. Additionally, develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real- | 5E.1. Principal; Mathematics Coach; Leadership Team | 5E.1. Checklists generated for walkthroughs by administrators The Administrators and the Math Coach will monitor the implementation through classroom walkthroughs. | 5E.1. Formative: District Mathematics Interim Assessment Reports; Topic Assessments; Student authentic work. Summative: 2013 FCAT Mathematics Test. |

| | | world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content | | | |
|---|---|---|---|---|---|
| 2 | 5E.2.<br><br>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in the Reporting Category of Geometry and Measurement. Students lack the necessary mathematics foundation to master this subject area. | 5E.2.<br><br>Students will be provided with the following strategies to assist them in understanding and applying geometry concepts:<br>Provide visual stimulus to develop students' spatial sense;<br>Provide students with opportunities to investigate geometric properties;<br>Differentiate instruction for students; Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders;<br>Provide the opportunities for students to use similar triangles to solve problems that include height and distances;<br>and<br>have students solve problems involving scale factors, using ratio and proportion. | 5E.2.<br><br>Principal; Mathematics Coach; Leadership Team | 5E.2.<br><br>Review formative data assessment data reports, including the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 5E.2.<br><br>Formative:<br><br>District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>Results from the 2013 FCAT Mathematics Test |

*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.<br><br>Algebra Goal #1: | Algebra 1 Goal #1:<br><br>The results of the 2012 Algebra EOC assessment indicate that 62% of our students scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Levels 3-5). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62%(63) | 62%(63) |
| Problem-Solving Process to Increase Student Achievement | |
| | | | Person or | Process Used to | |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 1.1.<br><br>According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was in Stand 2: Quadratics, and Discrete Mathematics. | 1.1.<br><br>Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that:<br>1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world<br>2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology. | 1.1.<br><br>Principal; Mathematics Coach; Leadership Team | 1.1.<br><br>Review formative data assessment data reports, including the Algebra Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 1.1.<br><br>Formative:<br><br>District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>2013 Algebra EOC Assessment |

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

| | |
|---|---|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.<br><br>Algebra Goal #2: | Algebra Goal #2:<br><br>The results of the 2012 Algebra EOC assessment indicate that 23% of our students scored in the upper third (Levels 4-5).<br><br>Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Levels 4-5). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 23%(23) | 23%(23) |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 2.1.<br><br>According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was in Stand 2: Quadratics, and Discrete Mathematics. | 2.1.<br><br>Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that:<br>1. Provide all students opportunities to explore and investigate and apply the use of a system of equations in the real-world<br>2. Provide all students opportunities to graph linear equations and inequalities in two variables with and | 2.1.<br><br>Principal; Mathematics Coach; Leadership Team | 2.1.<br><br>Review formative data assessment data reports, including the Algebra Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 2.1.<br><br>Formative:<br><br>District Mathematics Interim Assessment Reports; Topic Assessments Student authentic work.<br><br>Summative:<br><br>2013 Algebra EOC Assessment |

| | | without graphing technology.<br>3. Provide students with increased exposure to project-based learning that ties into real-world experiences | | | |
| --- | --- | --- | --- | --- | --- |

| 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 #<br><br>3A : |
| --- | --- |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
| --- | --- |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3B: | Algebra 1 Goal #3B:Hispanic<br><br>The results of the 2012 Algebra EOC assessment indicate that 36% of our Hispanic students scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5 percentage points to 48%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36%(33) | 48%(44) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
| --- | --- | --- | --- | --- | --- |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 3B.1.<br><br>Hispanic:<br><br>According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was in Stand 2: Quadratics, and Discrete Mathematics. | 3B.1.<br><br>Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that:<br>1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world<br>2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology.<br>3. Provide students with the push-in program and | 3B.1.<br><br>Principal; Mathematics Coach; Leadership Team | 3B.1.<br><br>Review formative data assessment data reports, including the Algebra Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 3B.1.<br><br>Formative:<br><br>District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>2013 Algebra EOC Assessment |

| | | | | | |
|---|---|---|---|---|---|
| | | after-school/Saturday tutoring to provide them with additional instructional support | | | |

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.<br><br>Algebra Goal #3C: | Algebra 1 Goal #3C:<br><br>The results of the 2012 Algebra EOC assessment indicate that % of our students scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5 percentage points to %. |
| 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 |
|---|---|---|---|---|---|
| 1 | 3C.1.<br><br>According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was in Stand 2: Quadratics, and Discrete Mathematics. | 3C.1.<br><br>Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that:<br>1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world<br>2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology.<br>3. Solve and graph one- and two-step inequalities in one variable.<br>4. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions.<br>5. Provide students with the push-in program and after-school/Saturday tutoring. | 3C.1.<br><br>Principal; Mathematics Coach; Leadership Team | 3C.1.<br><br>Review formative data assessment data reports, including the Algebra Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 3C.1.<br><br>Formative:<br><br>District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>2013 Algebra EOC Assessment |

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

| | |
|---|---|
| | Algebra 1 Goal #3D: |

| | 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3D: | The results of the 2012 Algebra EOC assessment indicate that _% of our students scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5 percentage points to _%. |
|---|---|---|

| 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 |
| 1 | 3D.1.<br><br>According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was in Stand 2: Quadratics, and Discrete Mathematics. | 3D.1.<br><br>Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that:<br>1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world<br>2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology.<br>3. Solve and graph one- and two-step inequalities in one variable.<br>4. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions.<br>5. Provide students with the push-in program and after-school/Saturday tutoring. | 3D.1.<br><br>Principal; Mathematics Coach; Leadership Team | 3D.1.<br><br>Review formative data assessment data reports, including the Algebra Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 3D.1.<br><br>Formative:<br><br>District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>2013 Algebra EOC Assessment |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra.<br><br>Algebra Goal #3E: | Algebra 1 Goal #3E:<br><br>The results of the 2012 Algebra EOC assessment indicate that 36% of our Economically Disadvantaged students scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5 percentage points to 47%. |

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

| | |
|---|---|
| 36%(29) | 47%(38) |

| 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 | 3E.1.<br><br>According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was in Stand 2: Quadratics, and Discrete Mathematics. | 3E.1.<br><br>Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies that:<br>1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world<br>2. Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology<br>3. Solve and graph one- and two-step inequalities in one variable.<br>4. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions.<br>5. Provide students with the push-in program and after-school/Saturday tutoring. | 3E.1.<br><br>Principal; Mathematics Coach; Leadership Team | 3E.1.<br><br>Review formative data assessment data reports, including the Algebra Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 3E.1.<br><br>Formative:<br><br>District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>2013 Algebra EOC Assessment |

*End of Algebra EOC Goals*

# Geometry End-of-Course (EOC) Goals

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

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 1.1.<br><br>According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty for students was in Stand 2: Three-Dimensional Geometry. | 1.1<br><br>Use instructional technology programs and resources such as Gizmos and FCAT Explorer provide students with opportunities to participate in interactive simulations in math. | 1.1<br><br>Principal; Mathematics Coach; Leadership Team | 1.1<br><br>Review formative data assessment data reports, including the Geometry Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 1.1<br><br>Formative:<br><br>District Mathematics Interim Assessment reports; Topic Assessments; Student authentic work.<br><br>Summative:<br><br>2013 Geometry EOC Assessment |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.<br><br>Geometry Goal #2: | Geometry Goal #2:<br><br>The results of the 2012 Geometry EOC assessment indicate that 70% of our students scored in the upper third (Levels 4-5).<br><br>Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Levels 4-5). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 70%(16) | 70%(16) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2.1.<br><br>Students have difficulty with solving geometry problems that require real-world applications | 2.1.<br><br>Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems | 2.1.<br><br>Principal; Mathematics Coach; Leadership Team | 2.1.<br><br>1. Develop departmental guidelines for all student learning notebooks designed to increase student achievement and check student work as grade level teams periodically 2. Check the implementation of real-world problems in classroom lessons | 2.1.<br><br>Formative: Bi-weekly assessments; District Mathematics Interim Assessment reports; Student authentic work.<br><br>Summative:<br><br>2013 Geometry EOC Assessment |

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

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

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

| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.<br><br>Geometry Goal #3B: | Geometry Goal #3B:Hispanic<br><br>The results of the 2012 Geometry EOC assessment indicate that % ( ) of our Hispanic students scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5 percentage points to ( ) %. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| __ ( ) | ___ ( ) |

<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>3B.1<br>Hispanic<br><br>According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty for students was in Stand 2: Three-Dimensional Geometry.</td><td>3B.1.<br><br>Use instructional technology programs and resources such as Gizmos, FCAT Explorer, and Discovery Education to provide students with opportunities to participate in interactive simulations in math and science.<br><br>Provide students with the push-in program and after-school/Saturday tutoring.</td><td>3B.1.<br><br>Principal; Mathematics Coach; Leadership Team</td><td>3B.1.<br><br>Review formative data assessment data reports, including the Geometry Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders</td><td>3B.1.<br><br>Formative: Program Progress Reports; District Mathematics Interim Assessment reports; Student authentic work.<br><br>Summative:<br><br>2013 Geometry EOC Assessment.</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:

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

## Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 3C.1<br><br>According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty for students was in Stand 2: Three-Dimensional Geometry. | 3C.1.<br>Use instructional technology programs and resources such as Gizmos, FCAT Explorer, and Discovery Education to provide students with opportunities to participate in interactive simulations in math.<br><br>Provide students with the push-in program and after-school/Saturday tutoring. | 3C.1.<br><br>Principal; Mathematics Coach; Leadership Team | 3C.1.<br><br>Review formative data assessment data reports, including the Geometry Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 3C.1.<br><br>Formative:<br><br>Program Progress Reports; District Mathematics Interim Assessment reports; Student authentic work.<br><br>Summative:<br><br>Results from the 2013 Geometry EOC Assessment. |

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

| | |
|---|---|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.<br><br>Geometry Goal #3D: | Geometry Goal #3D:<br><br>The results of the 2012 Geometry EOC assessment indicate that % () of our Students with Disabilities scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to increase the percentage of students with disabilities achieving proficiency (Levels 3-5) by 5 percentage points to( ) %. |
| 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 |
|---|---|---|---|---|---|
| 1 | 3D.1<br><br>According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty for students was in Stand 2: Three-Dimensional Geometry. | 3D.1.<br>Use instructional technology programs and resources such as Gizmos, FCAT Explorer, and Discovery Education to provide students with opportunities to participate in interactive simulations in math.<br><br>Provide students with the push-in program and after-school/Saturday tutoring. | 3D.1.<br><br>Principal; Mathematics Coach; Leadership Team | 3D.1.<br><br>Review formative data assessment data reports, including the Geometry Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies | 3D.1.<br><br>Formative: Program Progress Reports; District Mathematics Interim Assessment reports; Student authentic work.<br><br>Summative:<br><br>Results from the 2013 Geometry EOC Assessment. |

| | | | | via student work folders |
|---|---|---|---|---|

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.<br><br>Geometry Goal #3E: | Geometry Goal #3E:<br><br>The results of the 2012 Geometry EOC assessment indicate that % () of our Economically Disadvantaged Students scored in the upper third (Levels 3-5).<br><br>Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged Students achieving proficiency (Levels 3-5) by 5 percentage points to ( ) %. |
|---|---|
| 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 |
| 1 | 3E.1<br><br>According to the results of the 2012 Geometry EOC assessment the area of greatest difficulty for students was in Stand 2: Three-Dimensional Geometry. | 3E.1.<br><br>Use instructional technology programs and resources such as Gizmos, FCAT Explorer, and Discovery Education to provide students with opportunities to participate in interactive simulations in math. | 3E.1.<br><br>Principal; Mathematics Coach; Leadership Team | 3E.1.<br><br>Review formative data assessment data reports, including the Geometry Baseline Assessment and the District's Interim Assessment results, and programmatic assessments to ensure progress is being made and adjust instruction accordingly.<br><br>Administrative classroom walkthroughs to check for evidence of the use of strategies via student work folders | 3E.1.<br><br>Formative: Program Progress Reports; District Mathematics Interim Assessment reports; Student authentic work.<br><br>Summative: Results from the 2013 Geometry EOC Assessment. |

*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 |
|---|---|---|---|---|---|---|
| Grade Level Learning Teams: Rigorous Planning & Unwrapping the | Mathematics Grades 6-8 | Mathematics Department Chairperson | Mathematics Teachers Grades 6-8 | August 2012 – May 2013 during Common Planning | Department Meetings; Grade-Level Team Meetings; Classroom Walkthroughs; Lesson Plans | Principal; Mathematics Coach; Assistant Principal |

| Benchmarks | | | | | | |
|---|---|---|---|---|---|---|
| Authentic Leaning Applications in Mathematics Using Technological Resources (e.g. GIZMOS) | Mathematics Grades 6-8 | Mathematics Department Chairperson | Mathematics Teachers Grades 6-8 | October 2012 – May 2013 | Department Meetings; Grade-Level Team Meetings; Classroom Walkthroughs; Lesson Plans | Principal; Mathematics Coach; Assistant Principal |
| Common Core Standards: Creating Lessons in Mathematics Classrooms | Mathematics Grades 6-8 | Mathematics Department Chairperson | Mathematics Teachers Grades 6-8 | October 25th, 2012 (Early Release Day); and follow-up mini-trainings throughout the school year | Observation of center use and documentation in lesson plans; Classroom Walkthroughs | Principal; Mathematics Coach |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Tutoring Program Utilizing research-based instructional materials to provide students with interventions to address student deficiencies | FCAT Enhancement | Title I | $3,000.00 |
| Improve Students' language acquisition of ELL students | Tutoring | Title III | $4,000.00 |
| | | | Subtotal: $7,000.00 |
| 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: $7,000.00 |

*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.<br><br>Science Goal #1a: | Science Goal #1A:<br><br>The results of the 2012 FCAT Science Test indicates that 29% of our students achieved Level 3 proficiency.<br><br>Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 33%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| 29%(96) | 33%(112) |
|---|---|

### Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 1a.1.<br><br>There is a lack of detailed written responses on lab reports. | 1a.1.<br><br>• Incorporate the Power Writing Model and the Art of Scientific Conclusions recommended by the district. Additionally, provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. | 1a.1.<br><br>Principal; Science Coach; Leadership Team | 1a.1.<br><br>Department review and discourse of sample student work following the FCIM process using a lesson study model | 1.1.<br><br>Formative: Benchmark assessments District Science Interim Assessments<br><br>Summative: 2013 Science FCAT Test |
| 2 | 1a.2.<br><br>A significant number of students are not able to apply the fundamental scientific principles to solve real-world problems or complex problems | 1a.2.<br><br>An elective Science Research class will be created. This class will focus on improving students' critical thinking and research skills be exposing them to more hands-on and research-based projects. | 1a.2.<br><br>Principal; Science Coach; Leadership Team | 1a.2.<br><br>Department review and discourse of sample student work following the FCIM process using a lesson study model | 1a.2<br><br>Formative: Benchmark assessments District Science Interim Assessments<br><br>Summative: 2013 Science FCAT Test |

| 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:<br>Students scoring at Levels 4, 5, and 6 in science.<br><br>Science Goal #1b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

### Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| 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.<br><br>Science Goal #2a: | Science Goal #2A:<br><br>The results of the 2012 FCAT Science Test indicate that 4% of the students achieved proficiency (FCAT Levels 4 & 5).<br><br>Our goal for the 2012-2013 school year is to increase Levels 4-5 student proficiency by 2percentage points to 6%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 4%[13) | 6%(20) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2A.1.<br><br>A significant number of students are not able to apply the fundamental scientific principles to real-world problems or complex problems | 2A.1.<br><br>The students will be exposed to more hands-on and real world related problems. More emphasis will be put on open inquiry learning and increase participation in the Science Fair. | 2A.1.<br><br>Principal; Science Coach; Leadership Team | 2A.1<br><br>Review of student work samples and Science Fair projects using a rubric for select standards | 2A.1.<br><br>Formative: Benchmark assessments District Science Interim Assessments<br><br>Summative: 2013 FCAT Test |
| 2 | 2A.2.<br><br>Access to Gizmo Online Lab is limited due to computer access in some science classrooms | 2A.2.<br><br>Provide all students with a Gizmos account. Assist classroom teachers with a combination of portable lap top computers or with access to the computer labs | 2A.2.<br><br>Principal; Science Coach; Science ; Leadership Team | 2A.2.<br><br>Teacher monitored check out list. Successful completion of the Gizmos exploration guide. | 2a.2.<br><br>Formative: Benchmark Assessments; District Science Interims Assessments<br><br>Summative: 2013 Science FCAT Test |

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:<br>Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | N/A |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Science Item Specifications | 6-8 | Science Coach | Science Teachers | Weekly Common Planning Meetings | The science department will meet weekly to common plan. The common planning meeting will be broken up by grade levels, and teachers from each grade level will work together to analyze and incorporate pertinent information from the item specifications into their lesson plans. | Principal; Science Coach |
| Training on Using the New Science Textbook Series and its Resources | Physical Science and Biology | Science Coach | Physical Science and Biology teachers. | November, 2012 during Common Planning | Science common planning meetings will include a discussion and review of the incorporation of best practices and resources directly related to the Physical Science and Biology courses. | Principal; Science Coach |
| Edusoft Training | 6-8 | Science Coach | Science Teachers | September 2012 | Edusoft Reports used in Common Planning Discussions and Lessons | Principal; Science Coach |
| Infusing Writing into the Science Curriculum | 6-8 | Science Coach | Science Teachers | October 2012 (Early Release) | Science Department Meetings will include a discussion and review of the implementation of the Common Core Science Standards and how to incorporate the new standards in lessons (quarterly). Classroom walkthroughs (lesson plans). | Principal; Science Coach |
| Gizmos: (online laboratory activities) | 6-8 | Science Coach | Science Teachers | October 2012-May 2013 | Minutes will be recorded and then reviewed by the administration to ensure that this was discussed. Teachers will also be responsible for turning in a class log to ensure that GIZMOS is being utilized in the classroom. | Principal; Science Coach |

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Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Tutoring Program- Research-Based Science Materials and Resources and Supplemental Programs | FCAT Enhancement | Title I | $3,000.00 |
| Improve Students' science skills of ELL students utilizing ELL instructional strategies | Tutoring | Title III | $4,000.00 |

| | | | Subtotal: $7,000.00 |
|---|---|---|---|

**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: $7,000.00 |

*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.<br><br>Writing Goal #1a: | Writing Goal #1A:<br><br>The results of the 2011 FCAT Writing Test indicate that 66% of the students achieved a 3.0 or above on the FCAT Writing.<br><br>Our goal for the 2011-12 school year is to increase the number of students scoring at a 3.0 or higher by 4% to 70%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 66%[224) | 70%(235) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1A.1.<br><br>Student writing is lacking voice, support, and evidence of higher-order thinking processes. . | 1A.1.<br><br>Provide students achieving proficiency in writing with more enrichment creative writing activities using Visual Thinking Strategies, Object Based lessons, Write Traits lessons and research-based writing strategies. | 1A.1.<br><br>Principal; Reading Coach; Literacy Leadership Team | 1A..1.<br><br>One on one student-teacher writing conferences and peer review and critiques following the state's writing exemplar lesson model and the FCIM process | 1a.1<br><br>Formative: Writing Checklist and Rubric; Object-Based Lessons; District Pre-test and Mid-Year test results:<br><br>Summative: 2013FCAT Writing Test |
| | 1A.2<br><br>Writing Instruction and | 1A.2.<br><br>Provide Social Studies | 1A.2.<br><br>Principal; Reading | 1A.2.<br><br>Progress monitoring of | 1A.2.<br><br>Formative: |

| | | | | | |
|---|---|---|---|---|---|
| 2 | inclusion of writing checklists are often limited to Language Arts and Reading Teachers. Students require additional time to familiarize themselves with correct usage | and Science teachers with professional development in incorporating writing traits strategies and writing activities that assist students in improving their writing skills. | Coach; Literacy Leadership Team | their in class writing assignments through their Content Area Core classes | Pre-Writing and Mid-Year Writing Tests; Summative: 2013 FCAT Writing Test |
| 3 | 1A.3. Students are not sufficiently engaged and motivated to write essays to the best of their abilities | 1A.3. Provide students achieving above proficiency in writing with more challenging and creative real world writing activities and that will keep students engaged, by integrating technology and multimedia assignments | 1A.3. Principal; Reading Coach; Literacy Leadership Team | 1A.3. One on one student-teacher writing conferences and peer review and critiques following the FCIM process, using the lesson-study model | 1A.3. Formative: Classroom presentations; Summative: 2013 FCAT Writing Writing Test |

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

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

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Best Writing Practices Across the Curriculum | 6th-8th | Reading Coach/P.D. Liaison | School-wide | October 25th,2012 (Early Release Day) January 17th, 2013 (Early Release Day) | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal; Assistant Principal of Curriculum; Reading Coach |
| Common | | | | | | |

| Core Standards Trainings for Reading and Language Arts Teachers | 6th-8th | Reading Coach | Language Arts, Reading, and Social Studies Departments | November 6th, 2012 (Early Professional Development Day /Department Meetings via Common Planning) | Classroom Walkthroughs; Department Meeting Reviews and Meeting Agendas | Principal; Assistant Principal of Curriculum; Reading Coach |
| Writing to the New Standards: A Writer's Tool | 6th-8th | Reading Coach | Language Arts, Reading, and Social Studies Departments | October 2012-May 2013: Common Planning Meetings | Classroom Walkthroughs; Literacy Leadership Team Reviews | Principal; Reading Coach |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
| --- | --- | --- | --- |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Tutoring Program Using the Write Traits Resources | FCAT Enhancement | Title I | $2,000.00 |
| | | | Subtotal: $2,000.00 |
| 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: $2,000.00 |

*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.<br><br>Civics Goal #1: | Civics Goal #1:<br><br>Our goal for the 2012-2013 school year is for 10% of our students to meet the proficiency level (70%) in their district-administered post-test as compared to their district-administered pretest given at the beginning of the school year. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0%(402) | 10%(40) |
| Problem-Solving Process to Increase Student Achievement | |

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

| | Anticipated Barrier | Strategy | Monitoring | Strategy | |
|---|---|---|---|---|---|
| 1 | 1.1. Students have limited understanding and knowledge about the Civics and the Constitution (U.S. & Florida) | 1.1. Utilize district-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. | 1.1. Principal; Assistant Principal for Curriculum | 1.1. Data analysis of assessments, comparing benchmarks to evaluations | 1.1. Formative: Pretest; District Baseline Civics Assessment: Monthly assessments; Chapter/unit assessments Summative: District Civics Post test |
| 2 | 1.2. Students have limited vocabulary necessary to comprehend civics terminology | 1.2. Provide classroom activities which help students develop an understanding of the content specific vocabulary taught in civics. | 1.2. Principal; Assistant Principal for Curriculum | 1.2. Data analysis of assessments, comparing benchmarks to evaluations | 1.2. Formative: Pretest; District Baseline Civics Assessment: Monthly assessments; Chapter/unit assessments Summative: District Civics Post test |
| 3 | 1.3. Students have limited familiarity with writing about non-fiction topics | 1.3. Students will be provided opportunities to write to inform and to persuade. | 1.3 Principal Assistant Principal for Curriculum | 1.3. Review writings using a site generated rubric | 1.3. Formative: Pretest; District Baseline Civics Assessment: Monthly assessments; Chapter/unit assessments Summative: District Civics Post test |

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: | Civics Goal #2: Our goal for the 2012-2013 school year is for 5% of students to meet above-proficiency level s 4-5 in their district-administered post-test as compared to their district-administered pretest given at the beginning of the school year. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0%(70) | 5% (4) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | 2.1. Students have limited | 2.1. Provide opportunities | 2.1. Principal Assistant Principal | 2.1. Data analysis of | 2.1. Formative: |

| | | | | | |
|---|---|---|---|---|---|
| 1 | understanding and knowledge of how to recognize and use primary and secondary sources. | for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to problems researched. | for Curriculum | assessments, comparing benchmarks to evaluations | Pretest; District Baseline Civics Assessment: Monthly assessments; Chapter/unit assessments<br><br>Summative: District Civics Post test |
| 2 | 2.2.<br>Students have limited opportunities to participate in project-based learning activities in the classroom. | 2.2.<br>Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District. | 2.2.<br>Principal; Assistant Principal for Curriculum | 2.2.<br>Data analysis of assessments, comparing benchmarks to evaluations | Formative:<br><br>Pretest; District Baseline Civics Assessment: Monthly assessments; Chapter/unit assessments<br><br>Summative: District Civics Post test |

## 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 |
|---|---|---|---|---|---|---|
| Using Primary & Secondary Sources and object-based learning in the Social Studies Classroom | 6-8 | Social Studies Dept. Chair | Social Studies Teachers | September 2012-May 2013 | Classroom walkthroughs Sample Lessons | Principal ; Assistant Principal of Curriculum |
| Using Primary & Secondary Sources and object-based learning in the Social Studies Classroom | 6-8 | Social Studies Dept. Chair | Social Studies Teachers | September 2012-May 2013 | Classroom walkthroughs Sample Lessons | Principal ; Assistant Principal of Curriculum |
| Reading and Writing in the Social Studies Classroom | 6-8 | Reading Coach | Social Studies Teachers | October 2012 | Sample Work/Student Folders; Classroom Walkthroughs | Principal, Assistant Principal of Curriculum; Reading Coach |
| Pacing Guides/Next Generation Standards PD | 6-8 | Social Studies Dept. Chair | Social Studies Teachers | August-September 2012 | Classroom walkthroughs | Principal, APC, Social Studies Department Chair |
| Depth of Knowledge/Levels of Complexity PD | 6-8 | Reading Coach; Social Studies Dept. Chair | Social Studies Teachers | October 2012 | Sample Lessons | Principal; Assistant Principal of Curriculum; Reading Coach |
| Social Studies Task Cards | 6-8 | Social Studies Dept. Chair | Social Studies Teachers | September2012-May 2013 | Classroom walkthroughs | Principal; Assistant Principal of Curriculum |

| Technology and the Social Studies Classroom | 6-8 | Social Studies Dept. Chair | Social Studies Teachers | September 2012- May 2013 | Classroom walkthroughs | Principal; Assistant Principal of Curriculum |
|---|---|---|---|---|---|---|

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<br><br>Attendance Goal #1: | Attendance Goal #1:<br><br>Student attendance will improve .5% during the 2012-13 school year. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 94.8%[1163] | 95.3%(1169) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 405 | 385 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 252 | 239 |
| 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.<br><br>There is a lack of positive parental reinforcement for students to attend school and class on time consistently | 1.1.<br><br>C.S.I. Faculty Member and Children's Trust Fund Resource person will work closely with Student Services department to prevent truancy and to improve attendance rate of students;<br>Students who have excellent attendance and those who improve their attendance will be eligible to participate in a school-wide incentive program . | 1.1.<br><br>Principal; Assistant Principal; School Center for Special Instruction (C.S.I. Teacher); MTSS/ RtI Team; Student Services | 1.1.<br><br>Continuous meetings and phone conferences with parents and students to resolve truancy issues; Conduct Weekly Data reviews to identify students who are consistently absent | 1.1.<br><br>Meeting Logs; Telephone Logs; Attendance Logs |

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

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

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

Attendance Budget:

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

## 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<br><br>Suspension Goal #1: | Suspension Goal #1:<br><br>Our goal for the 2012-13 school year is to decrease the number of students with suspensions by 3% for the 2012-2013 school year. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 32 | 29 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 28 | 25 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 301 | 271 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 178 | 160 |

| 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.<br><br>Many students are often late to class between class periods, disrupting the learning environment | 1.1.<br><br>Alternative to Suspension Program | 1.1.<br><br>Principal; Assistant Principal; School Center for Special Instruction (C.S.I. Teacher); Trust Counselor | 1.1.<br><br>Student Attendance Logs (Cognos Quarterly Reports) Group Session Notes | 1.1.<br><br>Student Suspension Reports; Review of Conduct Grades; & Review of Attendance Reports |
| 2 | 1.2.<br><br>Identifying students with a predisposing disposition that lead to possible suspensions | 1.2.<br>The Student Services Department will work closely with students, teachers, and parents to decrease behaviors that lead to suspensions | 1.2.<br>Principal Assistant Principal; School Center for Special Instruction (C.S.I. Teacher); Trust Counselor | 1.2.<br><br>Group Counseling; Individual Counseling; Positive Behavioral Support | 1.2.<br><br>Team Meetings; Parent Conferences; Follow-up Student Meetings |

| | | | Team Leaders | | |
|---|---|---|---|---|---|

## 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 |
|---|---|---|---|---|---|---|
| Anti-Bullying Workshops | 6th- 8th | Trust Counselor | All Faculty | October 2012 | Follow-up Checklist for Teachers | Principal; Assistant Principal; Trust Counselor |
| Preventing Student Suspensions | 6th-8th | Trust Counselor | All Faculty | November 2012 | Follow-up Checklist for Teachers | Principal; Assistant Principal; Trust Counselor |

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<br><br>Parent Involvement Goal #1:<br><br>*\*Please refer to the percentage of parents who participated in school activities, duplicated or* | "Title I- see the PIP." |

*unduplicated.*

| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
|---|---|
| See the PIP | See the PIP |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

## 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 |

*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<br><br>STEM Goal #1: | STEM Goal #1:<br><br>STEM practices will be integrated throughout the mathematics and science classes during the 2012-2013 to ensure the standards are taught with rigor. |

| 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.<br><br>Students demonstrate limited engagement in hands-on, real-world science, technology, engineering, and mathematics (STEM) applications and projects/ activities. | 1.1.<br><br>Teachers will conduct all Essential Labs following the Pacing Guide. | 1.1.<br><br>Principal, Assistant Principal, Science Coach; Leadership Team | 1.1.<br><br>During Department Meetings, evidence of labs and project-based activities;<br><br>Student work will be reviewed and assessed on the amount of projects completed. | 1.1.<br><br>Formative:<br><br>District Interim Assessments;<br><br>Summative:<br>2013 FCAT Science Test (8th Grade Students); Student Projects |
| 2 | 1.2.<br>Ineffective use of STEM strategies to reinforce science concepts and higher order thinking | 1.2.<br>Instructional support will provide opportunities and mini-lessons to include STEM strategies for students | 1.2.<br>Principal; Assistant Principal; Science Coach; Leadership Team | 1.2.<br>Classroom observations<br><br>Student performance data aligned to STEM goals; Student work will be reviewed for the inclusion of STEM concepts. | 1.2.<br><br>Formative:<br><br>District Interim Assessments GIZMO reports; Essential Lab Reports;<br><br>Summative:<br>2013 FCAT Science Test (8th Grade Students); Class Summative Assessments |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|

| Discovery Learning | 6-8 | Science Coach | Science Teachers | October 2012 | Sample Lesson Classroom Observations | Principal; Assistant Principal; Science Coach |
|---|---|---|---|---|---|---|
| Gizmos Training | 6-8 | Science Coach | Science Teachers | October, 2012 | Sample Lesson Classroom Observations | Principal; Assistant Principal; Science Coach |

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<br><br>CTE Goal #1: | CTE Goal #1:<br><br>Increase student enrollment in middle school CTE courses by 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 | 1.1.<br><br>CTE teacher not industry certified | 1.1.<br><br>CTE teacher will attend professional development training sessions for instruction in certification skills | 1.1.<br><br>School Principal; Assistant Principal | 1.1.<br><br>Administrative walkthrough and review of implementation of the CTE program. | 1.1<br><br>Course Records; IPEGs |
| 2 | 1.2.<br><br>Student schedules conflict with advanced and remedial courses | 1.2.<br><br>Provide opportunities for CTE and academic teachers to develop and implement | 1.2.<br><br>School Principal; Assistant Principal | 1.2<br><br>Check student enrollment class rosters | 1.2.<br><br>Observations by Administrative team |

| | | integrated curriculum | | | |
|---|---|---|---|---|---|

## 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 |
|---|---|---|---|---|---|---|
| Middle School IT CAPE Training | 6th-8th | Sonia Samaroo | Middle level CTE teachers | CTE scheduled meetings from August 2012-May 2013 | Course Strategies implementation : CTE scheduled review meetings | Principal; CTE Coordinator |

CTE Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Increase student success in MOS exam | Student practice guides for MOS | C.T.E. | $1,200.00 |
| | | Subtotal: | $1,200.00 |

### Technology

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Increase computer resources | Increase computer memory and number of computers | C.T.E | $18,500.00 |
| | | Subtotal: | $18,500.00 |

### Professional Development

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

### Other

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | Subtotal: | $0.00 |
| | | Grand Total: | $19,700.00 |

*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 | Extended Learning Services | After-School Tutoring Program | Title I | $3,000.00 |
| Reading | Improve Students' language acquisition of ELL students | Tutoring | Title III | $4,000.00 |
| Mathematics | Tutoring Program Utilizing research-based instructional materials to provide students with interventions to address student deficiencies | FCAT Enhancement | Title I | $3,000.00 |
| Mathematics | Improve Students' language acquisition of ELL students | Tutoring | Title III | $4,000.00 |
| Science | Tutoring Program-Research-Based Science Materials and Resources and Supplemental Programs | FCAT Enhancement | Title I | $3,000.00 |
| Science | Improve Students' science skills of ELL students utilizing ELL instructional strategies | Tutoring | Title III | $4,000.00 |
| Writing | Tutoring Program Using the Write Traits Resources | FCAT Enhancement | Title I | $2,000.00 |
| CTE | Increase student success in MOS exam | Student practice guides for MOS | C.T.E. | $1,200.00 |
| | | | | Subtotal: $24,200.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| CTE | Increase computer resources | Increase computer memory and number of computers | C.T.E | $18,500.00 |
| | | | | Subtotal: $18,500.00 |

## Professional Development

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

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |
| | | | | Grand Total: $42,700.00 |

# 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.

# School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓  Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|---|
| Purchase the Accelerated Reader/STAR Online Program | $9,060.00 |

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

1.Emphasis on monitoring student academic progress (using various data measures) to ensure that the SIP strategies are aligned to students' needs; and
2. Monthly monitoring of school-wide literacy initiatives, such as the Accelerated Reader program; Monthly monitoring of reading, mathematics, and science programs

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Dade School District**
**SHENANDOAH MIDDLE SCHOOL**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 58% | 50% | 77% | 35% | 220 | 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 | 60% | 61% | | | 121 | 3 ways to make gains: <br>• Improve FCAT Levels <br>• Maintain Level 3, 4, or 5 <br>• Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 65% (YES) | 60% (YES) | | | 125 | 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 | | | | | 466 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |

**Dade School District**
**SHENANDOAH MIDDLE SCHOOL**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 59% | 53% | 86% | 36% | 234 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 63% | 61% | | | 124 | 3 ways to make gains: <br>• Improve FCAT Levels <br>• Maintain Level 3, 4, or 5 <br>• Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 71% (YES) | 61% (YES) | | | 132 | 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 | | | | | 490 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |