

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: CONNISTON MIDDLE SCHOOL

District Name: Palm Beach

Principal: Oscar Otero

SAC Chair: Donna Melius

Superintendent: Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 2/8/2013

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	Oscar Otero	M.Ed. B.A., NBCT,	1	9	2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%. Okeehelée M.S.: 2006-07 B NAYP 2007-08 A NAYP 2008-09 A NAYP 2009-10 A NAYP 2010-11 A NAYP
					2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%. 2010-2011: Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math

Assis Principal	Doris J. Younce	Bachelors in Hospitality Management from Florida International University; Master's Degree in Varying Exceptionalities and Education Specialist Degree (Ed.S.) in Educational Leadership from Nova Southeastern University. ESOL and Reading and degreed vocational coverage in Business Education.	6	6	<p>Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math.</p> <p>2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.</p> <p>2008-2009: Grade: B, Reading Mastery: 59%, Math Mastery: 59%, Science Mastery: 40%, Writing Mastery: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in Math.</p> <p>2007-2008: Grade: C, Reading Mastery: 56%, Math Mastery: 56%, Science Mastery: 20%, Writing Mastery: 90%, AYP: 72% of criteria satisfied. Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.</p> <p>2006-2007: Grade: C, Reading Mastery: 51%, Math Mastery: 54%, Science Mastery: 24%, Writing Mastery: 87%, AYP: 69% of criteria satisfied. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.</p>
Assis Principal	Derwin Gatlin	Bachelor (BS) in Finance from Florida State University. Master (MS) in Mathematics Education from Nova Southeastern University. Specialist Degree (Ed.S.) in Educational Leadership from Nova Southeastern University	1	1	<p>2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.</p> <p>2010-2011: Christa McAuliffe Middle School Grade: A, Reading Mastery: 83%, Math Mastery: 87%, Writing Mastery 90%. CMMS did not make AYP, but made adequate progress of the lowest 25% in both Reading (66%) and Math (72%).</p> <p>2009-2010: Christa McAuliffe Middle School Grade: A, Reading Mastery: 76%, Math Mastery: 80%, AYP: 90%, SWD and FRL did not make proficiency in Reading and Math; Hispanic students did not make proficiency in Math.</p> <p>2008-2009: Christa McAuliffe Middle School Grade: A, Reading Mastery: 79%, Math Mastery: 80%, AYP: 92%, SWD did not make AYP in Reading, FRL and SWD did not make AYP in Math</p>

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 Writing	Jennifer Singer	BA-Journalism BA-English MA-English, from University of Florida and Florida Atlantic University. Education Certified 6-12 Language Arts Reading K-12	15	6	<p>2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.</p> <p>2010-2011: Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math.</p> <p>2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.</p> <p>2008-2009: Grade: B, Reading Mastery: 59%, Math Mastery: 59%, Science Mastery: 40%, Writing Mastery: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in Math.</p> <p>2007-2008: Grade: C, Reading Mastery: 56%, Math Mastery: 56%, Science Mastery: 20%, Writing Mastery: 90%, AYP: 72% of criteria satisfied. Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.</p> <p>2006-2007: Grade: C, Reading Mastery: 51%, Math Mastery: 54%, Science Mastery: 24%, Writing Mastery: 87%, AYP: 69% of criteria satisfied. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.</p>
		BS-Elementary Ed. University of			<p>2011-2012: Grade B: Percentage of students achieving satisfactory or higher: Reading 52%, Math 48%, Writing 79%, and Science 45%. Students in the Lowest 25% making gains: Reading 68% and Math 63%.</p> <p>2010-2011: Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math.</p>

LTF	Cindy Fellabom	Pittsburgh; Lockheed Martin; UCF Academy for Mathematics and Science Leaders M Ed 1993	5	5	<p>2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.</p> <p>2008-2009: Grade: B, Reading Mastery: 59%, Math Mastery: 59%, Science Mastery: 40%, Writing Mastery: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in math.</p>
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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	Recruit-People Soft	Principal/Administration, Faculty, and Staff	October, 2012	
2	Retain- Professional Development Workshops	Coaches	On-going	
3	Retain-Mentoring Activities	Teachers-Clinical Ed. Certified	On-going	
4	Retain-ESP	Assistant Principals	On-going	
5	LTM	LTM Facilitator	On-going	
6	Department Meetings (Weekly)	Department Leaders	On-going	
7	House Meetings (Monthly)	Assistant Principals	Principal On-going	
8	New Teacher Center (NTC)	-NTC Representatives -Assistant Principals	On-going	

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
Everyone recieved an effective rating per the district.	<ul style="list-style-type: none"> -Assigned Mentor -Include Professional Goals on IPDP -Attend LTMs -Department and Team meetings -Encourage candidate to complete ESOL and Reading endorsement requirements

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
72	5.6%(4)	34.7%(25)	58.3%(42)	40.3%(29)	33.3%(24)	100.0%(72)	18.1%(13)	2.8%(2)	34.7%(25)

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
Anita Gordon	Gloria Royle and Administrator	Mentor is the Department Leader for Math.	<p>New Teachers and their Mentors will follow the 2012-13 School District of Palm Beach County's formal programs of support for newly hired educators, Educator Support Program (ESP) and New Teacher Center (NTC). Additionally, mentors, department leaders, and administration will use Curriculum Frameworks, Marzano Evaluation System, and other instructional tools to support the new teacher plan.</p> <p>August -Pair New Teachers with Mentors -Share important information regarding fire drills, referrals, attendance procedures, instructional duties, inclusion and differentiating curriculum, unit planning, and policies and procedures.</p> <p>September -Review August list -Provide training in EDW and IB Unit Planning -Set collaborative goals with mentors and department leaders -Review Marzano Evaluation System -Explain RTI, voice-mail, Edline, Parent/Team conference protocol.</p> <p>October -Review August and September activities -Preview professional development opportunities -Review New Teachers gradebook and record keeping systems -Revisit the Instructional Frameworks and pacing guides -Go over EDW, SRI, and SAL-P reports for opportunities to scaffold instruction -Go over the end of the grading period procedures</p> <p>November -Review 1st quarter personal and professional growth goals -Discuss impact of holidays, athletic</p>

			<p>schedules, school performances, etc. -Review school initiatives -Review August-October activities</p> <p>January-June -Review August-November activities -Review blackout dates and DA initiatives -Review all assessment data and plan implicit instruction -Go over the end of the grading period and EOY procedures -Review textbook collection and obligation procedures</p>
Mary Moustafa	Brad Marko and Administrator	Mentor also teaches 6th grade Science	same as above

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

Services are provided to ensure students requiring additional remediation, tutoring, and enrichment receiving assistance through after-school programs, mentoring, and Saturday programs. Coach and Department Leaders will assist with mentoring teachers as well as students; organize professional development and community activities.

The school has also prepared a Parent Station, so parents can have online access to Edline and to other educational sites to assist with student achievement. Parents have access to the library during the week and on Saturdays. Prior approval must be obtained.

Additional instructional supplies will be purchased to assist with the above initiatives; such as Parent University, workbooks, manipulatives, novels, journals, and supportive technology.

Title I, Part C- Migrant

The Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

N/A

Title II

N/A

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Reading remediation will be offered to our students once the providers are approved and teachers selected.

Violence Prevention Programs

Single School Culture and appreciation for multicultural diversity.

Nutrition Programs

Conniston's faculty and staff supports the goals and objectives of the School District of Palm Beach County's Wellness Program Policy (2.035); which encourages a positive and pro-active approach to impact students' health and their school environment.

For the fourth year in a row, students will be able to eat a free breakfast.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required instruction listed in Fla. Stat. 1003.42(2), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RtI Leadership Team, is comprised of the following members: MTSS/RtI Facilitator, Principal, Assistant Principal, ESE contact, ELL contact, school psychologist, classroom teachers, reading/writing coaches, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and guidance staff.

The Principal provides a common vision for the use of data-based decision making to ensure:

- *A sound, effective academic program is in place
- *A process to address and monitor subsequent needs is created
- *The School Based Team (SBT) is implementing RtI processes
- *Assessment of RtI skills of school staff is conducted
- *Fidelity of implementation of intervention support is documented
- *Adequate professional development to support RtI implementation is provided
- *Effective communication with parents regarding school-based RtI plans and activities occurs

The MTSS/RtI Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team for further evaluation.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan

will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior improvement for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting and if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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?

Members of the school-based MTSS/RtI Leadership Team will meet with the School Advisory Council (SAC) to help develop the SY13 SIP by utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and through discussions with attention focused on deficient areas.

Topics for discussion include, but are not limited to, the following curriculum interventions:

- *FCAT, Diagnostics, SRI scores and the lowest 25%
- *AYP and subgroups
- *Strengths and weaknesses of intensive programs
- *Mentoring, tutoring, and other services

The MTSS/RtI Facilitator will provide professional development for the SAC members on the RtI process.

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.

FCIM Assessments:

- *Interim formative assessments
- *CORE K12
- *Diagnostic
- *Palm Beach Writes
- *Progress Monitoring and Reporting Network (PMRN)
- *Comprehensive English Language Learning Assessment (CELLA)
- *Florida Assessments for Instruction in Reading (FAIR)
- *Florida Alternative Assessment (FAA)
- *Gold Report
- Discipline Referrals
- Retention
- Absences

Midyear data:

- *FCIM Assessments

End of year data:

- *FCIM Assessments

Frequency of required Data Analysis and Action Planning Days:

- *Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to MTSS/RtI Facilitator and teachers by district staff through pre-service workshops.

The school-based MTSS/RtI Facilitator will provide in-service to the faculty on designated Professional Development Days (PDD). These in-service opportunities will include, but are not limited to, the following:

- *Problem Solving Model
- *Consensus building
- *Positive Behavioral Intervention and Support (PBIS)
- *Data-based decision making to drive instruction
- *Progress monitoring
- *Selection and availability of research-based interventions
- *Tools utilized to identify specific deficiencies in reading

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Administration
- LTM Facilitator
- Reading & Writing Coach
- Department Leaders
- IB DILs(IB Design and Implementation) Leaders
- IB Coordinator
- ELL Contact
- ESE Contact

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

The function of the LLT is to implement a comprehensive reading program to address the needs of all students. The LLT meets several times a month to analyze data. Topics of discussion include, technology usage and issues, fluency rates, integration of literacy in all curricular activities, appropriate scheduling of students, grades, incentives, pull-outs, and data chats.

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

Instructional use of literacy skills are integrated into all core and elective classes. Core teachers focus upon literacy skills as identified by the school FCAT and diagnostic data, additionally elective teachers integrate use of non-fiction informational text, focusing strategies upon main idea, vocabulary development and use of contextual skills. Professional development training for all teachers in the area of literacy development have been ongoing and inclusive of pre and post summer professional development training in the following areas:

- Differentiated Instruction
- Kagen instructional strategies
- Use of arts integration in the classroom
- STEM
- AVID
- Common Core/PARCC
- Marzano's High Yield Strategies
- Teachers College Reading and Writing Program (Columbia University)
- Literacy Training of Social Studies Teachers
- Building upon the connection between reading and writing; social studies teachers incorporate writing

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Instructional use of literacy skills are integrated into all core and elective classes. Core teachers focus upon literacy skills as identified by the school FCAT and diagnostic data, additionally elective teachers integrate use of non-fiction informational text, focusing strategies upon main idea, vocabulary development and use of contextual skills. Professional development training for all teachers in the area of literacy development have been ongoing and inclusive of pre and post summer professional development training in the following areas:

- Differentiated Instruction
- Kagen instructional strategies
- use of arts integration in the classroom
- STEM
- AVID
- Common Core/PARCC
- Marzano's High Yield Strategies
- Teachers College Reading and Writing Program (Columbia University)
- Literacy Training of Social Studies Teachers
- Building upon the connection between reading and writing; social studies teachers incorporate writing

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2013, students will maintain proficiency in reading as measured by the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28% (280) of the students achieved proficiency in reading as measured by the FCAT 2.0 Reading Test.	In June 2013, 33% (337) of the students will score at Achievement Level 3 in reading or meet state provisions as measured by the FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated Instruction	Monitor students, develop strategies to address student's individual needs	Administration, Department Leader	Review of students grades; results of formative, summative and diagnostic exams	FCIM assessments
2	Lack of teacher participation in School-wide Positive Behavior Support Plan (SwPBSP)	Incentive charts that outline prizes/incentives are posted throughout the school. Teachers deduct points for behavior and academic issues. A spreadsheet is maintained daily. Students must accumulate 80 points or more in order to participate in school related fun activities.	Administration; SwPBS Contacts	Review of SwPBSP points chart and suspension data	Gold Report, Terms, conduct grades
3	School and state initiatives	Coordination of instruction relating to Common Core State Standards	Administration, LTF, Coaches, Department Leaders, Teachers	Teacher assessments	FCAT 2.0; eventually PARCC
4	Lack of student accessibility to updated computer software/hardware at home.	Teachers will engage in a multidisciplinary approach that encourages students to leverage the technology they use in their daily lives to solve real-world problems through Challenge Based Learning.	Principal; IB Coordinator; Teachers	Review FCIM data	Classroom walkthroughs
5	Professional Development in infusing reading strategies	All teachers will include reading strategies in their daily instruction delivery.	Principal, IB Coordinator, Reading Coach, Assistant Principal, Teachers	Lesson plans will be reviewed during walkthroughs and by administrators every four weeks; assessment results.	Bi-quarterly administrative lesson plans and grade book review classroom walkthroughs
6	District Initiatives	Implement IB philosophy and practices in daily instruction.	IB Coordinator, LTM facilitator, Reading Coach, Department Leaders, Teachers	Lesson plans will be reviewed during walkthroughs and by administrators every four weeks; assessment results.	Bi-quarterly administrative lesson plans and grade book review classroom walkthroughs

7	School's computer configurations must be updated	Utilize web based software and additional computer stations, as an enrichment strategy, in Critical Thinking classes.	Principal, IB Coordinator, Reading Coach, Assistant. Department Leaders, Principal, Teachers	Lesson plans will be reviewed during walkthroughs and by administrators every four weeks; assessment results.	Bi-quarterly administrative lesson plans and grade book review classroom walkthroughs
8	School District transportation not available on Saturdays	Provide to all students the opportunity to attend our Saturday tutorial and enrichment activities programs.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments Teacher and Parent Observations

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In 2013, students will maintain proficiency in reading as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 25% (5) of the students scoring at Levels 4,5, and 6 achieved proficiency in reading as measured by the Florida Alternate Assessment (FAA).	In June 2013, 30% (6) of the students will score at Levels 4 5, and 6 in reading or meet state provisions as measured by the Florida Alternate Assessment (FAA).

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	Professional Development	Increase utilization of RIM (Rotational Instructional Model) in special needs setting	Administration, LTF, Department Leaders, ESE Contact, Reading Coach	Lesson plans, classroom visits, walkthroughs, assessment results.	Florida Alternate Assessment
2	Students under their appropriate reading level will reach proficiency	The students will be taught strategies on how to comprehend the text by learning how to use context clues, find the main idea, and author's purpose. In addition, students will learn new vocabulary words.	Reading Teacher (ASD & IND), Learning Strategist, and Reading Coach, SLP	Strategies will be tested by teacher assessment of students every 5-7 days.	Teacher assessment, FAA, The Unique Skills Program

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2013, students will maintain proficiency in reading as measured by the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 23%(232) scored at or above Achievement Level 4 or higher in reading as measured by the FCAT 2.0 Reading Test.	In 2013, 28% (286) of students will score at or above Achievement Level 4 in reading or meet state provisions as measured by the FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Professional Development	Social Studies and	Principal, IB	Lesson plans will be	Social Studies

1	in infusing reading strategies	Science teachers will host school-wide competitions; encourage students to use classroom libraries, and participate in district-wide competitions.	Coordinator, Reading Coach, Assistant Principal, Teachers	reviewed during walkthroughs and by administrators every four weeks; assessment results.	teachers will include reading strategies in their daily instruction delivery. Bi-quarterly administrative lesson plans and grade book review classroom walkthroughs
2	Students may not have access to materials or may need additional instruction to complete project.	Participate in Summer IB Projects that incorporates reading, math, science, and art.	Administration, IB Coordinator, Teachers	Lesson plans, walkthroughs, IB Projects	IB Rubrics, FCIM assessments
3	School's computer configurations must be updated	Utilize educational software and web based programs as an enrichment strategy in Critical Thinking classes.	Principal, IB Coordinator, Reading Coach, Assistant Principal, Teachers	Lesson plans will be reviewed during walkthroughs and by administrators every four weeks; assessment results.	Bi-quarterly administrative lesson plans and grade book review classroom walkthroughs
4	Lack of student accessibility to updated computer software/hardware at home	Teachers will engage in a multidisciplinary approach that encourages students to leverage the technology they use in their daily lives to solve real-world problems.	Principal, IB Coordinator, Teachers	Review FCIM data	Classroom Walkthroughs
5	School District transportation not available on Saturdays	Provide to all students the opportunity to attend our Saturday tutorial and enrichment activities program (Saturday Tutorials).	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments Teachers and Parent observations

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In 2013, students will maintain proficiency in reading as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% (12) of students scoring at or above Achievement Level 7 achieved proficiency in reading as measured by the Florida Alternate Assessment.	In 2013, 65% (13) of students will score at or above Achievement Level 7 in reading as measured by the Florida Alternate Assessment.

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	Professional Development	Project-based Learning	Administration, LTF, ESE Contact, Department Leaders, Reading Coach, PDD Facilitator	Review of lesson plans, observations, and assessments	Florida Alternate Assessment
2	Students continue to perform at this level.	The students will be taught strategies on how to comprehend the text by learning how to use context clues, find the main idea, and author's purpose. Additionally, students will learn new	Reading teacher (ASD & IND teacher), Learning Strategist, Reading Coach, SLP	Test teacher strategies every 5-7 days	Teacher assessments, The Unique Skills Program, and FAA

	vocabulary words.		
	More challenging texts and learning materials.		

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, The percentage of students making Learning Gains in reading will increase as measured by the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% (586) of students made Learning Gains in reading as measured by FCAT 2.0 Reading Test.	In 2013, 66% (675) of students will make Learning Gains in reading or meet state provisions as measured by the FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development in infusing reading strategies into curriculum	Social Studies and Science teachers will host school-wide competitions and encourage students to participate in district-wide competitions.	Administration, LTF, Leadership Team, Reading Coach, Teachers	Lesson plans, classroom visits, walkthroughs by Coaches, assessment results; review FCIM data	Bi-quarterly administrative lesson plan review classroom walkthroughs
2	District Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs
3	Alignment with Common Core Standards	Teachers will increase the use of higher order questions within the lesson plans, while addressing the guiding question throughout the lesson and monitor pacing at district sponsored Learning Village.	Principal, LTM Facilitator, Reading Coach, Department Leader, Assistant Principals, Teachers	Lesson plans will be reviewed during walkthroughs and by administrators every four weeks; assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs
4	Scheduling conflicts; lack of time	Student achievement chats will be conducted at LTMs and with all students following diagnostic assessments	LTF, Reading Coach, Department Leader, Teachers	Review FCIM data through EDW	FCIM assessments classroom walkthroughs
5	Professional Development for infusing reading strategies into curriculum	All teachers will include reading strategies in their daily instruction delivery.	LTF, Reading Coach, Department Head, Teachers	Lesson plans will be reviewed during walkthroughs and by administrators every four weeks; assessment results.	FCIM assessments walkthroughs, bi-quarterly administrative lesson plan and grade book review
6	Outdated materials	Develop an Instructional Focus Calendar for Reading and Language Arts classes.	Principal and Reading Coach	Administration walkthroughs; AdvancED Standards Assessment Rubric	FCIM assessments classroom walkthrough
7	School District transportation not available on Saturdays	Tutorial services will be provided during: before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review FCIM data through EDW	FCIM assessments
8	Scheduling conflicts	Schedule Level 1 and the lowest 1/3 in Level 2 students in a double block of reading utilizing	Administration, Guidance Counselors, Data Processor	EDW Reports	Student Schedules, Teacher Rosters

		literacy based software-Read 180.			
9	Professional Development	Integrate reading and writing through the Readers & Writers Workshop Model and the use of classroom libraries.	Administration, Reading Coach, Leadership Team, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results	Principal, Assistan Principal, Reading Coach
10	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistan Principal, and Reading Coach
11	Scheduling conflicts with LTM and teacher planning.	Assign students to In-House Mentoring Program	Reading Coach, Administration, Mentor, Teachers	Mentor Log	Mentor Coordinator, Administration
12	District Initiatives	Integrate reading and writing through Music	Administration, LTM Facilitator, Leadership Team, Reading Coach, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results; review FCIM data	Bi-quarterly administrative lesson plan and grade book review classroom walkthroughs

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In 2013, students will maintain proficiency in reading as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 35% (7) of students made learning gains in reading as measured by the Florida Alternate Assessment.	In 2013, 40% (8) will make learning gains in reading as measured the Florida Alternate Assessment.

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	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, LTF, Department Leaders, and Reading Coach	Teachers Lesson plans, classroom visits, walkthroughs, assessment results.	FCIM Assessments
2	Students increase one reading level	Learn 10 new vocabulary words weekly. In addition, learn context clues and comprehension strategies.	Reading Teacher (ASD & IND), SLP, Reading Coach	Teacher assessment and The Unique program.	FAA, The Unique program

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013, students in the lowest 25% will make Learning Gain: in reading as measured by the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 68% (159) of the lowest 25% made Learning Gains in reading as measured by FCAT 2.0 Reading Test.	In 2013, 73% (171) of the lowest 25% will make Learning Gains in reading or meet state provisions as measured by the FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs
2	School District transportation not available on Saturdays	Tutorial services will be provided during before/after school, Saturday Tutorials, Summer and Spring Break, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
3	Limited funds to provide a teacher	Credit Recovery lab/tutorial will be available to students in need of credits	Principal, Administrators, Coaches	Review of FCIM data	FCIM assessments
4	Lack of Professional Development in FCIM	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks	Reading Coach	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmarks	Common assessments tied to Next Generation Math Standards administered weekly.
5	Lack of Professional Development in FCIM	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction.	RtI Team	Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmarks	Common assessments tied to Next Generation Math Standards administered weekly.
6	Professional Development; computer equipment; scheduling	Enroll students in Reading Plus Secondary Program, which provides rapid and sustainable comprehension and silent reading fluency gains. The system's assessments, individualized dynamic intervention, and progress monitoring provide the solutions needed to effectively identify and remediate struggling students, as well as others who could benefit from silent reading fluency development.	Administration; Departments Leaders; Teachers	Review of FCIM and Reading Plus Data	Reading Plus Administrative Reports
7	Funds	Provide Transportation to Spring Break Academic Enrichment Camp	Administration, Teachers, LTM	Mini Assessments	Core K-12, FCAT, and Diagnostics

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 # In six years, our school will reduce the achievement gap by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	76%	78%	81%	83%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups are identified as NOT Satisfactory in Reading 2012 in Reading: Asian, Black, and Hispanic. The following subgroup(s) Met Target Math 2012: White. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reading % NOT Satisfactory 2012: Asian 36%, Black 59%, Hispanic 52%, White 24%	NOT Satisfactory Target AMO Reading 2013: Asian 24%, Black 51%, Hispanic 45%, White 24%

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	District Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, teacher	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs
2	School District transportation not available on Saturdays	Tutorial services will be provided to all students during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
3	Funds to purchase high interest novels	Increase the availability of high interest novels	Administration, Reading Coach, Media Specialist	Lesson plans and classroom visits	Bi-quarterly administrative lesson plan review classroom walkthroughs
4	Funds to purchase materials	Provide supplemental instructional materials in Spanish	Administration, Media Specialist, Reading Coach, Media Specialist, Teacher	Lesson Plans and classroom visits	Bi-quarterly administrative lesson plan review classroom walkthroughs
5	Budgetary constraints	Provide mentoring in Spanish	Mentor, LCF, DL Department Head	Lesson Plans and classroom walkthroughs	Bi-quarterly administrative lesson plan review classroom walkthroughs

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The following subgroup(s) are identified as NOT Satisfactory in Reading 2012 in Reading: ELL All subgroups will meet the 2012 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:

Reading % NOT Satisfactory 2012: ELL 74%	NOT Satisfactory Target AMO Reading 2013: ELL 63%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results	Bi-quarterly administrative lesson plan review classroom walkthroughs
2	School District transportation not available on Saturdays	Tutorial services will be provided to all students during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
3	Limited funds to provide a teacher	Credit Recovery lab/tutorial will be available to students in need of credits	Principal, Administrators, Coaches	Review of FCIM data	FCIM assessments
4	Scheduling conflicts with LTM and teacher planning.	Assign students to In-House Mentoring Program	Reading Coach, Administration, Mentor and Teachers	Mentor Log	FCIM assessments
5	Finding HQ Teachers that speak Spanish	Provide mentoring in Spanish	Reading Coach, LCF, Administration, Mentor and Teachers	Mentor Log	FCIM assessments
6	District Funds	Provide supplemental instructional materials in Spanish	Administration, DL Department Head, LCF, Media Specialist, Teacher	Review of FCIM data	FCIM assessments
7	Funds to purchase high interest novels	Increase the availability of high interest novels	Administration, Reading Coach, Media Specialist	Lesson plans and classroom visits	Bi-quarterly administrative lesson plan review classroom walkthroughs
8	Lack of Professional Development in ESOL strategies	Provide PD in the use of ESOL strategies during instruction	Administration, DL Department Head, LCF, Teacher	Lesson plans and classroom visits	Bi-quarterly administrative lesson plan review classroom walkthroughs

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The following subgroup(s) are identified as NOT Satisfactory in Reading 2012 in Reading: SWD All subgroups will meet 2013 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reading % NOT Satisfactory 2012: SWD 78%	NOT Satisfactory Target AMO Reading 2013: SWD 64%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	District Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results	Bi-quarterly administrative lesson plan review classroom walkthroughs
2	School District transportation not available on Saturdays	Tutorial services will be provided to all students during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
3	Limited funds to provide a teacher	Credit Recovery lab/tutorial will be available to students in need of credits	Principal, Administrators, Coaches	Review of FCIM data	FCIM assessments
4	Scheduling conflicts with LTM and teacher planning	Assign students to In-House Mentoring Program	Reading Coach, Administration, Mentor and Teachers	Mentor Log	Mentor Coordinator, Administration
5	Funds to purchase high interest novels	Increase the availability of high interest novels	Administration, Reading Coach, Media Specialist	Lesson plans and classroom visits	Bi-quarterly administrative lesson plan review classroom walkthroughs
6	Not having access to software from home	Utilize Read & Write Gold in intensive instruction.	Administration, ESE Coordinator, Teacher	Lesson plans and classroom visits	Bi-quarterly administrative lesson plan review classroom walkthroughs

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The following subgroup(s) are identified as NOT Satisfactory in Reading 2012 in Reading: EC DIS. All subgroups will meet 2013 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reading % NOT Satisfactory 2012: EC DIS 55%	NOT Satisfactory Target AMO Reading 2013: EC DIS 47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent and district funds	Provide necessary school supplies and materials.	Administration, Teacher	Informal observations and surveys.	Parent Survey, Report Card
2	Scheduling conflicts with LTM and teacher planning	Assign students to In-House Mentoring Program	Reading Coach, Administration, Mentor and Teachers	Mentor Log	FCIM assessments
3	Funds to purchase high interest novels	Increase the availability of high interest novels	Administration, Reading Coach, Media Specialist	Lesson plans and classroom visits	Bi-quarterly administrative lesson plan review classroom walkthroughs
	School District transportation not	Tutorial services will be provided to all students	Principal, Administrators,	Review of FCIM data	FCIM assessments

4	available on Saturdays	during before/after school, Saturday Tutorials, and teachers planning time.	Coaches, Teachers		
5	District Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, teacher	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs
6	Scheduling conflicts; lack of time	Student achievement chats will be conducted with all students following diagnostic assessments	LTM facilitator, Reading Coach, Department Head, and Teacher	Review FCIM data	FCIM assessments classroom walkthroughs

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
IB Theme- "Florida 500 Years"	6-8	PD Facilitator	School-wide	Monthly	Lesson Plans, walkthroughs, LTM, assessments, projects	Administration, LTF, IB DILs, Department Leaders
Marzano	6-8	PD Facilitator	School-wide	Monthly	Lesson Plans, walkthroughs, FCIM Assessments	Administration, L
Dual Language	6-8	PD Facilitator and ELL Coordinator	School-wide	Monthly	Lesson Plans, walkthroughs, FCIM Assessments	Administration, E Contact, Department Leaders
Common Core/PARCC	6-8	PD Facilitator	School-wide	Monthly	Lesson Plans, walkthroughs, FCIM Assessments	Administration, L
AVID	8	PD Facilitator and AVID Contact	8th grade	Monthly	Lesson Plans, walkthroughs, FCIM Assessments, AVID Checklist	Administration, AVID Contact, Department Leaders
Reading Across the Curriculum-All Subject Areas	6-8	All subject area teachers	School-wide	On-going	In county, out of county, professional development, conferences, workshops, and trainings	Administration or Title I Contact

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of Teachers College Readers Writers Workshop to include reading and writing instructional practices in Reading and Language Arts classes.	Reading and writing materials for classroom, and classroom libraries	Title I	\$8,000.00
Integration of Teachers College Readers Writers Workshop to include reading and writing instructional practices in Reading and Language Arts classes.	Books for Media Center	Title I	\$2,000.00

Infuse reading across the curriculum including all core content classes and fine arts. Focus on vocabulary development and concept building.	-Arts supplies including brushes, blades, slab roller, clay, glaze, ceramic, dry erase board, construction paper, dry erase markers, etc.	TITLE I	\$2,000.00
			Subtotal: \$12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase access to technology	Computer - Mobile Devices	Title I	\$28,410.80
Increase access to technology	Scanner, Laser Pointer, Apple Battery for MAC Book, printers		\$6,000.00
			Subtotal: \$34,410.80
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide substitute teachers during TC workshops for teachers	Substitutes for teacher release time to attend professional development	Title I	\$2,086.00
Provide opportunities for teachers to attend state conferences and workshops to include FRA.	Travel out of county including registrations.	Title I	\$5,900.00
Provide opportunities for teachers to attend national conferences and workshops to include IRA, National Middle School Conference, etc.	Travel out of county including registrations.	Title I	\$6,900.00
Provide substitute teachers during TC workshops for teachers	Substitutes for teacher release time to attend professional development	Title I	\$4,265.54
Eight Annual Language and Cultural Conference	In county - registration fee	TITLE I	\$100.00
Florida Music Educators Association Professional Conference	Travel out of county including registration, lodging, and transportation	Title I	\$1,100.00
AVID and IB Best Practices Showcase at Stonewall Jackson Middle in Orlando, Florida	Travel out of county	Title I	\$600.00
			Subtotal: \$20,951.54
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will provide student tutorials before and after school, Saturdays, and in summer.	Part-Time In-System	Title I	\$12,500.00
Staff Development	Salary for coach/resource teachers/LTF	Title I	\$33,794.00
Hire a Reading Resource teacher to provide students with access to reading and writing instruction in small group settings focused at the development of higher order thinking, reasoning and application skills.	Salary for classroom/resource teacher	Title I	\$63,644.00
Hire a Reading Resource teacher to provide students with access to reading and writing instruction in small group settings focused at the development of higher order thinking, reasoning and application skills.	Substitutes for Title I funded classroom teachers	Title I	\$556.96
AVID tutorials	3 Tutors, 168 total hours @ \$18.75 per hour	Title I	\$3,148.00
Materials for staff development. On site professional development, Reading across the curriculum.	copy paper, toners, ink cartridges for copy machines, markers, bulletin board paper, poster maker refills, pens, pencils, sticky notes, binders, dividers, chart paper, Cricket paper cutter and cartridges, heavy duty paper cutter, Design Jet Ink Jet Printer, and construction paper.	Title I	\$3,000.00
			Subtotal: \$116,642.96
			Grand Total: \$184,005.30

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			In 2013, 60%(73) will achieve proficiency in listening/speaking as measured by the Comprehensive English Language Learning Assessment (CELLA).		
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012, 55% (67) of students achieved proficiency in listening/speaking as measured by the Comprehensive English Language Learning Assessment (CELLA).					
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	Language	Proper placement in ESOL program tutorials, referral to non-profit academic agencies, participation in extra curricular activities	Teachers, CLF, ELL Contact, ESOL Guidance Counselor	Observations, teacher assessments, and student evaluations	Cella and OLDI
2	Parent home language	Parent Workshop on CELLA	ELL Contact, CLF , ESOL Guidance Counselor, and Title I Contact	Attendance at workshop, pre and post activity	Survey

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			In 2013, 27% (33) will achieve proficiency in reading as measured by the Comprehensive English Language Learning Assessment (CELLA).		
2012 Current Percent of Students Proficient in reading:					
In 2012, 22% (27) achieved proficiency in reading as measured by the Comprehensive English Language Learning Assessment (CELLA).					
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	Language Comprehension and vocabulary	EDL Words, Read 180 Program, FCAT tutorials, pull outs	Language Arts Teacher, CLF, ELL Contact, Reading Coach, Intensive Reading Teachers, ESOL Guidance Counselor	Teacher Assessment, observations, student evaluation	Cella Read, Read 180 Program, FCAT 2.0 Reading Test
2	Parent home language	Parent Workshop to address district and school initiatives for reading.	ELL Contact, CLF , ESOL Guidance Counselor, and Title I Contact	Attendance at workshop, pre and post activity	Survey

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

3. Students scoring proficient in writing. CELLA Goal #3:	In 2012, 32% (37) of students will achieve proficiency in writing as measured by the Comprehensive English Language Learning Assessment (CELLA).
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2012 Current Percent of Students Proficient in writing:

In 2012, 27% (32) of student achieved proficiency in writing as measured by the Comprehensive English Language Learning Assessment (CELLA).

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	Vocabulary, grammar, spelling, genre	EDL words, emphasis on grammar, vocabulary, spelling, organization, and genre recognition to meet FCAT 2.0 standards	Language Arts Teacher, CLF, Reading/Writing Coach, ELL Contact, ESOL Guidance Counselor	Teacher Assessment, observations, Edline, PBW	FCAT 2.0 Writing and Cella Writes
2	Parent home language	Parent Workshop	ELL Contact, CLF , ESOL Guidance Counselor, and Title I Contact	Attendance at work, pre and post activity	Survey

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. Mathematics Goal #1a:	In 2013, will maintain proficiency in mathematics as measure by the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 25% (255) of students scored at Achievement Level 3 in mathematics as measured by the FCAT 2.0 Mathematics Test.	In 2013 , 30% (306) of students will score at Achievement Level 3 or meet state provisions in mathematics as measured by the FCAT 2.0 Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Response to Intervention	SBT and RTI teams meet weekly and monthly to discuss students grades and issues	MTSS/RTI Leadership Team, Administration	Review of meeting notes, surveys from teachers	Weekly progress reports
2	Differentiated Instruction	Monitor students, develop strategies to address student's individual needs	Administration, Department Leader	Review of students grades; results of formative, summative and diagnostic exams	FCIM assessments
3	Lack of teacher participation in School-wide Positive Behavior Support Plan (SwPBSP)	Incentive charts that outline prizes/incentives are posted throughout the school. Teachers deduct points for behavior and academic issues. A spreadsheet is maintained daily. Students must accumulate 80 points or more in order to participate in school related fun activities.	Administration; SwPBS Contacts	Review of SwPBSP points chart and suspension data	Gold Report, Terms, conduct grades
4	School and state initiatives	Coordination of instruction relating to Common Core State Standards	Administration, LTF, Coaches, Department Leaders, Teachers	Teacher assessments	FCAT 2.0; eventually PARCC
5	All components may not be included	Common board configuration including objectives, essential question, date, agenda, Bell Ringer, and/or Do Now, Exit Activity, Homework	Focus on walkthroughs by Administration	Lesson Plans, iObservation, Administrative Walkthroughs	iObservation, Walkthrough reports
6	Language barriers	Create lists of key math vocabulary words in Spanish	Coaches and Department Head	Administration walkthroughs	Classroom walkthroughs
7	School's computer configurations must be updated	Utilize web-based instructional software, as an enrichment activity, in Critical Thinking classes	Principal, IB Coordinator, Coaches, and Assistant Principals, Teachers	Lesson Plans will be reviewed during walkthroughs and by administrators every four weeks. Assessment results	FCIM assessments student progress reports
8	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistan Principal, and Reading Coach

9	District and DA Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs
10	School's computer configurations must be updated	Schedule students to utilize the enrichment activities available in GIZMOS, Interact Math, and FCAT Explorer online software.	Principal, Administrators, Leadership Team, Teachers	Review of FCIM data	FCIM assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	In 2013, will maintain proficiency in mathematics as measure by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 35% (7) of students scored at Levels 4, 5, and 6 in mathematics as measured by the Florida Alternate Assessment (FAA).	In 2013, 40% (8) of students will achieve proficiency in mathematics as measured by the Florida Alternate Assessment (FAA).

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	Professional Development	Increase utilization of RIM (Rotational Instructional Model) in special needs setting	Administration, LTF, Department Leaders, ESE Contact, Reading Coach	Lesson plans, classroom visits, walkthroughs, assessment results.	Florida Alternate Assessment
2	Students that are below grade level aim to reach proficiency	Learn key words in the questions, answer what they are being asked, apply appropriate formulas	Math Teacher (ASD & IND), Learning Strategist, Math Department Leader, SLP	Teacher pacing chart to evaluate the standards, every 5-7 days	The Unique program, Teacher Assessment, FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2013, students achieving Levels 4 or higher in math will maintain proficiency and experience learning gains as measured by the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 22%(225) of students scored at or above Achievement Level 4 in mathematics as measured by the FCAT 2.0 Mathematics Test.	In 2013, 27% (276) of students will achieve proficiency Levels 4 or higher in mathematics or meet state provisions as measured by the FCAT Mathematics 2.0 Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	District and DA initiatives	Schedule students to utilize the enrichment activities available in GIZMOS and FCAT	Principal, Administrators, Leadership Team, Coaches, Teachers	Review FCIM data	FCIM assessments

		Explorer online software.			
2	School's computer configurations must be updated	Utilize web-based instructional software, as an enrichment activity, in Critical Thinking classes	Principal, IB Coordinator, Coaches, and Assistant Principals, Teachers	Lesson Plans will be reviewed during walkthroughs and by administrators every four weeks. Assessment results	FCIM assessments student progress reports
3	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistant Principal, and Reading Coach
4	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
5	Students lack supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, IB Coordinator, Coaches, and Assistant Principals, and Teachers	Lesson Plans will be reviewed during walkthroughs and by administrators every four weeks. Assessment results	Bi-quarterly administrative lesson plan and grade book review classroom walkthroughs
6	District and state DA initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2013, will maintain proficiency in mathematics as measure by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (10) of students scored at or above Achievement Level 7 in mathematics as measured by the Florida Alternate Assessment (FAA).	In 2013, 55% (11) of students will score at or above Achievement Level 7 in mathematics as measured by the Florida Alternate Assessment.

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	Professional Development	Project-based Learning	Administration, LTF, ESE Contact, Department Leaders, Reading Coach, PDD Facilitator	Review of lesson plans, observations, and assessments	Florida Alternate Assessment
2	Students scoring below achievement Level 7	Learn key words in the questions, answer what they are being asked, apply appropriate formulas	Math Teacher (ASD & IND), Math Department Leader, SLP, Learning Strategist	Teacher assessment, and Unique assesment every 5-7 days	The Unique program, FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013, the percentage of students making learning gains in math will increase as measured by the FCAT 2.0 Mathematic Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62% (604) of students made learning gains in mathematics as measured by the FCAT Mathematics 2.0 Test.	In 2012, 67% (652) of students will make learning gains in mathematics or meet state provisions as measured by the FCAT 2.0 Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All components may not be included	Common board configuration including objectives, essential question, date, agenda, Bell Ringer, and/or Do Now, Exit Activity, homework	Principal, Coaches, Assistant Principal, Department Head	Focus on walkthroughs by administration	Walkthrough reports
2	Language barriers	Create lists of key math vocabulary words in Spanish and English	Coaches and Department Head	Administration Walkthroughs	Classroom walkthroughs
3	School's computer configurations must be updated	Schedule students to utilize the enrichment activities available in GIZMOS and FCAT Explorer online software.	Principal, Administrators, Leadership Team, Teachers	Review of FCIM data	FCIM assessments
4	School's computer configurations must be updated	Utilize web-based instructional software, as an enrichment activity, in Critical Thinking classes	Principal, IB Coordinator, Coaches, and Assistant Principals, Teachers	Lesson Plans will be reviewed during walkthroughs and by administrators every four weeks. Assessment results	FCIM assessments, student progress reports
5	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistant Principal, and Reading Coach
6	Uploading results	The school will implement the FCIM assessments to monitor student progress	Principal, testing coordinator, Assistant Principals, Coaches	Review FCIM data through EDW	Classroom walkthroughs
7	School initiatives	Develop an Instructional Focus Calendar for Math classes	Principal and Coaches	Administration Walkthroughs	FCIM assessments, classroom walkthroughs
8	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review FCIM data through EDW	FCIM assessments
9	Limited funds to provide a teacher	Credit Recovery lab/tutorial will be available to students in need of credits	Principal, Administrators, Coaches	Review of FCIM data	FCIM assessments
10	Scheduling conflicts; lack of time	Conduct student achievement chats in Spanish as well	Guidance Counselors, Department Head, and Teachers	Review FCIM data	FCIM assessments, classroom walkthroughs
11	School's computer configurations must be updated	The school will implement the V-Math Program and provide additional computer stations	Principal, Administrators, Coaches, Teachers, Department Head	Review of FCIM data	FCIM assessments
12	Scheduling	Schedule Level 1 and the lowest 1/3 in Level 2 students in a double block of math	Principal, Administrators, Coaches, Guidance Counselors, Teachers	Review FCIM data through EDW	FCIM assessments
	Lack of resources	Increase the use of manipulatives and	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments

13		hands-on activities to reinforce mathematics concepts			
14	Language Barriers	Assign students to our in-house mentoring program	Principal, Administrators, Coaches, Guidance Counselors, Teachers	Review Mentor Log	FCIM assessments
15	Lack of student supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
16	District and State Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review, classroom walkthroughs
17	Lack of school funds	Assist with providing supplies necessary for learning	Administration, Leadership Team, Teachers	Review of FCIM data	FCIM assessments
18	Lack of school funds; professional development	Interwrite Pads for students who benefit from repetition, who need to see the material presented again, for students who are absent from school, for struggling learners, and for review for examinations	Administration, Leadership Team, Teachers	Review of FCIM data	FCIM assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2012, students will continue to make learning gains in mathematics as measured by the Florida Alternate Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% (8) of students made learning gains in mathematics as measured by the Florida Alternate Assessment (FAA).	In 2013, 45% (9) of students will make learning gains in mathematics as measured by the Florida Alternate Assessment (FAA).

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	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, LTF, Department Leaders, and Reading Coach	Teachers Lesson plans, classroom visits, walkthroughs, assessment results.	FCIM Assessments
2	Students moving up a level	Students need to know the basic math skills: addition, subtraction, multiplication, division, and how to count money	Math Teacher (ASD & IND), Learning Strategist, Math Department Leader, SLP	Teacher assessment, the Unique program	Teacher assessment, Unique program, and FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	In 2013, students in the lowest 25% will continue to make learning gains in mathematics as measured by FCAT 2.0
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Mathematics Goal #4:	Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% (152) of students in the lowest 25% made learning gains in mathematics as measured by FCAT 2.0 Mathematics Test.	In 2013, 68% (164) of the lowest 25% will make Learning Gains in mathematics or meet state provisions as measured by the FCAT 2.0 Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All components may not be included	Common board configuration including objectives, essential question, date, agenda, Bell Ringer, and/or Do Now, Exit Activity, homework	Focus on walkthroughs by administration	Principal, Coaches, Assistant Principal, Department Head	Walkthrough reports
2	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Surveys, Student Products, Lesson Plan Review Sheet, iObservator Exit Activity Sheet
3	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
4	Limited district funding to provide a HQ teacher	Credit Recovery lab/tutorial will be available to students in need of credits	Principal, Administrators, Coaches	Review of FCIM data	FCIM assessments
5	School's computer configurations must be updated	The school will implement the V-Math Program and provide additional computer stations	Principal, Administrators, Math Department, Teachers	Review of FCIM data	FCIM assessments
6	Scheduling	Schedule Level 1 and the lowest 1/3 in Level 2 students in a double block of math	Principal, Administrators, Coaches, Guidance Counselors, Teachers	Review of FCIM data	FCIM assessments
7	Lack of resources	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
8	Lack of resources	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress	Principal, Administrators, Coaches, Guidance Counselors, Teachers	Review of FCIM data	FCIM assessments
9	Language Barriers	Assign students to our in-house mentoring program	Principal, Administrators, Coaches, Guidance Counselors, Teachers	Review Mentor Log	FCIM assessments
10	Lack of student supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Math Department Leader, Teachers	Review of FCIM data	FCIM assessments
11	District and State Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator,	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review

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 # In six years our school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	57%	61%	65%	70%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroup(s) are identified as NOT Satisfactory in Math 2012: Asian, Black, and Hispanic. The following subgroup(s) Met Target Math 2012: White and ELL. All subgroups will meet 2013 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Math % NOT Satisfactory 2012: Asian 43%, Black 68%, and Hispanic 54%	NOT Satisfactory Target AMO Math 2013: Asian 36%, Black 49%, and Hispanic 46%.

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	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistan Principal, and Reading Coach
2	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided in English and Spanish during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
3	Lack of resources	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
4	Professional Development	Apply ESOL strategies during instruction	Principal, Administrators, Coaches, ELL Coordinator, Teachers	Review of FCIM data	FCIM assessments
5	Lack of student supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments

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

5C. English Language Learners (ELL) not making

satisfactory progress in mathematics. Mathematics Goal #5C:	ELL subgroup Met 2013 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Math % NOT Satisfactory 2012: ELL 69%	Satisfactory Target AMO Math 2013: ELL 64%

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	Language barriers	Create lists of key math vocabulary words in Spanish	Coaches, ELL Contact, Department Head	Administration Walkthroughs	Classroom walkthroughs
2	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistant Principal, and Reading Coach
3	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided in English and Spanish during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
4	Scheduling conflicts; lack of time	Conduct student achievement chats in Spanish, English, and Creole.	LTM facilitator, Reading Coach, Guidance Counselors, Department Head, and Teachers	Review FCIM data	FCIM assessments classroom walkthroughs
5	Lack of resources	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
6	Language Barriers	Assign students to our in-house mentoring program and provide mentoring in Spanish if needed	Principal, Administrators, Coaches, Guidance Counselors, Teachers	Review Mentor Log	FCIM assessments
7	Lack of student supplies	Departments will host students school-wide competitions; and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
8	District and State Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs
9	Lack of Professional Development in applying ESOL strategies during instruction.	Apply ESOL strategies during instruction	Administration, ESOL Coordinator, LTM Facilitator, Leadership Team, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results	Bi-quarterly administrative lesson plan review classroom walkthroughs

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The following subgroup(s) are identified as NOT Satisfactory in Math 2012: SWD All subgroups will meet 2013 Targets
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Math % NOT Satisfactory 2012: SWD 77%	NOT Satisfactory Target AMO Math 2013: SWD 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	All components may not be included	Common board configuration including objectives, essential question, date, agenda, Bell Ringer, and/or Do Now, Exit Activity, homework	Focus on walkthroughs by administration	Principal, Coaches, Assistant Principals, Department Leaders	Walkthrough reports
2	Language barriers	Create lists of key math vocabulary words	Coaches and Department Leaders	Administration walkthroughs	Classroom walkthroughs
3	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistan Principal, and Reading Coach
4	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided in English and Spanish during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
5	Limited funds to provide a teacher	Credit Recovery lab/tutorial will be available to students in need of credits	Principal, Administrators, Coaches	Review of FCIM data	FCIM assessments
6	Lack of resources	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
7	Lack of student supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
8	District and State Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review classroom walkthroughs

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The following subgroup(s) are identified as NOT Satisfactory in Math 2012: EC DIS All subgroups will meet 2013 Targets
2012 Current Level of Performance:	2013 Expected Level of Performance:
Math % NOT Satisfactory 2012: EC DIS 59%	NOT Satisfactory Target AMO Math 2013: EC DIS 47%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided in English and Spanish during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
2	Language Barriers	Assign students to our in-house mentoring program	Principal, Administrators, Coaches, Guidance Counselors, Teachers	Review Mentor Log	FCIM assessments
3	Lack of student supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
4	Lack of school funds	Assist with providing supplies necessary for learning	Administration, Leadership Team, Teachers	Review of FCIM data	FCIM assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In 2013, will maintain proficiency in Algebra as measured by Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 3% (2) of students scored at Achievement Level 3 in Algebra as measured by Algebra I EOC.	In 2013, 8% (5) will maintain proficiency in Algebra as measured by Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated Instruction	Monitor students, develop strategies to address student's individual needs	Administration, Department Leader	Review of students grades; results of formative, summative and diagnostic exams	FCIM assessments
2	Lack of teacher participation in School-wide Positive Behavior Support Plan (SwPBSP)	Incentive charts that outline prizes/incentives are posted throughout the school. Teachers deduct points for behavior and academic issues. A spreadsheet is maintained daily. Students must accumulate 80 points or more in order to participate in school related fun activities.	Administration; SwPBS Contacts	Review of SwPBSP points chart and suspension data	Gold Report, Terms, conduct grades

3	School and state initiatives	Coordination of instruction relating to Common Core State Standards	Administration, LTF, Coaches, Department Leaders, Teachers	Teacher assessments	FCAT 2.0; eventually PARCC
4	Lack of pre-requisite skills, work ethic, absences	Attend afterschool tutorials, and increase of alternative teaching techniques	Math Teachers and Math Department Leader	Mini-assessment and homework	Chapter tests and quizzes

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2013, will achieve proficiency in Algebra as measured by the Algebra I EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 97% (66) scored at or above Achievement Level 4 in Algebra as measured by the Algebra I EOC.	In 2012, 100% of students will score at or above Achievement Level 4 in Algebra as measured by the Algebra I EOC.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of work ethic	Work on organizational skills, and increase parental involvement	Math Teachers and Math Department Leader	Notebook and homework checks, Chapter Tests, Quizzes	Geometry EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	In 2013, students will continue to achieve proficiency in Geometry as measured by the Geometry EOC exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 90% of students achieved proficiency in Geometry as measured by the Geometry EOC exam.	In 2013, 95% of students will achieve proficiency in Geometry as measured by the Geometry EOC exam.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated Instruction	Monitor students, develop strategies to address student's individual needs	Administration, Department Leader	Review of students grades; results of formative, summative and diagnostic exams	FCIM assessments
	Lack of teacher participation in School-	Incentive charts that outline	Administration; SwPBS Contacts	Review of SwPBSP points chart and	Gold Report, Terms, conduct

2	wide Positive Behavior Support Plan (SwPBSP)	prizes/incentives are posted throughout the school. Teachers deduct points for behavior and academic issues. A spreadsheet is maintained daily. Students must accumulate 80 points or more in order to participate in school related fun activities.		suspension data	grades
3	School and state initiatives	Coordination of instruction relating to Common Core State Standards	Administration, LTF, Coaches, Department Leaders, Teachers	Teacher assessments	FCAT 2.0; eventually PARCC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Data not available for this section			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Data not available for this section	Data not available for this section			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Mathematics and Robotics	6-8	Department Leader and Aftercare Coordinator	Math Teachers of Aftercaare	Weekly	Walkthroughs, FCIM Assessments	Administration, Aftercare coordinator
Integrative Science/Math Learning	6-8, Math and Science Teachers	PD Facilitator, LTF	Math and Science Teachers	Weekly	Pre and Post Observations and anecdotes	PBAU and Quantum representatives, Administration, Department Leader
Response to Intervention	6-8	PD Facilitator, Department Leader, LTF	Math Teachers	Monthly	Walkthroughs, Lesson Plans, FCIM Assessments	Administration, LTF, Department Leader

Differentiated Instruction	6-8	PD Facilitator, Department Leader, LTF	Math Teachers	Monthly	Walkthroughs, Lesson Plans, FCIM Assessments	Administration, LTF, Department Leader
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Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for teachers to attend local, state, and national conferences and workshops.	Travel out-of-state including registration	Title I	\$3,000.00
Staff Development	Travel out-of-county including registration	Title I	\$3,000.00
			Subtotal: \$6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with access to math instruction in small class setting focused on the development of increased math reasoning skills in preparation for Algebra.	Salary for classroom/resource teacher	Title I	\$20,209.24
Class coverage	Substitute for Title I funded classroom teachers	Title I	\$556.96
Attend professional development workshops	Substitutes for teacher release time to attend professional development	Title I	\$3,129.00
Classroom Instruction	Part-Time In-System	Title I	\$12,500.00
			Subtotal: \$36,395.20
			Grand Total: \$42,395.20

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	In 2013, 8th grade students will achieve proficiency in science as measured by the FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 36% (111) of 8th grade students achieved proficiency Level 3 in science as measured by the FCAT 2.0 Science Test.	In 2013, 41% (126) of 8th grade students will achieve proficiency in science or meet state provisions as measured by the FCAT 2.0 Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School, District, and State initiatives	Analyze data and develop corrective action plan	Principal, Science Coach, and LTM Facilitator	Review of FCIM assessments	FCIM Assessment
2	Schedule meetings	Work with the Science Manager and Instructional Specialists to promote the district's science initiatives found in the K-12 Comprehensive Plan	Principal, Science Coach and Science Manager	Providing daily coaching and mentoring activities to teachers	Coaching Log and FCIM Assessment
3	Lack of resources	Increase the use of manipulatives, hands-on Science Labs, and student computer stations	Principal, Science Coach, Teachers, LTM Facilitator	Review of FCIM data through EDW	FCIM assessments
4	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided in English and Spanish during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
5	Lack of student supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
6	Scheduling conflicts; lack of time	Conduct student achievement chats	LTM facilitator, Reading Coach, Guidance Counselors, Department Head, and Teachers	Review FCIM data	FCIM assessments, classroom walkthroughs
7	Alignment of common planning to implement District and State Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review, classroom walkthroughs
8	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results; data from EDW	Principal, Assistant Principal, and Reading Coach

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In 2013, students that participate in the Florida Alternate Assessment (FAA) will achieve proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% (2) of students scoring at Level 4, 5, and 6 in science achieved proficiency as measured by the Florida Alternate Assessment (FAA).	In 2013, 45% (3) of students that participate in the Florida Alternate Assessment (FAA) will achieve proficiency in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students achieve at their appropriate grade level	Learn how to understand the key words and the questions, so that they can answer the questions appropriately and use the correct formulas.	Science Teacher (ASD & IND), Science Department Leader, SLP, Learning Strategist	Teacher Assessment every 5-7 days	Teacher assessment, the Unique program, FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2013, 8th grade students will achieve proficiency Levels 4 or higher in science as measured by the FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 9% (29) of 8th grade students achieved proficiency Levels 4 or higher in science as measured by the FCAT 2.0 Science Test.	In 2013, 14% (45) of 8th grade students will achieve proficiency Levels 4 or higher in science or meet state provisions as measured by the FCAT 2.0 Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	FCIM practices not completed correctly	Work with teachers to plan, implement, and to reflect on science instruction using the FCIM Model	Principal, Science Coach, teacher, and LTM Facilitator	Review of FCIM assessments	FCIM Assessment
2	Schedule meetings	Work with the Science Manager and Instructional Specialists to promote the district's science initiatives found in the K-12 Comprehensive Plan.	Principal, Science Coach and Science Manager	Providing daily coaching and mentoring activities to teachers	Coaching Log and FCIM Assessment
3	Lack of resources	Increase the use of manipulatives, hands-on Science Labs, and student computer stations	Principal, Science Coach, Teachers, LTM Facilitator	Review of FCIM assessments	FCIM assessments
4	School District transportation not available on Saturdays	Tutorial and enrichment activities will be provided in English and Spanish during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
5	Lack of student supplies	Departments will host students school-wide competitions and encourage students to participate in district-wide competitions	Principal, Administrators, Coaches, Teachers	Review of FCIM data	FCIM assessments
6	Scheduling conflicts; lack of time	Conduct student achievement chats	LTM facilitator, Reading Coach, Guidance Counselors, Department	Review FCIM data	FCIM assessments, classroom walkthroughs

			Head, and Teacher		
7	District and State Initiatives	Implement IB philosophy and practices in daily instruction	Administration, IB Coordinator, LTM Facilitator, Leadership Team, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Bi-quarterly administrative lesson plan review, classroom walkthroughs
8	Professional Development	Integrate reading and writing through the Reader-Writer Workshop Model and the use of classroom libraries.	Principal, Administrators, Coaches, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results	Bi-quarterly administrative lesson plan review, classroom walkthroughs
9	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistant Principal, and Reading Coach
10	Student access to technology at home	Utilize GIZMO's online repository of math and science simulations	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistant Principal, and Reading Coach

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In 2013, 8th grade students that participate in the Florida Alternate Assessment will achieve proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% (3) of 8th grade students that participated in the Florida Alternate Assessment scored at or above Achievement Level 7 in science.	In 2013, 65% (5) of 8th grade students that participate in the Florida Alternate Assessment will score at or above Achievement Level 7 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring below Achievement Level 7	Students will use appropriate formulas, identify key words, and respond to questions correctly.	Science Teacher (ASD & IND), Learning Strategist, Science Department Leader, SLP	Teacher Assessment every 5-7 days	The Unique Assessment, FAA

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

Integrative Science/Math Learning	6-8, Math and Science Teachers	PD Facilitator, LTF Math	Science and Math Teachers	Weekly	Pre and Post Observations and anecdotes	PBAU and Quantum representatives, Administration, Department Leader
Inquiry Based Labs	6-8 Science Teachers	LTF	Science Teachers	LTMs	Pre and post Observations	Administration, LTF, Department Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student achievement	Scales, beakers, microscopes, and demonstration supplies, including organic and non-organic supplies, etc.	Title I	\$12,000.00
			Subtotal: \$12,000.00
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
Staff Development in Marine Biology, Ecology, and Florida Ecosystems through participation in the Florida Marine Sciences program for teachers at Sea Camp, Big Pine Key, Florida.	Travel out of county including registration	Title I	\$1,000.00
Staff Development through participation in the Florida Marine Sciences program for teachers at Sea Camp, Big Pine Key, Florida.	Substitutes for teacher release time to attend professional development	Title I	\$521.50
			Subtotal: \$1,521.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Instruction	Part-Time In-System	Title I	\$3,125.00
			Subtotal: \$3,125.00
			Grand Total: \$16,646.50

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:	In 2013, 8th grade students will achieve proficiency in writing as measured by the FCAT 2.0 Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 80% (247) of 8th grade students scored at Achievement Level 3 and above in writing as measured by the FCAT 2.0 Writing Test.	In 2013, 85% (262) of 8th grade students will score at Achievement Level 3 and above in writing as measured by the FCAT 2.0 Writing Test.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School and state initiatives	Coordination on instruction relating to writing improvement will take place. Teachers will be provided with focused writing exercises in all subjects aligned with Common Core Standards	Administration, Coaches, Teacher	Scored writing samples will be used to determine progress	Anchor Paper Scoring
2	Professional Development	Effectively implement instruction addressing expository and persuasive essays by incorporating Marzano's High Yield strategies	Principal, LTM Facilitator, Reading & Writing Coaches, LA Department Head, and Teachers	Scored writing samples will be used to determine progress	Anchor Paper Scoring and data files
3	Student accessibility to technology at home	Utilize the following software: Compass Learning, Riverdeep, and FCAT Explorer	Principal, LTM Facilitator, Reading & Writing Coaches, LA Department Leaders, and Teachers	Review of the software results online to determine strengths and weaknesses.	Software results
4	School district transportation not available on Saturdays	Tutorial services will be provided during before/after school, Saturday Tutorials, and teachers planning time.	Principal, Administrators, Coaches, Teachers	Review of FCIM data through EDW	FCIM Assessments
5	Professional Development	Integrate reading and writing through the Readers & Writers Workshop Model and the use of classroom libraries.	Administration, Reading Coach, Leadership Team, Teacher	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistant Principal, and Writing Coach
6	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Department Heads, Teachers	Lesson plans, classroom visits, walkthroughs, assessment results.	Principal, Assistant Principal, and Writing Coach
7	Scheduling conflicts with LTM and teacher planning.	Assign students to In-House Mentoring Program	Reading & Writing Coaches, Administration, Mentor and Teacher	Mentor Log	Mentor Coordinator, Administration
8	Professional Development	Increase utilization of RIM (Rotational Instructional Model)	Administration, Coaches, Teachers	Review of essay results	Anchor Paper Scoring
9	Professional Development	Alignment of Social Studies with writing goals	Administration, Coaches, SS Department Leader, Teachers	Review of essay results	Anchor Paper Scoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In 2013, 8th grade students that participated in the Florida Alternate Assessment (FAA) will achieve proficiency in writing as measured by the FCAT 2.0 Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (5) of 8th grade students that participated in the Florida Alternate Assessment (FAA) scored at 4 or higher in writing as measured by the FCAT 2.0 Writing Test.	In 2013, 100% of 8th grade students that participate in the Florida Alternate Assessment (FAA) will continue to score 4 or higher in writing as measured by the FCAT 2.0 Writing Test.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School and state initiatives	Teachers will be provided with focused writing exercises in all subjects aligned with Common Core Standards	Administration, Coaches, ESE Contact, LTF, Teacher	Scored writing samples will be used to determine progress	Florida Alternate Assessment
2	Use of technology, grammar, spelling skills, and analyze writing rubric	Write proper complete sentences and paragraphs	LA Teacher (ASD & IND) Learning Strategist, SLP, Reading/Writing Coach	Teacher observation and check list.	FAA

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
Writing Across the Curriculum	6-8, all subjects	PD Facilitator, Reading & Writing Coach, Language	All subject areas	Monthly	Review Department Notes	Administration, Language Arts Department Chairperson

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase writing proficiency through student participation in the Conniston Success Camp.	Paper and ink for classroom use, composition books, journals, anchor charts, highlighters, pens, etc.	Title I	\$5,000.00
Writing resource materials for targeted students to assist with increasing vocabulary, correct grammar usage and written language expression.	Paper and ink for classroom use, composition books, journals, anchor charts, highlighters, pens, etc. Title I \$5,000.00	Title I	\$5,000.00
			Subtotal: \$10,000.00
			Grand Total: \$10,000.00

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.					
Civics Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School and state initiatives	Coordination of instruction relating to Common Core State Standards	Administration, LTF, Coaches, Department Leaders, Teachers	Teacher assessments	FCAT 2.0; eventually PARCC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.					
Civics Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In 2013, strategies will be set in place to reduce absences and tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
86%	100%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
173	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

111		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent and student participation	Continuously remind parents and students of school starting time and policies referring to attendance.	Administration, Guidance, Teachers	GradeQuick Attendance, Teacher Observation.	GradeQuick and Terms attendance screens
2	Parent and student participation	Provide incentive programs to promote school participation	Administration and Guidance	GradeQuick Attendance, Teacher Observation.	GradeQuick and Terms attendance screens

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

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

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

Attendance Budget:

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

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Administration will reduced the suspension rate this current school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
110	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
87	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
334	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
190	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent participation	Manifestations Hearings	ESE Contact	Conference notes. FCIM Assessments, FCAT, Parent, student, and Teacher observations	Psychologist's evaluation, FCAT, FCIM data
2	Parent participation	Frequent parent conferences	Administration	Conference notes. FCIM Assessments, FCAT, Parent, student, and Teacher observations	FCAT, FCIM data
3	Student participation	Detentions	Administration	FCIM Assessments, FCAT, Parent, student, and Teacher observations	FCAT, FCIM data
4	Student Participation	Implement School-wide Positive Behavior Support Plan	Administration, Teachers	Review of suspension data	Gold Report, Terms,
5	Lack of Funds and personnel	Implement ISS and Credit Recovery Lab.	Administration	Review of suspension data	Gold Report, Terms
6	Lack of teacher participation	School-wide Positive Behavior Support Plan (SwPBSP)	SwPBS Contacts	Review of SwPBSP points chart and suspension data	Gold Report, Terms, conduct grades

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>School staff survey indicated teacher communication with parents was minimal.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Parent involvement is at a 5%.

In 2013, increase parent involvement by 10%.

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	Incomplete surveys; language barriers	Evaluate school's Quality Assurance Surveys	Principal and Parent Liaison	Collect feedback surveys from parents and teachers	Parent and Teacher Surveys
2	Parent participation	Provide parents quarterly updates of overall reading scores in English and Spanish	Principal, AP, Reading Coach and Teachers	Analyze student data	SSS Diagnostic Reading Exam and SRI
3	Access to internet at home	Advise Parent of school Activities through the Parent Link	Administration	Informal Survey	Parent Survey
4	Delivery of newsletters to parents	Increase communication with parents through Monthly Newsletters. parent academic literature, and parent mailings	Administration, Coaches	Collect feedback surveys from parents and students	Parent and Student Survey
5	School/student confidentiality issues	Recruit Parent Volunteers with school related activities	Administration and Office Staff	Run VIPs reports	Volunteer Log
6	Language barriers	Provide grade level parent trainings regarding curriculum, attendance, promotion, PASS, Choice Schools, FCAT, etc. (Academic Guidance Workshop for Parents).	Administration and Guidance Counselor, Teachers	Collect feedback surveys from parents and students	Parent and Student Survey
7	Lack of knowledge to utilize computers	Provide parents and students access to Media Center on certain nights and weekends	Principal, AP, Media Specialist	Observe the use of the library by parents and students during specific evenings and weekends	Destiny Check-out log
8	Language barriers	Include parents in the designing and judging of the Science projects in our annual Science Fair	Principal, AP, Science Coach and Teachers, and Department Head	Observe parent participation and relevance of science projects	Parent and Teacher Surveys
9	Lack of incentives	Host a Parent Writing Night in both English and Spanish	Principal, AP, Reading/Writing Coach	Observe parent participation and monitor student feedback	The results of the FY12 SSS FCAT Writing Test
10	Language Barrier	Provide communication and invitations to join the School Advisory Council so parents may have a greater representation in the design, implementation and evaluation of the schoolwide program ----- Increase communication with parents through Edline, Marquee, Newsletters and flyers by backpacks to encourage greater attendance at Curriculum Night ----- Provide communication and invitations to encourage volunteerism	Administration, Teachers, Parent Liaison	Review the attendance at the monthly SAC meetings	SAC sign-in sheets, agenda, and minutes

		at the school, encourage business partnerships			
11	Delivery of Newsletters and notices to parents	Provide communication and invitations to attend the Annual Title I Parent Meeting, where parents will receive information about the Title I Program	Administration, Teachers, Parent Liaison	Title I Parent Involvement Survey Distributed schoolwide	Survey Responses
12	Communication with Parents	Provide communication and invitations to join the School Advisory Council and the PTO so parents may have a greater representation in the design, implementation and evaluation of the Family Involvement Policy/Plan and the School-Parent Compact. The SAC meeting was set for September 13, 2012 to formulate the Policy/Plan and the Compact.	Administration, Teachers, Parent Liaison	Review the attendance at the monthly School Advisory Council meetings	School Advisory Council, sign-in sheets, agenda, and minutes
13	Sharing Survey Information with stakeholders more efficiently	Provide communication and invitations to join the School Advisory Council so parents may have a greater representation and access to current information which impacts all stakeholders	Administration, Teachers, Parent Liaison	Review the attendance at the monthly School Advisory Council meetings, including the September 13, 2012 meeting where the survey results were shared and discussed in detail	School Advisory Council sign-in sheets, agenda and minutes

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
Title I Program Overview for the Faculty. To increase effectiveness communication with parents. Staff and faculty are trained to effectively communicated with parents to have a positive impact on parental involvement.	6-8	Parent Liaison	Faculty School-wide	Full PDD	Observe parent participation, including sign-in sheets. Collect feed back responses forms, evaluations and parent surveys from parents	Parent liaison , Leaders of Parent University, and school administrators

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
Provide parents with information and resources targeted at student and family needs.	Provide parents with targeted information and training to increase involvement and student academic achievement. Purchase training materials and food/refreshments for parent trainings.	Title I	\$1,800.00
Provide parents with access to school information and resources	Postage and freight	Title I	\$2,000.00
Provide parents with information and resources including Parent University information	Printing services - outside vendor	Title I	\$1,500.00
Increase student organizational skills	Student agendas	Title I	\$2,500.00
Display materials and parent sign in	Tables	Title I	\$1,200.00
			Subtotal: \$9,000.00
			Grand Total: \$9,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		To increase STE(A)M instruction school-wide through a Palm Beach Atlantic partnership and Quantum grant. (A) = Arts			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of materials and supplies.	All CMS Science teachers will work through a Quantum grant with PBAU to develop modules to address STEM instruction as aligned to Common Core Standards.	Administration, Science Department Leader, PBAU and Quantum representatives	observations, Lesson plans, projects, walkthroughs, surveys, assessments	Assessment, surveys
		Science and Math teachers will	Administration, Science	observations, Lesson plans, projects,	Assessment, surveys, pre and

2		collaborate through LTM and Department meetings to align instruction for school-wide STEAM integration.	Department Leader, PBAU and Quantum representatives	walkthroughs, surveys, assessments	post observations
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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 Summer Institute for teachers through Quantum grant.	6-8	PBAU representatives, CMS Department Leader	Science and Mathematics	Summer 2013	Pre and post surveys, lesson plans, walkthroughs	Administration, PBAU representatives, Science Department Leader

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE	

CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Goal Goal #1:			Dropout Prevention Target: 6-8		
2012 Current level:			2013 Expected level:		
In 2012, 52% of students achieved proficiency in reading as measured by the FCAT 2.0 Reading Test.			In 2013, 70% of students will achieve proficiency in reading as measured by the FCAT 2.0 Reading Test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Provide students with access to Credit Recovery as a way to remediate instruction and keep students on track academically.	Administration, Credit Recovery personnel, Department Leaders	Monitor students academic grades, behavior, and overall progress	Reports generated by Compass Learning, Edline, progress reports, report cards

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

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

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

Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with access to professional development in IBMYP	Travel out of county including registration	Title I	\$4,500.00
Faculty attendance at out of state IBMYP conferences	Travel out of state including registration	Title I	\$9,000.00
Faculty attendance at IBMYP conferences	Substitutes for teacher release time to attend professional development		\$4,172.00
			Subtotal: \$17,672.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention: Provide student with access to Credit Recovery as a way to remediate instruction and keep students on track academically	Substitutes for Title I funded classroom teachers	Title I	\$16,688.00
			Subtotal: \$16,688.00
			Grand Total: \$34,360.00

End of Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integration of Teachers College Readers Writers Workshop to include reading and writing instructional practices in Reading and Language Arts classes.	Reading and writing materials for classroom, and classroom libraries	Title I	\$8,000.00
Reading	Integration of Teachers College Readers Writers Workshop to include reading and writing instructional practices in Reading and Language Arts classes.	Books for Media Center	Title I	\$2,000.00
Reading	Infuse reading across the curriculum including all core content classes and fine arts. Focus on vocabulary development and concept building.	-Arts supplies including brushes, blades, slab roller, clay, glaze,ceramic, dry erase board, construction paper, dry erase markers, etc.	TITLE I	\$2,000.00
Science	Increase student achievement	Scales, beakers, microscopes, and demonstration supplies, including organic and non-organic supplies, etc.	Title I	\$12,000.00
				Subtotal: \$24,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase access to technology	Computer - Mobile Devices	Title I	\$28,410.80
Reading	Increase access to technology	Scanner, Laser Pointer, Apple Battery for MAC Book, printers		\$6,000.00
				Subtotal: \$34,410.80
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide substitute teachers during TC workshops for teachers	Substitutes for teacher release time to attend professional development	Title I	\$2,086.00
Reading	Provide opportunities for teachers to attend state conferences and workshops to include FRA.	Travel out of county including registrations.	Title I	\$5,900.00
Reading	Provide opportunities for teachers to attend national conferences and workshops to include IRA, National Middle School Conference, etc.	Travel out of county including registrations.	Title I	\$6,900.00
Reading	Provide substitute teachers during TC workshops for teachers	Substitutes for teacher release time to attend professional development	Title I	\$4,265.54
Reading	Eight Annual Language and Cultural Conference	In county - registration fee	TITLE I	\$100.00
Reading	Florida Music Educators Association Professional Conference	Travel out of county including registration, lodging, and transportation	Title I	\$1,100.00
	AVID and IB Best Practices Showcase at			

Reading	Stonewall Jackson Middle in Orlando, Florida	Travel out of county	Title I	\$600.00
Mathematics	Provide opportunities for teachers to attend local, state, and national conferences and workshops.	Travel out-of-state including registration	Title I	\$3,000.00
Mathematics	Staff Development	Travel out-of-county including registration	Title I	\$3,000.00
Science	Staff Development in Marine Biology, Ecology, and Florida Ecosystems through participation in the Florida Marine Sciences program for teachers at Sea Camp, Big Pine Key, Florida.	Travel out of county including registration	Title I	\$1,000.00
Science	Staff Development through participation in the Florida Marine Sciences program for teachers at Sea Camp, Big Pine Key, Florida.	Substitutes for teacher release time to attend professional development	Title I	\$521.50
	Provide teachers with access to professional development in IBMYP	Travel out of county including registration	Title I	\$4,500.00
	Faculty attendance at out of state IBMYP conferences	Travel out of state including registration	Title I	\$9,000.00
	Faculty attendance at IBMYP conferences	Substitutes for teacher release time to attend professional development		\$4,172.00
				Subtotal: \$46,145.04
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will provide student tutorials before and after school, Saturdays, and in summer.	Part-Time In-System	Title I	\$12,500.00
Reading	Staff Development	Salary for coach/resource teachers/ LTF	Title I	\$33,794.00
Reading	Hire a Reading Resource teacher to provide students with access to reading and writing instruction in small group settings focused at the development of higher order thinking, reasoning and application skills.	Salary for classroom/resource teacher	Title I	\$63,644.00
Reading	Hire a Reading Resource teacher to provide students with access to reading and writing instruction in small group settings focused at the development of higher order thinking, reasoning and application skills.	Substitutes for Title I funded classroom teachers	Title I	\$556.96
Reading	AVID tutorials	3 Tutors, 168 total hours @ \$18.75 per hour	Title I	\$3,148.00
Reading	Materials for staff development. On site professional development, Reading across the curriculum.	copy paper, toners, ink cartridges for copy machines, markers, bulletin board paper, poster maker refills, pens, pencils, sticky notes, binders, dividers, chart paper, Cricket paper cutter and cartridges, heavy	Title I	\$3,000.00

		duty paper cutter, Design Jet Ink Jet Printer, and construction paper.			
Mathematics	Provide students with access to math instruction in small class setting focused on the development of increased math reasoning skills in preparation for Algebra.	Salary for classroom/resource teacher	Title I		\$20,209.24
Mathematics	Class coverage	Substitute for Title I funded classroom teachers	Title I		\$556.96
Mathematics	Attend professional development workshops	Substitutes for teacher release time to attend professional development	Title I		\$3,129.00
Mathematics	Classroom Instruction	Part-Time In-System	Title I		\$12,500.00
Science	Classroom Instruction	Part-Time In-System	Title I		\$3,125.00
Writing	Increase writing proficiency through student participation in the Conniston Success Camp.	Paper and ink for classroom use, composition books, journals, anchor charts, highlighters, pens, etc.	Title I		\$5,000.00
Writing	Writing resource materials for targeted students to assist with increasing vocabulary, correct grammar usage and written language expression.	Paper and ink for classroom use, composition books, journals, anchor charts, highlighters, pens, etc. Title I \$5,000.00	Title I		\$5,000.00
Parent Involvement	Provide parents with information and resources targeted at student and family needs.	Provide parents with targeted information and training to increase involvement and student academic achievement. Purchase training materials and food/refreshments for parent trainings.	Title I		\$1,800.00
Parent Involvement	Provide parents with access to school information and resources	Postage and freight	Title I		\$2,000.00
Parent Involvement	Provide parents with information and resources including Parent University information	Printing services - outside vendor	Title I		\$1,500.00
Parent Involvement	Increase student organizational skills	Student agendas	Title I		\$2,500.00
Parent Involvement	Display materials and parent sign in	Tables	Title I		\$1,200.00
	Dropout Prevention: Provide student with access to Credit Recovery as a way to remediate instruction and keep students on track academically	Substitutes for Title I funded classroom teachers	Title I		\$16,688.00
					Subtotal: \$191,851.16
					Grand Total: \$296,407.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Members of SAC meet monthly in the Media Center at 6pm. Topics of discussion include, but not limited to, budget, academics, athletics, School Improvement Plan, and school related activities.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District CONNISTON MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	61%	86%	41%	252	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	64%	65%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	67% (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					513	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District CONNISTON MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	62%	89%	43%	256	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	64%	67%			131	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	74% (YES)			139	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					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested