FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINES MIDDLE SCHOOL

District Name: Broward

Principal: Carlton B. Campbell

SAC Chair: Patrina Suydam

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2012: We are no longer a DA School as we have maintained our A school status. 2011: The school did not make AYP: 77% of criteria met. Reading: 66% at or above grade level made adequate progress; 76% struggling readers made progress. Math: 67% at or above grade level; made adequate progress; 72% struggling students made progress. Writing mastery: 84% Science: 40% 2010: Grade A The school did not make AYP: 67% of criteria met. Reading: 68% at or above grade level; 64% make adequate progress; 67% struggling readers made progress.

Assis Principal	Brian Chartrand	Degrees: AA Business Administration BS Management MS Ed. Leadership Certifications: Social Science 5-9; Ed. Leadership K-12	5	8	Math: 67% at or above grade level; 67% made adequate progress; 61% struggling students made progress. Writing mastery: 93% Science: 38% 2009: Grade A School did not meet AYP - 79% criteria met. Reading: 69% at or above grade level; 69% made adequate progress; 72% struggling students made progress. Math: 68% at or above grade level; 71% made yearly progress; 69% struggling students made progress; Writing 97% met standards; Science 41% at or above grade level. 2008 - Grade B School did not make AYP - 82% criteria met. Reading: 65% at or above grade level; 64% made years growith; 66% struggling students made progress. Math: 65% at or above grade level; 66% made yearly progress; 64% struggling students made yearly progress. Writing: 95% met standards. Science: 33% at or above grade level.
Assis Principal	Christina Monroe	Degrees: BS Psychology MEd ESE Certifications: Ed. Leadership ESE K-12	5	6	2012: We are no longer a DA School as we have maintained our A school status. 2011: The school did not make AYP: 77% of criteria met. Reading: 66% at or above grade level made adequate progress; 76% struggling readers made progress. Math: 67% at or above grade level; made adequate progress; 72% struggling students made progress. Writing mastery: 84% Science: 40% 2010: Grade A The school did not make AYP: 67% of criteria met. Reading: 68% at or above grade level; 64% make adequate progress; 67% struggling readers made progress. Math: 67% at or above grade level; 67% made adequate progress; 61% struggling students made progress. Writing mastery: 93% Science: 38% 2009: Grade A School did not meet AYP - 79% criteria met. Reading: 69% at or above grade level; 69% made adequate progress; 72% struggling students made progress. Math: 68% at or above grade level; 71% made yearly progress; 69% struggling students made progress; Writing 97% met standards; Science 41% at or above grade level. Whispering Pines: Special needs center therefore there are no school grades with FCAT. Whispering Pines did not meet AYP due to numbers of qualifying students.
Assis Principal	Kathy L. Keith	Degrees: BS - Certifications Secondary Ed/ Social Science	2	12	2012: We are no longer a DA School as we have maintained our A school status. Olsen Middle: 2011:Grade B, School did not meet AYP: 69% met. Reading: 55% at or above grade level 54% made adequate progress Math: 56% at or above 56% made adequate progress 2010 Olsen Middle : Grade A
					2012: We are no longer a DA School as we have maintained our A school status. 2011: The school did not make AYP: 77% of criteria met. Reading: 66% at or above grade level made adequate progress; 76% struggling readers made progress. Math: 67% at or above grade level; made adequate progress; 72% struggling

					students made progress. Writing mastery: 84% Science: 40%
Principal	Carlton B. Campbell	BS & MS Counseling Ed. EdS Leadership Certifications: School Principal K-12, Counseling/Guidance K-12, Social Studies 6-12	8	13	2010: Grade A The school did not make AYP: 67% of criteria met. Reading: 68% at or above grade level; 64% make adequate progress; 67% struggling readers made progress. Math: 67% at or above grade level; 67% made adequate progress; 61% struggling students made progress. Writing mastery: 93% Science: 38% 2009: Grade A School did not meet AYP - 79% criteria met. Reading: 69% at or above grade level; 69% made adequate progress; 72% struggling students made progress. Math: 68% at or above grade level; 71% made yearly progress;69% struggling students made progress; Writing 97% met standards; Science 41% at or above grade level. 2008 - Grade B School did not make AYP - 82% criteria

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	Cheryl Dudash	Degrees: BS Art Ed. Certifications: Art K-12 Reading K-12	33	19	2012: We are no longer a DA School as we have maintained our A school status. 2011: The school did not make AYP: 77% of criteria met. Reading: 66% at or above grade level made adequate progress; 76% struggling readers made progress. Math: 67% at or above grade level; made adequate progress; 72% struggling students made progress. Writing mastery: 84% Science: 40%School Grade A 2010: Grade A The school did not make AYP: 67% of criteria met. Reading: 68% at or above grade level; 64% make adequate progress; 67% struggling readers made progress. 2009: Grade A School did not meet AYP - 79% criteria met. Reading: 69% at or above grade level; 69% made adequate progress; 72% struggling students made progress. 2008 - Grade B School did not make AYP - 82% criteria met. Reading: 65% at or above grade level; 64% made years growth; 66% struggling students made progress.
		BS Business			2012: We are no longer a DA School as we have maintained our A school status. 2011: The school did not make AYP: 77% of criteria met. Reading: 66% at or above grade level made adequate progress; 76% struggling readers made progress. Math: 67% at or above grade level; made adequate progress; 72% struggling students made progress. Writing mastery: 84% Science: 40%School Grade and Data

| Math | Helen Chisholm | MBA Professional Management Certification: Math 5-9 | 15 | 3 | Pending

2010: Grade A
As classroom teacher: 72.8% of students demonstrated learning gains.

2009: Grade A
As classroom teacher: 77% of students made learning gains.

2008 - Grade B
As classroom teacher: 79.5% made learning gains. |

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	Pre-planning orientation for new hires.	NESS Coordinator; Curriculum Coaches	August 15, 2013	
2	Professional Learning Community that meets monthly	NESS Coordinator	June, 2013	
3	Weekly support forum	Curriculum Coaches	June, 2013	
4	Assignment of a Peer Coach/Buddy if new to the school	NESS Coordinator	August 15, 2013 or within 2 days of beginning employment at the school.	

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
N/A	N/A

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
84	1.2%(1)	17.9%(15)	31.0%(26)	50.0%(42)	96.4%(81)	100.0%(84)	7.1%(6)	7.1%(6)	83.3%(70)

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
			Ms. Butler will attend

| Carlton Campbell | Ida Butler | LEAD | Leadership and Literacy team meetings. |
| Carlton Campbell | Patrina Suydam | LEAD | Ms. Suydam will attend Leadership and Literacy team meetings. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds are used, along with other Federal, State, and local funds, to operate a school-wide program designed to upgrade our entire educational program. These funds are used to provide additional highly-qualified teachers to assist in helping all students, particularly the lowest-achieving students, achieve proficiency on challenging State academic achievement standards. Staff Development funds are used on development and delivery of targeted professional training programs that provide our teachers with a variety tools for improving the delivery of their instruction. Parental Involvement Funds are utilized to fund academic parent nights that provide parents with new skills and knowledge to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

(ESOL)
ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to fund Saturday camps for Math, Reading and Language Arts. Funds will also be used for after school Science and Writing Camps.

Violence Prevention Programs

Pines Middle School implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school has designated a Prevention Liaison and we enforce the District's Anti-Bullying Policy and have zero tolerance for bullying and violence. Bullying prevention programs are supported through Youth Crime Watch, the G.R.E.A.T Program, Peer Counseling/Conflict Mediation programs, guest speakers, student assemblies and Foundations.
Pines Middle School also builds a violence prevention culture through the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy and over half of our staff isCHAMPS I trained.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career Education will be infused into the 8th grade social studies curriculum. This will be accomplished through the use of Choices Planner and the district's new initiative of PAC. In addition each 8th grade student will visit JA World to experience and make "real life" business choices as a part of the social studies curriculum.

Job Training

N/A

Other

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 RtI Leadership Team will consist of the Principal, Assistant Principals, Instructional Coaches, Guidance Director, Prevention Liaison, School Psychologist, and the School Social Worker. The core CPS team consists of a designated administrator, the Guidance Counselors, the academic coaches, the school psychologist, the School Social Worker. Others, such as the ESOL contact, district support (i.e. ESE program Specialist) are called in when data supports the need.

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 Pines RtI Leadership team meets monthly to implement the process and follows all directions as developed by the district. This meeting is managed by the principal.
* The Pines RtI Leadership team coordinates monthly with the SAC team, Literacy team, etc. to insure implementation, review, and revisions of the goals for academic achievement.
* The Pines RtI Leadership team will be responsible for any training the faculty and staff is in need of to properly implement various interventions, conduct data collection, etc.
* The Pines RtI Leadership team will meet with the Literacy team once a month to make sure that reading is a priority for all students. The Reading Coach will facilitate the Literacy Team meetings.
* The Pines RtI Leadership team reviews progress monitoring data through Bat I and Bat 2 tests, mini-assessments, FAIR, in-house science tests, writing prompts, etc. to determine effectiveness of instruction and to revise when necessary.
* The Pines CPS/RtI and Leadership team will verify that all students are properly placed for academic performance according to their testing data.
* Teachers submit names of students to the CPS/RtI who, after classroom interventions have been put into place, and the RtI Academic or Behavior form is completed, will need further evaluation for academic or behavior concerns.
* The Pines CPS/RtI team meets twice a month and reviews what the student concern is, what interventions have been tried, and makes recommendations for teachers to try in the future. The Assistant Principal, Brian Chartrand, organizes the meetings.
* The Pines CPS/RtI team will forward names of any student concerns prior to the meeting so that all documentation can be gathered prior to the meeting. Teachers submit forms indicating their interventions, other data, charts and graphs.
* The Pines CPS/RtI team conducts any follow-ups by reviewing gathered data by the classroom teachers, and team member

observations are made on the progress of any student brought before the team and will makes additional recommendations if needed.
* If a student is moved from Tier 1 or 2 to a higher Tier, then the team will require a report with current data collected by the teachers and any other support staff who works with that student at subsequent meetings. The team will review the progress of implementation and determine the need to continue or revise interventions or strategies.

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

The RtI Leadership team conducts a summit, or a meeting of the minds, in the spring to determine the school goals and action steps for the school improvement plan (SIP). This is a part of the progress monitoring stage where the team determines, through gathered data, what is working, what isn't, what needs to change or be implemented to increase student achievement and/or behaviors. Each department head uses this information along with input from the teachers, and develops the goals and action steps for his/her department. This is the planning stage. The SIP is then reviewed by the School Advisory Council and the plan is implemented. Every month, the progress is monitored by the Leadership team and SAC team. This is an ongoing process during the year following the FCIM model.

---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.

* PMRN/FAIR (Reading only)Progress monitoring
* Reading Plus Data
* BAT 1 & 2
* Mini-bat assessments progress monitoring
* In-house testing (Science)
* Diagnostic tests (Math)
* Virtual Counselor
* Pinnacle
* Behavior records
* Graphs of classroom data
* Classroom progress monitoring reports/graphs
* Review of interim and report card grades

Describe the plan to train staff on MTSS.

RtI training will be conducted through out the 2012-2013 school year. This training will be to review the RtI process that is in place at Pines Middle and to review the process and procedures for the coming year. Ongoing training will occur during the designated morning staff development time as data indicates through the RtI Leadership reviews.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

---School-Based Literacy Leadership Team---

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

* Principal - Mr. Carlton B. Campbell
* Assistant Principal - Kathy L. Keith
* Reading Coach - Cheryl Dudash
* Media Specialist - Jacqueline Diamond
* Speech Pathologist -
* Department Heads - Barry Johnson,Social Studies; Dani Maxwell, Science; Helen Chisholm, Math; Cathy Spotts, Reading; Ida Butler, Language Arts; Anthony Williams, Unified Arts/PE, Marilyn Ospina, ESE; Adrianna Carballo, ESOL, Patrina Suydam SAC, Nicole Allenryan, Title I.

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

* The Literacy Team meets monthly.
* The team conducts a needs assessment, reviews data, determines a need, creates a plan, and implements a literacy initiative to improve literacy at the school. The plan is monitored and decisions are made to continue and/or reviews for the next year. The Literacy Team reports to the Leadership team.

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

* The Literacy Team will reintroduce and monitor the Reading Across Broward initiative to promote more independent reading building sustained silent reading for increased stamina.
* The Literacy Team will use data to implement programs and analyze the effectiveness of student achievement.
* The Literacy Team will monitor and support reading through the curriculum by training and coaching teachers in the use of research based strategies.
* The Literacy Team will oversee a program through media to build reference and research skills.
* The Literacy Team will implement a spelling initiative to aid in vocabulary development and fluency.
* The Literacy Team will survey the school to determine the level of the literacy environment and develop ways to increase the literacy climate at the school.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers will attend training weekly to learn how to analyze reading data from FCAT, FAIR, BAT, Reading Plus and mini-assessments and use this data to drive instruction. Data chats with administration and content teachers will include reading data from FAIR, FCAT, Reading Plus and Bat and together they will create a plan for infusing reading into each content area. Pines has purchased several of the books needed for Reading Endorsement classes to make the process of obtaining Reading Endorsement less costly in order to build a larger cadre of reading endorsed teachers. In addition, Pines has a CAR-PD trainer who will offer training for content teachers.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Pines Middle School dropped this year in the percentage of students making a level 3 by 7 percentage points. Pines has continued to show an increase in its free and reduced lunch population and last year was still at Title I school. Pines was able to maintain our enrollment at approximately 1500 students, despite an increased number of charter schools in our area.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.6% (444)	40% (361)

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	Weak personal and technical vocabulary especially in the area of root word meaning.	Content teachers will incorporate study of Greek and Latin roots into their weekly vocabulary lessons. Bulletin board displays in the café and hallways, as well as classroom word walls will highlight core root words. Greek and Latin elements will be incorporated into the weekly spelling words. A Word of the Day will be introduced on the morning video announcements using the Vocabulary cartoons format. Reading teachers will post and reinforce use of the word of the day.. Additional training for teachers in vocabulary improvement will be offered. Teachers will incorporate strategies that involve exposing students to more Tier 2 and 3 words in preparation for CCSS.	Literacy Coach LA Dept. Chair Reading Dept. Chair Literacy Coach.	Students will be progress monitored three times a year for increased vocabulary proficiency. Strategies being used in the classrooms will be monitored by classroom observations.	FAIR Software program reports
	Weak comprehension skills in areas requiring higher order thinking skills and completing tasks	A "tool kit" of strategies including graphic organizers, note taking, will be explicitly taught to enhance comprehension	Literacy Coach Reading Department Chair Assistant Principals	Teachers will implement the tool-kit strategies and will progress monitor twice a month and revised if needed.	FAIR, BAT, Teacher observation. Impact post-test

2	requiring multiple steps.	in each content area. Training in close reading and the CIS strategies will be offered as teachers infuse more complex text samples into their lessons. Students will work step by step through the CIS process to state a claim and support it as relates to an essential question as we transition to CCSS.. The Impact program will be used with all Level 3 students as they take a Critical Thinking class to develop higher level thinking skills and to provide practice with the CIS process. Teachers will be trained in the Socratic Seminar format. Students will be able to discuss and analyze higher order questions about their reading.		Administration will monitor teacher use of tool-kit through observations. Teachers and administrators will monitor effectiveness of these strategies through classroom observation and analysis of students work samples. Teachers will use Impact unit tests and post-tests to monitor student progress in this program. Administration will monitor student involvement in Socratic seminars through classroom observation.	
3	Students have a lack of life experiences. This leads to their inability to relate to reading selections.	Novels will be used in the Reading/Critical Thinking classes as a vicarious experience to develop higher order thinking and response to reading skills. Teachers will plan more field trips/guest speakers/cultural programs to enhance background knowledge and life experiences of our students. The Pines Literacy team will work to bring an adolescent author to Pines Middle School.	Reading Dept. Chair Literacy Coach Department chairs Literacy Coach Reading Department Chair	Teachers will develop lesson plans for new novels that will incorporate characters and situations from a variety of crosswalks of life. Departments will plan trips, virtual trips, and programs that enhance their curriculum. Students will complete novel based projects prior to visit of the author	FAIR, BAT, Teacher observation. Impact post-test
4	Students are unaccustomed to the rigors of reading complex text.	Students will use primary source material from the Library of Congress and other sources in conjunction with their content area texts.	Content area Dept. Chairs Reading Coach Administration	Teachers will receive information and training on the LOC site as well as other sites relevant to their content to pull primary source and public domain pieces	FAIR, Impact testing Teacher made tests

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:	60% of students that take the FAA will score at the participatory or independent level in reading (level 4-6).
2012 Current Level of Performance:	2013 Expected Level of Performance:

	26% (5)		30% (6)		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual functioning and cognitive ability of each student highly differs; some students have not been able to move past the assisted level due to cognitive disability.	Differentiate instruction; implement customized reading programs to increase comprehension, diagnose specific reading deficits and address weaknesses with each student through small group sessions and prescribed programs	ESE teacher	Student test results; students will have multisensory means to demonstrate comprehension of content.	teacher made tests; student presentations; student models

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:	Pines Middle has had a hard time maintaining the number of level 4 and 5 students as they progress through the grades. In 2012, we did not meet our goal of 40% maintaining, but dropped substantially. Reading for all has been implemented to insure our higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.3% (383)	30% (421)

	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 familiarity with public domain pieces on FCAT that are written with patterns that are of a higher complexity.	Primary sources such as speeches, historical documents, etc. will be utilized for instruction by teachers trained in higher order thinking skill development. Teachers will be trained to use the resources at the Library of Congress as a tool to find primary source material. Training in close reading and the CIS strategies will be offered as teachers infuse more complex text samples into their lessons. Students will work step by step through the CIS process to state a claim and support it as relates to an essential question.	Content Area Department Heads/ Assistant Principals	Teachers will progress monitor students bi-monthly and will adjust classroom strategies according to the FCIM. Teachers will submit as part of their PLCs, lesson plans incorporating close reading strategies including the CIS strategy.	FAIR, BAT 1 and 2 mini-BAT assessments, teacher-made tests with higher order questions. Teacher made assessments Impact Post-test
	Lack of motivation to continue building reading skills as evidenced by a pattern of not maintaining previous	All students will be placed into a Reading or Critical Thinking Skills class. These classes will be themed based to	Assistant Principal for each grade level.	Teams will implement projects and will progress monitor students bi-monthly for reading improvement.	FAIR Bat 2 Impact Post-test

2	FCAT scores once at the 4 or 5 level.	engage students interest. Project based learning activities that use technology and other sources to solve a real world problem will be implemented each quarter. Through encouragement from teachers and the morning announcements, students will participate in school-wide initiatives to foster a love of Reading: Get Caught Reading, Reading Across Broward, and the Family Reading Initiative.	Department Chairs Reading Coach Reading Department Chair Media Specialist	Reading teachers will monitor student reading through the use of Reading logs and forms for the Reading initiatives	Grading Rubrics FAIR Submission of Reading Logs
3	Students are unable to integrate information from a variety of sources.	Students will engage in rigorous writing and research using print and multimedia resources, digital tools and strategies, project based learning, through extended interdisciplinary literacy sequences following the PARCC Content Model Frameworks.	Dept. Chairs Reading Coach Administration	Teachers will create and administrators will monitor the use of rubrics to evaluate student projects following the PARCC frameworks.	Rubrics FAIR

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:	60% of student taking FAA will score between level (6-7) of the 2013 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (7)	40% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual functioning and cognitive ability of each student highly differs; some students have not been able to move past the assisted level due to cognitive disability.	Differentiate instruction; implement customized reading programs to increase comprehension, diagnose specific reading deficits and address weaknesses with each student through small group sessions and prescribed programs	ESE teacher	Student test results; students will have multisensory means to demonstrate comprehension of content.	Teacher made tests; student presentations; student models

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:	While Pines Middle did not meet our goal of 73% making learning gains, we did have a slight increase from 68% to 69.4%. Our student population has stabilized somewhat as we no longer have an influx of NCLB students, and the economy is stabilizing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69.4 (937.6)	75% (1,013)

	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	A large percentage of our level 4 and 5 students do not show reading gains.	All students will be placed into a Reading or Critical Thinking Skills class. These classes will be themed based to engage student's interest. The Impact program will be used with all students in Reading and Critical Thinking classes to foster critical thinking skills.	Administration Reading Department Chair Reading Coach Reading Department Chair	CWTs by Administration. Teachers will pre and post- test students in the Impact program, as well as give assessments at the end of each unit.	BAT 2 FAIR Impact Testing
2	Increased rigor of the FCAT through the use of public domain pieces	Reading Plus software program will be implemented with students in reading to increase their silent reading skills and stamina for reading more complex passages.	Reading Coach, Reading Department Chair, Administrator for Reading	Classroom walkthroughs will be used to determine the level of rigor in everyday content. Progress monitoring will occur at least three times a year.	FAIR Mini-bats FOCUS
3	Teachers are not fully aware of the upcoming increases in rigor that are going to be required with Common Core.	Teachers will receive staff development training in determining the complexity of text. Teachers will receive staff development in and will conduct a close reading activity in their classes. The entire faculty will focus for the year on the The entire faculty will focus for the year on the CCSS standard that says students will be able to write arguments to support claims with clear reasons and relevant evidence. All Pines Middle School students will take a class in Reading or Critical Thinking.	Reading Coach, Reading Department Chair, Administrator for Reading	Administrators will conduct classroom walkthroughs and check PLC minutes and teacher lesson plans for evidence of close reading activities.	FAIR Mini-bats FOCUS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	

reading.

Reading Goal #3b:

60% of students that take the FAA will score at the participatory or independent level in reading (level 6-9).

2012 Current Level of Performance:	2013 Expected Level of Performance:
49.% (9)	55% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In reference to staff development, there are 3 trainings I would like the SVE teachers to attend: Visualize/Verbalize by Linda Mood Bell, Failure Free Reading, and Think 4 Autism. The cost is covered by the district, but the cost of subs needs to be covered by the subs. They are 3 day trainings, and 2 teachers need to attend (anticipated cost $420).	Differentiate instruction; implement customized reading programs to increase comprehension, diagnose specific reading deficits and address weaknesses with each student through small group sessions and prescribed programs	ESE teacher	Student test results; students will have multisensory means to demonstrate comprehension of content.	Teacher made tests; student presentations; student models

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:	Pines Middle did not meet their goal of 80% of our students in the lowest 25th% making learning gains. We had a slight drop in the percentage from 2012 (76%). However, in 2012 we surpassed our own goal of 71% and are still are still above that threshold.

2012 Current Level of Performance:	2013 Expected Level of Performance:
72.9% (259.7)	77% (289)

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	Weak personal and technical vocabulary including weakness in phonetic skills	Our lowest students are placed in a double block of Reading and use the Rewards and Rewards Plus Programs. Content teachers will incorporate VIS charts, semantic mapping, and Frayer models as basic strategies to study and learn vocabulary. Bulletin board displays in the café and hallways, as well as classroom word walls will highlight core	Reading Coach Reading Department Chair LA Department Chair Content Department Chairs	Teachers will implement the appropriate programs with fidelity and will progress monitor students three times a year. Department chairs will monitor through PLCs the use of scaffolding vocabulary activities. Spelling will be monitored through weekly spelling tests in Language Arts classes.	FAIR; weekly spelling tests.

		root words. Greek and Latin elements will be incorporated into the weekly spelling words			
2	Lack of silent reading focus and comprehension.	The Reading Plus program will motivate students and incrementally help them to improve their focus during silent reading, as well as their comprehension.	Reading Department Chair	Teachers will monitor monthly their student's progress in the program.	BAT Mini-benchmarks
3	Students are unable to handle complex grade level text	Students read grade appropriate texts around which instruction is centered. Teachers will differentiate the curriculum to provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.	Department Chairs	Administration will monitor PLCs as they develop scaffolded lessons using close reading strategies.	BAT Mini-benchmarks

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Pines Middle had 59% of its students score a Level 3 or higher on the Reading FCAT and is striving to increase the number of students proficient by increasing the rigor and expectations.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	65%	70%	75%	80%	

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 2011 FCAT was the first time no ethnic sub-group made AYP in Reading. Our percentages of students proficient from each subgroup dipped again in 2012, although only very slightly for Black and Hispanic students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31.1% (69) Black: 46.2% (286) Hispanic: 37.9% (198) Asian: 35.9% (14) American Indian: 25% (1)	White: 25%(45) Black: 40% (248) Hispanic: 33%(173) Asian: 30%(12) American Indian:0% 0

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Lack of ability to handle the rigors of complex reading.	The Reading Plus program will motivate students and incrementally help them to improve their focus during silent reading, as well as their	Reading Coach Reading Department Chair Reading Administrator	The Reading Plus program contains an incentive/monitoring segment rewarding students with certificates as their comprehension	Reading Plus Reports FAIR Impact Unit Tests

		comprehension.		improves.
		A "tool kit" of strategies including graphic organizers, note taking, will be explicitly taught to enhance comprehension in each content area.		After explicit instructions on the Pines "Tool Kit" teachers will progress monitor the students use of the appropriate tool for a comprehension task on a monthly basis.
1		Training in close reading and the CIS strategies will be offered as teachers infuse more complex text samples into their lessons. Students will work step by step through the CIS process to state a claim and support it as relates to an essential question. This will help them to transition to CCSS.		Administrators will check PLC minutes and teacher lesson plans for CIS strategies and request samples of student work.

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:	Our ELL subgroup had a significant drop last year in proficiency. In 2011 we were 40% lack of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (52)	60% (39)

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 in grade level textbooks is difficult for the ELL student.	Teachers will use Additional supplemental materials when available to aide in comprehension of concepts in their textbooks. Use of visuals (i.e. picture books, videos, United Streaming, internet resources) for building background and vocabulary necessary for comprehension of concepts. Teacher Assistants will be trained in guided reading strategies to help students with the difficult text. Teacher made tests; CWT Based on the analysis of student achievement data, and	ESOL contact/ Subject area administrators	Teachers will monitor progress with each unit of study. Administration will monitor by observing classrooms with ELL students.	Teacher made tests; CWT

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:	Pines students with disabilities still do not make AYP. We have seen an increase in 2012 in our number of students with disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76.2%(99)	65% (85)

	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	Weak comprehension skills as evidenced by FAIR.	Through encouragement from teachers and the morning announcements, students will participate in school-wide initiatives to foster a love of Reading: Get Caught Reading, Reading Across Broward and the Family Reading Initiative. Students will participate in the Reading Plus software program where they will start at their current comprehension and fluency Levels and will work at their own pace to get to grade level. A "tool kit" of strategies including graphic organizers, note taking, will be explicitly taught to enhance comprehension in each content area.	Literacy Coach Reading Dept. Chair LA Dept. Chair	ESE facilitators will work with classroom teachers to monitor student participation in these Reading initiatives.	FAIR BAT 2

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2011, Pines Middle had 41% of our economically disadvantaged students fail to make AYP. We dipped slightly in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44.8%(413)	35% (322)

	Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Lack of technology and educational support at home.	Several teachers work our computer labs on Tuesday and Thursday mornings during tutoring time to give students access to technology. All teachers offer tutoring one day a week before school to offer needed support.	Reading Dept. Chair	Reading teachers will monitor student progress on and use of Reading Plus and other programs. Teachers turn in tutoring logs to their content area administrators.	FAIR data Reading Plus Progress monitoring. Administrators monitor tutoring sessions for student participation.

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
Rewards Plus	6/7/8/ Reading	Reading Coach	6/7/8 grade Intensive Reading teachers	September 2012	Reading Dept. Chair will monitor through data analysis and CWT.	Reading Dept Chair
Differentiated Instruction	6/7/8	District Trainer	Core Content and Reading teachers	Professional Development Calendar	Teachers will implement DI strategies to increase the level of mastery of all students. Teachers will be monitored through CWTs and analysis of progress.	Reading Coach, Assistant Principals.
Socratic Seminar	6/7/8	Trainer from Great Books Foundation	Core Content and Reading teachers	Early 2013	Early 2013 Teachers will plan and implement Socratic discussion Seminars from selections in Literature and Thought and Junior Great books. Teachers will be monitored through CWTs and follow up analysis of lessons.	Reading Coach Reading Department Chair Assistant Principals
CIS Reading Strategy	6/7/8	Reading Coach and Department Chair	Core Content and Reading teachers	October 2012	Administrative check of lesson plans and CWT.	Reading Coach Reading Department Chair Assistant Principals
FAIR	6/7/8 Reading	Reading Coach	All Reading teachers	September 2012	Data Analysis	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Word Wisdom for Vocabulary Development	Need to replace worn books as well as purchase for additional sections of Critical Thinking	Textbook funds	$900.00
Literature and Thought Series	Purchase for additional sections of Critical Thinking	Textbook funds	$800.00

Just Words	Purchase for program to be used for struggling readers.	SAC	$2,400.00
		Subtotal: $4,100.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus software program to build silent reading comprehension and fluency.	Additional initial investment of licenses to ensure our students continued access to this valuable program.	Accountability	$6,975.00
		Subtotal: $6,975.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Socratic Seminar	Trainer from Great Books	Title 1	$750.00
DI Through Tiered Lesson Plans	Substitute salaries	Title 1	$450.00
Common Core Curriculum Standards	Substitute salaries	Title 1	$450.00
DI Practical Uses	Substitute salaries	Title 1	$450.00
Rewards Plus	Substitute salaries	Title 1	$450.00
Just Words	Substitute salaries	Title 1	$450.00
		Subtotal: $3,000.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
Supplementary materials	Current Events and Read Magazines for students to expand their Reading and	Accountability	$1,500.00
		Subtotal: $1,500.00	
		Grand Total: $15,575.00	

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	With the addition of additional accommodations, 58% goal is the anticipated growth on the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
52% Overall: 52% 6th Grade: 50% 7th Grade: 43% 8th Grade: 62%	

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	Due to the fact that Spanish is the primary language of most of the ELL population. With the lack of language understanding and translations, this leave students behind academically.	Separate Morning Tutoring Sessions specific to academic needs.	ESOL Contact and Administration	Student grades	Writing Prompts Classroom Presentations

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:		With the addition of additional accommodations, 25% goal is the anticipated growth on the CELLA.			
2012 Current Percent of Students Proficient in reading:					
52% Overall: 20% 6th Grade: 15% 7th Grade: 18% 8th Grade: 28%					
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	Due to the fact that Spanish is the primary language of most of the ELL population. With the lack of language understanding and translations, this leave students behind academically.	Separate Morning Tutoring Sessions specific to academic needs.	ESOL Contact and Administration	Student grades	Writing Prompts Classroom Presentations

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		With the addition of additional accommodations, 20% goal is the anticipated growth on the CELLA.			
2012 Current Percent of Students Proficient in writing:					
6th Grade: 25% 7th Grade: 11% 8th Grade: 18%					
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	Due to the fact that Spanish is the primary language of most of the ELL population. With the lack of language understanding and translations, this leave students behind academically.	Separate Morning Tutoring Sessions specific to academic needs.	ESOL Contact and Administration	Separate Morning Tutoring Sessions specific to academic needs.	Student grades

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Activities for ESL/EFL	Quizzes, test and puzzles to help learn English as a second language	Accountability	$11.95
Listening and speaking oral language and vocabulary development for the ELL	workbooks for building knowledge and practical tools for educators	Accountability	$180.00
			Subtotal: $191.95

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus	Substitute salaries	Title I	$420.00
			Subtotal: $420.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Academic Achievements for ELLs	Substitute salaries	Title I	$420.00
Curriculum Strategies for ELLs	Substitute salaries	Title I	$420.00
ESOL Materials	Substitute salaries	Title I	$420.00
			Subtotal: $1,260.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,871.95

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Pines math students have shown consistency in scoring a level 3 over the past 3 years with 2011 showing an increase of 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (564)	42% (581)

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 complete understanding for all stakeholders of the new math standards.	All teachers will be issued their personal copy of the new specs and will be trained in writing assessments and planning lessons based on these specifications Annual Title 1 Math Family Night will be held to acquaint parents and guardians with methods available to assist students to achieve. Teachers not already trained will attend NGSSS, Big Idea training.	Math Coach	Communication with parents via Pinnacle Viewer and conferences. Assessing students always based on NGSSS grade level expectations	Teacher-made assessments, BAT 1 & 2, FCATEXPLORER, Compass Odyssey FCAT 2.0. Attendance at our parent night as well as increased usage of the technology after the parent night.
2	Lack of motivation toward needing to learn math.	Tutoring before school at least once per week. During tutoring students will get one-on-one help, use online resources of Compass Odyssey, Gizmo and Destination Math.	Math Coach and Assistant Principal in charge of Math	With tutoring students will see their understanding of math increase and thus students will show progress in Math as we do our bi-monthly progress monitoring.	BAT 1 & 2, Teacher made common assessments, FCATEXPLORER, Gizmo, Compass Odyssey.
3					
4	Students not having mastered some skills from the previous year	Morning tutoring and spiraling of curriculum to reinforce skills	Math teachers	Tutoring Logs of the amount and names of students going to morning tutoring, teacher assessment, bell work/do now's	Weekly assessments, Mini Bats and FCATEXPLORER, FOCUS.

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:	63% of students taking the FAA will score at the participatory or independent level in Math.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	58% (11)	63%(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	Intellectual functioning and cognitive ability of each student highly differs; some students have not been able to move past the assisted level due to cognitive disability	Differentiated instruction Analyze specific math deficits and address weakness with each student through small group or individual sessions and/or a prescribed program	ESE teacher	Student test results	teacher made tests, student work

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:	Pines level 4 and 5 students have traditionally demonstrated learning gains and have seen results in advanced programs as well as high school credit classes. We aim to maintain our high standards and increase the number of level 4 and 5 students. These students will be involved in math competition. By nature of their math courses enrolled in these students will be facing rigorous assignments. We had an increase of 2% in this proficiency levels as well a over 90% enrolled in high school course passed the Algebra EOC exam in May 2011.

2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (460)	35% (474)

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	Enrollment in high school honors courses: Algebra 1 and Geometry 1 for 7th & 8th grade students. Students will be doing both the FCAT and the EOC	Enroll students who meet the criteria in these courses and increase the rigor of in class assignments. Students involvement in math competition and project-based learning.	Math Coach	Teachers will as part of the lesson warm-ups spiral review with FCAT items. Honors course students will be tracked closely for students needing interventions. Analysis of each student's progress in honors course will be done a minimum of twice per quarter to be sure students are on track for the EOC exams in May 2012	BAT 1 & BAT 2. Teacher-made assessments. District end-of-quarter assessments. as well as the Distric exam at the end of the 1st semester and EOC
2	Enrollment in Advanced Math courses for 6 & 7th grade students	Teachers will be trained in enrichment activities for these students.	Math Coach	Teachers will as part of the lesson warm-ups spiral review with FCAT items on a daily basis.	BAT 1 & BAT 2. Teacher-made assessments. End-of-quarter exams.
	Algebra EOC exam; teachers' and students' familiarity with the online assessment.	Teachers attended Summer training and continue to be trained in preparation strategies	Math Coach.	Teachers will as part of the ongoing assessment throughout the year have EOC-type questions on	End-of-quarter exams; as well as the District exam at the end of the

3		from the District. Students involvement in math competition and project-based learning.		these assessments.	1st semester.
4	Geometry honors students taking the Algebra EOC exam after having passed and earned credit for Algebra 1 course one year ago, now being given another evaluation on Algebra concepts mastered one year ago.	Student have access to workbooks specifically for them to review their Algebra throughout the year. Teachers will spiral Algebra type questions in weekly assessments. Students involvement in math competition and project-based learning.	Math Coach	Teacher will as part of the ongoing assessment throughout the year have Algebra -type questions on these assessments.	Teacher made assessments and quarterly exams.
5	Students will be doing both the FCAT and the EOC.	Ongoing FCAT preparation will be spiraled into these daily routine of these classes, usually as warm-up exercises. EOC Practice sessions will be set-up for students after the 1st semester exams. At least one (1) of his practice session will be online.	Classroom teacher and Math Coach	Math Coach will schedule students for EOC practice online sessions.	Mini-BATs and FCAT practice tes
6	Teachers' lack of enrichment strategies to challenge these students	Math competition where students will be using skills learnt in different environment. These students will also be asked to volunteer their time before school to tutor our less-proficient students.	Classroom teacher.	Student participation in Math competition and assisting with morning tutoring.	FCAT and EOC higher scores.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	30% of students that take the FAA will score at the participatory or independent level in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(3)	30%(5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual functioning and cognitive ability of each student highly differs; some students have not been able to move past the assisted level due to cognitive disability	Differentiated Instruction Math diagnostic tests to address individual weakness Small group to independent work	ESE teacher	Student test results, samples and projects	teacher made tes student presentations

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:	Pines has seen a 4% increase in the number of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (1100)	73% (1133)

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 time to demonstrate proficiency in all benchmarks during the course of the regular school day.	Analysis of BAT1 & BAT2 data followed by re-teaching then mini-BAT assessments. FCAT camps will be available for students to gain additional practice and skills in math concepts. Online resources Compass Odyssey & Destination Math	Math Coach	Teachers will document the students attending the camps and will progress monitor all students bi-monthly.	BAT 1 & 2; teache made tests; Mini-BAT assessments
2	Limited basic math skills	Intensive math classes will be developed as an elective course for those students demonstrating severe deficiencies in basic math skills. Online resources Compass Odyssey & Destination Math	Math Coach	Teachers will progress monitor students bi-monthly.	BAT 1&2; teacher made tests
3	Lack of motivation towards math	Before school tutoring. Students will have access to online resources: Compass Odyssey & Destination Math. Annual Title 1 Math Family Night will be held to acquaint parents and guardians with methods available to assist students to achieve.	Math Coach	Teachers will progress monitor students bi-monthly, maintaining tutoring logs.	BAT 1&2; teacher made tests. Students will see their grades increase and will be more and more motivated to use the extended learning opportunities offered.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Pines Middle has experienced an increase in the number incoming level 1 and 2 students.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
72% (283)	79% (312)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation for learning math.	Before school tutoring. Students will have access to online resources: Compass Odyssey & Destination Math. Increased use of manipulatives and math computer software in the math program. Teachers of these students will receive Big Idea training. Annual Title 1 Math Family Night will be held to acquaint parents and guardians with methods available to assist students to achieve.	Math Coach	Students will be progress monitored bi-monthly.	BAT 1 & 2, mini-BAT, Teacher made assessments, FOCUS. Compass Odyssey.
2	Lack of motivation to complete homework and classwork in math classes.	Use of online resources; Destination Math. Before school tutoring. Academic enrichment activities will be planned for early release days for students who have their work complete.	Classroom teacher and Leadership RtI Team	Teachers will monitor assignments for completed work and refer student(s) to RtI team if necessary.	Weekly academic monitoring and monitoring of attendance at morning tutoring. Interim and quarterly grades. Students will see their grades increase and will be motivated to continue using the

					extended learning opportunities offered.

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 #
	Pines Middle had 59% of its students score a Level 3 or higher and is striving to increase the number of students, and all high performing students to take Algebra by the 8th Grade, and has increased its enrollment this year by 74%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	85%	87%	90%	94%	97%	

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:	Math students are demonstrating an upward trend on scores by the subgroups except our Black population where we experienced a drop in proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% (176) Black: 58% (385) Hispanic: 70%(423) Asian: 84% (41) American Indian: 63% (5)	White: 79% (182) Black: 63% (405) Hispanic: 73% (436) Asian: 86% (42) American Indian: 67% (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited basic skills	These students will be offered various opportunities to increase their Math skills: morning tutoring, Intensive Math, Math pull-out session during their elective classes if they have such classes. Access to online resources: Destination Math and Compass Odyssey.	Math Coach, Classroom teacher	Direct instructions in Intensive Math classes. Use of Mini-Bats and progress monitoring bi-monthly	BAT 1 & 2; teache made tests; FOCUS
2	Lack of motivation toward needing to learn math.	CRISS strategies, Destination Learning, DI, Project Based Learning and the use of manipulative training for Teachers will be offered to help motivate our students to learn math. During the instructional day, math games will be used to alleviate student fears of math. Teacher will be trained in	Math Coach Classroom teacher	Teachers will observe and document attitudes toward learning math and changes in daily/weekly grades.	Students will show improvement on various assessments: online assessment teacher-made test, BAT2. The online assessment will be a motivator because some students prefer to to use technology for their assessment and

		Quia online assessment method. We will purchase this assessment systems for each teacher. Students will be able to do online assessments at their own pace at home and in school.			teh students will be moving at their own pace when doing the online assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	While our ELL students have demonstrated an increase in reading ability the percentage making adequate progress in math has decreased over the past three years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (58)	53% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge of specific math language	Math teachers will incorporate interactive word walls with visuals.	Math Coach	Teachers will progress monitor bi-monthly	BAT 1 & 2; teacher made tests; FOCUS
2	Limited knowledge of specific math language	Math teachers will incorporate the use of computer aided technology (i.e. Compass Odyssey, Destination Math, FOCUS) to help ELL students learn and practice math language.	Math Coach	Teachers will monitor daily the effectiveness of the use of technology.	Teacher observation; software data reports
3	Limited knowledge of specific math language	Students will be paired with another student who speaks the same language for support during class.	Math Coach; ESOL coordinator	Teachers will conduct a pre-test of basic skills to assess student proficiency. Teachers will progress monitor basic skill proficiency bi-monthly	BAT 1 & 2; teacher made tests; software data reports
4	ELLs do not have a command of the langue to be able to explain math concepts and how they arrived at answers.	ESOL teacher aid will work with the ELLs to develop words and phrases to use when speaking about math problems.	ESOL coordinator	Teachers will conduct a pre-test of basic skills to assess student proficiency. Teachers will progress monitor basic skill proficiency bi-monthly	BAT 1 & 2; teacher made tests; software data reports
5	ELLs do not have a command of the langue to be able to explain math concepts and how they arrived at answers.	ELO opportunities in the morning. Math Family night.	Math Coach	Teachers will conduct a pre-test of basic skills to assess student proficiency. Teachers will progress monitor basic skill proficiency bi-monthly	BAT 1 & 2; teacher made tests; software data reports

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

	5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with disabilities have held steady scores the past three years in the percentage of students making yearly progress.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	36% (58)	43% (63)

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	Poor basic skills in math	Students demonstrating weak basic math skills will be targeted for morning tutoring and FCAT camps.	Math Coach	Teachers will administer a diagnostic pre-test and will progress monitor student proficiency on the standards bi-monthly. This data will be analyzed and used for pull-outs, reteaching and/or enrichment plans.	Teacher made assessments, BAT 1 & 2, Diagnostic pretest.
2	Poor basic skills in math	Teachers will incorporate the use of computer aided software (i.e. Compass Odyssey, Destination Success) to help students practice basic math skills	Math Coach	Teachers will monitor students progress bi-monthly on Compass Odyssey and/or Destination Math. Post-test will be given when students have completed the specified unit(s).	Teacher made assessments, BAT 1 & 2, onine post-test
3	Poor basic skills in math	Math games, flashcards, manipulative, will be used for teaching skills and for repetitive drill practice.	Math Coach	Teachers will monitor students progress bi-monthly on Compass Odyssey and/or Destination Math. Post-test will be given when students have completed the specified unit(s).	Teacher made assessments, BAT 1 & 2, Online unit post-test.
4	Poor basic skills in math	Teachers will incorporate individualized instruction and small group instruction through DI strategies	Math Coach	Teachers will have various DI stations set-up in the classroom for students to work on the necessary skills. This will be followed by teacher-made assessments to monitor progress	Teacher made assessments, online test
5	Inability to read and recognize operations to use and how to solve basic word problems	Students will create a math vocabulary dictionary, a reference sheet for operational sequence and will use the SQ3QRQ strategy for solving word problems.	Math Coach	ESE facilitators will work with the students on recognizing Math operations by issuing cheat-sheets to each student for classwork and homework practice.	Teacher made assessments.
6					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Pines experienced an 8% increase in the free and reduced lunch population last year. This year, we still expect an increase in the percentage of economically disadvantaged students. Our economically disadvantaged students have shown a proficiency increase of 3% for 2011.

	2012 Current Level of Performance:		2013 Expected Level of Performance:
	62% (628).		66% (658).

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 motivation for learning Math	Before school tutoring. Students will have access to online resources: Compass Odyssey & Destination Math. Increased use of manipulatives and math computer software in the math program. Teachers of these students will receive Big Idea training. Annual Title 1 Math Family Night will be held to acquaint parents and guardians with methods available to assist students to achieve with under our new standards of NGSSS.	Math Coach	Students will be progress monitored bi-monthly. This data will be analyzed and used for reteaching and/or enrichment plans.	Teacher made assessments, BAT 1 & 2, t
2	Lack of motivation to complete classwork and homework.	Use of online resources; Destination Math. Before school tutoring. Academic enrichment activities will be planned for early release days for students who have their work complete.	Classroom teacher, Leadership, RTi team	Teachers will monitor assignments for completed work and refer student(s) to RtI team if necessary.	Teacher made tests. Weekly academic monitoring and monitoring of attendance at morning tutoring. Interim and quarterly grades
3	Lack of access to technology; online websites for Math.	Teacher have DI computer stations set-up in each classroom giving the students access to the internet The media center/computer labs will be open for student use in the mornings before school, during SAC/PTSA and other parent meeting nights, and in after care.	Math Coach	Logs will be kept of computer use.	A review of who is using the labs and interim and report cards grades will be analyzed.

End of Middle School Mathematics Goa

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Pines Middle had 100% of its students pass the Algebra EOC and is striving to have all high performing students taking Algebra by the 8th Grade and has increased its enrollment this year by 74%. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (18)	17% (27)

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	Algebra EOC exam and teacher's and student's familiarity with the online assessment	Teachers attend Professional Development to be trained in preparation strategies for the EOC. Students will be made familiar with the online assessment through practice assessments on computer.	Math teachers, Math Coach	Math assessment data and monitoring of online assessements.	Mid Terms and EO
2	FCAT level 3 students being placed in Algebra 1 honors course.	Diagnostic Test at the beginning of the course. Teacher-made weekly assessments. Algebra 1 BAT.	Algebra teacher	Results of teacher assessments. Results of First Semester.	Teacher-made assessments. First Semester exam.
3	FCAT level 3 students lacking pre-algebra skills	Diagnostic Test at the beginning of the course. Algebra 1 BAT. EOC practice test	Algebra teacher, Math Coach	Results of First semester exams	First semester exams

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:	Pines Middle is striving to have all high performing students take Algebra by the 8th Grade and has increased its enrollment this year by 74%. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (74)	83% (134)

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	Algebra EOC exam and teacher's and student's familiarity with the online assessment	Teachers attend Professional Development to be trained in preparation strategies for the EOC. Students will be made familiar with the online assessment through practice assessments on	Math teachers, Math Coach	Math assessment data and monitoring of online assessements.	Mid Terms and EO

		computer.			
2	Ensuring FCAT level 4 and above students being placed in Algebra 1 honors course.	Diagnostic Test at the beginning of the course. Teacher-made weekly assessments. Algebra 1 BAT.	Pre-Algebra teacher	Results of teacher assessments. Results of First Semester.	Teacher-made assessments. First Semester exam.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of students, and all high performing students taking Algebra by the 8th Grade and has increased its enrollment this year by 74%. More
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	85%	88%	91%	94%	97%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of ethnic subgroups and all high performing students taking Algebra by the 8th Grade, and has increased its enrollment this year by 74% . More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (70)	0% (120)

	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	Creating a level of high expectations and better preparing the various ethnic subgroups to be Algebra ready	PLC meetings to vertically align curriculum to increase the rigor and readiness for pre-algebra and algebra. Professional Development training for pre-algebra and algebra Vertical teaming with elementary feeder schools to better prepare students for math	Math Coach and teachers	Diagnostic test at the beginning of the course BAT results	FCAT EOC
2	Working with ethnic sub groups students in Algebra	PLC meetings and Professional Development on ethnic students and Differentiated Instruction	Teachers	Diagnostic test at the beginning of the course BAT results	FCAT EOC
3	Students not having a very firm grasp in Math the previous years.	Tracking and extra help to see the students who will not make it in this rigorous course for the remainder of the year	Math teacher and math coach.	Teacher-made assessments and first semester exam	Teacher-made assessments ,first semester exam, EOC

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

3C. English Language Learners (ELL) not making	Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of ELL and all high

satisfactory progress in Algebra.

Algebra Goal #3C:

performing students taking Algebra by the 8th Grade and has increased its enrollment this year by 74%. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	0% (20)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Creating a level of high expectations and better preparing the various ethnic subgroups to be Algebra ready	PLC meetings to vertically align curriculum to increase the rigor and readiness for pre-algebra and algebra. Professional Development training for pre-algebra and algebra Vertical teaming with elementary feeder schools to better prepare students for math	Math Coach and teachers	Diagnostic test at the beginning of the course BAT results	FCAT EOC
2	Working with ELL students in Algebra	PLC meetings and Professional Development on ELL and Differentiated Instruction	Teachers	Diagnostic test at the beginning of the course BAT results	FCAT EOC
3	ELL students not having a very firm grasp in Math the previous years.	Tracking and extra help to see the students who will not make it in this rigorous course for the remainder of the year	Math teacher and math coach.	Teacher-made assessments and first semester exam	Teacher-made assessments ,first semester exam, EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.

Algebra Goal #3D: | Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of SWD and all high performing students taking Algebra by the 8th Grade and has increased its enrollment this year by 74% . More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school |

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	0% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Creating a level of high expectations and better preparing the various ethnic subgroups to be Algebra ready	PLC meetings to vertically align curriculum to increase the rigor and readiness for pre-algebra and algebra. Professional Development training for pre-algebra and algebra	Math Coach and teachers	Diagnostic test at the beginning of the course BAT results	FCAT EOC

		Vertical teaming with elementary feeder schools to better prepare students for math			
2	Working with SWD students in Algebra	PLC meetings and Professional Development on SWD and Differentiated Instruction	Teachers	Diagnostic test at the beginning of the course BAT results PLC meeting notes	FCAT EOC
3	Students not having a very firm grasp in Math the previous years.	Tracking and extra help to see the students who will not make it in this rigorous course for the remainder of the year	Math teacher and math coach.	Teacher-made assessments and first semester exam	Teacher-made assessments ,first semester exam, EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of ED and all high performing students taking Algebra by the 8th Grade and has increased its enrollment this year by 74%. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(51)	0% (70)

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	Creating a level of high expectations and better preparing the various ethnic subgroups to be Algebra ready	PLC meetings to vertically align curriculum to increase the rigor and readiness for pre-algebra and algebra. Professional Development training for pre-algebra and algebra Vertical teaming with elementary feeder schools to better prepare students for math	Math Coach and teachers	Diagnostic test at the beginning of the course BAT results	FCAT EOC
2	Working with ED students in Algebra	PLC meetings and Professional Development on ED and Differentiated Instruction	Teachers	Diagnostic test at the beginning of the course BAT results	FCAT 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:	Pines Middle had 100% of its students pass the Geometry EOC and is striving to increase the number of students and all high performing students taking Geometry by the 8th Grade. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra in 7th grade and Geometry before entering high school

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	5%(1)	10%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not having a very firm grasp in Algebra the previous years.	Tracking and extra help up to the first semester exam to see the studnets who will not make it in this rigorous course for the remainder of the year. Reinforcing prior lessons and enrichment activities	Geometry teacher and math coach.	Teacher-made assessments, first semester exam, Algebra EOC	Teacher-made assessments and first semester exam EOC's

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:	Pines Middle had 100% of its students pass the Geometry EOC and is striving to increase the number of students and all high performing students taking Geometry by the 8th Grade. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra in 7th grade and Geometry before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%(18)	97%(20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not very strong in previous year's Algebra course.	Ongoing teacher-made assessments and first semester exams. Reinforcing prior lessons and enrichment activities	Geometry teacher.	First semester exam	First semester exam EOC's

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :	Pines Middle had 100% of its students pass the Geometry EOC and is striving to increase the number of students and all high performing students taking Geometry by the 8th Grade. More emphasis will be placed on preparing our 6th and 7th

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	89%	91%	94%	97%	

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

	3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Pines Middle had 100% of its students pass the Geometry EOC and is striving to increase the number of ethnic students and all high performing students taking Geometry by the 8th Grade. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra in 7th grade and Geometry before entering high school
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0%(19)	0%(25)

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Creating a level of high expectations and better preparing the various ethnic subgroups to be Geometry ready</td><td>PLC meetings to vertically align curriculum to increase the rigor and readiness for Algebra.
Professional Development training for pre-algebra and algebra
Vertical teaming with elementary feeder schools to better prepare students for math</td><td>Math Coach and teachers</td><td>Diagnostic test at the beginning of the course BAT results</td><td>Teacher made assessments and EOC's</td></tr>
<tr><td>2</td><td>Working with ethnic subgroup students in Algebra</td><td>PLC meetings and Professional Development on SWD and Differentiated Instruction</td><td>Teachers</td><td>Diagnostic test at the beginning of the course BAT results
PLC meeting notes</td><td>Teacher made assessments and EOC's</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of ELL and all high performing students taking Geometry by the 8th Grade. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	0% (2)

<table>
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<tr><td>1</td><td>Students not having a very firm grasp in Algebra the previous years.</td><td>Tracking and extra help up to the first semester exam to see the students who will not make it in this rigorous course for the remainder of the year</td><td>Geometry teacher and math coach.</td><td>Teacher-made assessments and first semester exam</td><td>Teacher-made assessments ,first semester exam, EOC</td></tr>
<tr><td></td><td>Working with ELL</td><td>PLC meetings and</td><td>Geometry</td><td>Diagnostic test at the</td><td>Teacher made</td></tr>
</table>

| 2 | students in Geometry | Professional Development on SWD and Differentiated Instruction | teachers | beginning of the course BAT results PLC meeting notes | assessments and EOC's |

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of SWD and all high performing students taking Geometry by the 8th Grade. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	0%(0)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td>2</td><td>Working with ELL students in Geometry</td><td>PLC meetings and Professional Development on SWD and Differentiated Instruction</td><td>Geometry teachers</td><td>Diagnostic test at the beginning of the course BAT results PLC meeting notes</td><td>Teacher made assessments and EOC's</td></tr>
</table>

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Pines Middle had 100% of its students pass the Algebra EOC and is striving to increase the number of SWD and all high performing students taking Geometry by the 8th Grade. More emphasis will be placed on preparing our 6th and 7th grade students by increasing the rigor and expectations to take Algebra or Pre-Algebra before entering high school
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(7)	0%(10)

<table>
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<tr><td>1</td><td>Students not having a very firm grasp in Algebra the previous years.</td><td>Tracking and extra help up to the first semester exam to see the students who will not make it in this rigorous course for the remainder of the year</td><td>Geometry teacher and math coach.</td><td>Teacher-made assessments and first semester exam</td><td>Teacher-made assessments ,first semester exam, EOC</td></tr>
</table>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CRISS for Math	6,7,8	HRD	Math teachers	Pre-Planning Early release Planning Days Morning School Staff Development	Math Coach and Administration through training attendance and classroom monitoring/observations	Math Coach and administration
ESE Strategies	6,7,8	Math Coach ESE Specialists HRD	Math teacher	Pre-Planning Early release Planning Days Morning School Staff Development	Math Coach and Administration through training attendance and classroom monitoring/observations ESE facilitators	Math Coach and administration
Math PLC Mastery Learning	6,7,8	Math Coach	Math teachers	September 2012 through April 2013	Math Coach and administration will observe lessons developed in the PLC and monitor progress	Math Coach and administration
DI Strategies	6,7,8	District Trainer School Staff Development	Math teachers	Pre-Planning Early release Planning Days Morning School Staff Development	Math Coach and Administration through training attendance and classroom monitoring/observations	Math Coach and administration
New NGSSS and Common Core	6,7,8	HRD District Math personnel	Math teachers	Pre-Planning Early release Planning Days Morning School Staff Development	Math Coach, Math trainer and Administration through training attendance and classroom monitoring/observations	Math Coach and administration
Technology infused into the curriculum	6,7,8	Math Coach, HRD, County Math personnel	Math teachers	Pre-Planning Early release Planning Days Morning School Staff Development	Math Coach, Math trainer and Administration through training attendance and classroom monitoring/observations	Math Coach and administration
Technology infused into the curriculum	6,7,8	Math Coach, HRD, County Math personnel	Math teachers	Pre-Planning Early release Planning Days Morning School Staff Development	Math Coach, Math trainer and Administration through training attendance and classroom monitoring/observations	Math Coach and administration

Mathematics Budget:

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

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

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:	Pines science students continue to demonstrate an increase in science achievement. There was an 8% increase of level 3s this year compared to last year's data. We continue to increase our level 3s at a steady pace.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%	51

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	Retention of information from prior grades that is on the FCAT but not taught in 8th grade.	Eighth grade teachers will use the IFC option given by the district that will allow teachers to complete the textbook before the administration of the FCAT. This will give 4 weeks prior to the FCAT for teachers to review key concepts taught in 6th and 7th grade.	Science Dept. Head/ Science Administrator	Students will be progress monitored September, December, and with each new unit.	BAT 1 and BAT II; District Mini-assessments; Diagnostic tests through Quia.
2	There is a deficit in regards to parental support when it comes to science.	Conduct more workshops for our parents in which they can learn how to assist students in Science. Use of the school website and marquee located outside to disseminate pertinent information regarding Science.	Science Dept. Head/ Science Administrator	Cross reference those parents who attended the workshops to the scores of our 8th grade students.	FCAT 2.0 in Science.
3					
4	Weak reading comprehension skills when reading science material.	Teachers will build science vocabulary through Word Walls, use of Greek and Latin roots, reading Science World magazine, build	Science Dept. Head/ Science Administrator	Students will be progress monitored September, December, and with each new unit.	Quia test; BAT 1& 2, Mini-BATs, pre and post tests for each new unit.

		background knowledge through use of Brain Pop, United Streaming videos, etc.			

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:	Students will perform at level of ability to show improvement by previous level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.3% (5)	37% (7)

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 background knowledge, comprehension skills, and on task behavior.	Use of hand on demonstrations and video use.	Classroom Teacher, ESE Specialist and Administration	8th grade Access Points for Science will be aligned with 8th Grade Science Common Core Standards. Cloze reading strategies, demonstration and student created models will be used as teaching strategies. Effectiveness of strategies will be measured by student test results and students will have multiple sensory means to demonstrate comprehension of content.	Oral and Performance Evidence

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:	There was a decrease in the amount of students who obtained a level 4 or 5 in Science. We did not reach our expected outcome and was 1% less than our 2011 FCAT scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (28)	9% (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
	Depth of knowledge	Students with a level 4 or 5 in both reading and math will be	Science dept. Head / Science Administrator	Students will be progress monitored September, December.	Quia test; BAT 1 & 2, Mini-BATs, pre and post

1		placed on the Academy team which will focus on higher order thinking skills, inquiry and independent learning to increase the depth of knowledge these students master.		Students will also be monitored with each new unit of study. Student labs will be analyzed for quality of rigor and achievement. Administration and the Department Head will monitor through data chats and CWT's.	tests for each new unit; CWT
2	Weak comprehension and critical thinking ability to form and test a hypothesis.	The rigor of the curriculum will be increased to include project based learning, real world connections, problem solving and higher order questions through Socratic Seminar format.	Science Dept. Head/Science Administrator	Students will be progress monitored September, December, and with each new unit. Administration and Department Heads will monitor through CWTs. Student work will be analyzed and the curriculum will be revised to increase rigor. Teachers will be trained on Vertical Alignment for Science to progress monitor student achievement.	Quia test; BAT 1 & 2, Mini-BATs, pre and post tests for each new unit. CWT; Analysis of student work.
3	Retention of information from prior grades that is on the FCAT but not taught in 8th grade.	Teachers will spiral previous curriculum through use of daily bell ringers, writing prompts, etc. that will review concepts tested but taught in previous grades. Students will create portfolios to track their work that will travel with them from 6 through 8th grades to use for review. Brain Pop and Compass Odyssey, IMAC/Gizmo software will be used to review content that is not in the current textbook. A pretest will be administered to determine weak areas of science information. FCAT review Friday's will be implemented to reteach information that is indicated as weak and on the FCAT but not taught in 8th grade. Eighth grade teachers will use the IFC option given by the district that will allow teachers to complete the textbook before the administration of the FCAT. This will give 4 weeks prior to the FCAT for teachers to review key concepts taught in 6th and 7th grade.	Science Dept. Head/ Science Administrator	Students will be progress monitored September, December, and with each new unit.	Quia test; BAT 1 & 2, Mini-BATs, IMAC/Gizmo pre and post tests for each new unit.

	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:	Students will perform at level of ability to show improvement by previous level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36.8% (7)	47% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual functioning and cognitive ability of each student highly differs; some students have not been able to move past the assisted level due to cognitive disability.	Differentiate instruction; implement customized reading programs to increase comprehension, diagnose specific reading deficits and address weaknesses with each student through small group sessions and prescribed programs.	ESE Specialist	8th grade Access Points for Science will be aligned with 8th Grade Science Common Core Standards. Cloze reading strategies, demonstration and student created models will be used as teaching strategies. Effectiveness of strategies will be measured by student test results and students will have multiple sensory means to demonstrate comprehension of content.	Florida Alternative Assessment

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
STEM for Science	6-8 Science	District	Science Teachers	TBA	Observations/CWT	Assistant Principal over Science
Higher Order Questioning	6-8 Science	Literacy Coach	Science Teachers	October 2012	Review of teacher-made tests, CWT	Assistant Principal over Science.
Grade Level PLC – Mastery Learning	6-8 Science	Each PLC will select a leader	Science Teachers	Meetings to begin in September 2012 and continue 4 times a month until April 2013.	Lesson plan, implementation, revisions, and reflection.	Assistant Principal over Science.

Science Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction for Secondary Language Arts	Substitute salaries	Title I	$420.00
			Subtotal: $420.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SpringBoard Grade Level Workshop	Substitute salaries	Title I	$1,260.00
Differentiated Instruction for Secondary Language Arts	Substitute salaries	Title I	$420.00
			Subtotal: $1,680.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,100.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	All students, including 8th grade, will receive ongoing instruction in both expository and persuasive writing. We plan to maintain the strategies that work and will continually progress monitor and revise those strategies that we feel could move more students to a level 4.0 or higher. School-wide, teachers will emphasize a 4.0 and above as demonstrating proficiency. Our goal is for 88% of our student population to obtain a 4.0 or above on the FCAT Writes Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2011, 84% (416) of students achieved AYP in writing by scoring a 4.0 or above on the FCAT Writes Assessment.	By June 2012, 88% (484) of students will achieve AYP in writing by scoring a 4.0 or above on the FCAT Writes 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
	Limited exposure to a variety of topics and writing styles.	Students will be exposed to a consistent writing style across the curriculum. - Ensuring all teachers are writing teachers by having Language Arts teachers coordinate	LA Department Head, Content Area Department Heads, Language Arts Teachers, Content area Teachers	Monthly writing expository and persuasive prompts will be administered to all 8th grade students in the Language Arts class and/or content classes. 6th and 7th grades will	FCAT Writes rubric, Student Writing Portfolios, SpringBoard Scoring Guides, Spreadsheets to track student progress.

1		with content area teachers on their respective teams to aid in a unified approach including themes, to reading and writing across curricula and to assist all content area teachers to incorporate writing in their curriculum with consistency by sharing the SpringBoard curriculum writing strategies. -Language Arts teachers will collaborate with content area teachers on their teams to share knowledge on the writing process, and six traits strategies.		be administered expository and persuasive writing prompts every other month. Student scores will be monitored throughout the school year to track improvement.	
2	Students' inability to plan, draft, revise, and proofread an essay demonstrating proficiency in the allotted 45 minutes.	Frequent timed writing opportunities to include focusing and improving on individual parts of an essay.	Assistant principal, Language Arts Dept. Head, All Language Arts Teachers	Monthly timed writing expository and persuasive prompts will be administered to all 8th grade students in the Language Arts class and/or content classes. 6th and 7th grades will be administered expository and persuasive writing prompts every other month. Student scores will be monitored throughout the school year to track improvement. Teachers will use the data to modify instruction based on student needs.	BAT Writing Data, Writing prompts/ FCAT Writes rubric, Student Writing Portfolios, Spreadsheets to track student progress
3	Students' lack of organization and development of strong support/elaboration within a writing sample.	Re-teaching of The 6 Traits of writing, especially for the 8th grade students, and revisions will be focused on in the classroom for all students using the SpringBoard curriculum and other strategies. 1.3b Peer and teacher conferencing will be used as a method to address individual student needs	Language Arts Department Head, All Language Arts Teachers	Student Work Samples -Progression of writing samples in student writing portfolio	End of the marking period student writing portfolio check
4	Teachers who are teaching the gifted and advanced students need to finish gifted certification.	Teachers who are teaching the academy classes (gifted and advanced) will become gifted certified. Teachers will use the strategies learned to improve student achievement in writing.	Administration, Certification contact, Language Arts Department Head.	Teachers will complete their certification requirements. CWTs will be used to determine if teachers are implementing the strategies learned from their training. Student writing portfolio progression will be monitored to determine areas needing improvement.	In-service records, Student Writing portfolio check, Spreadsheets to track student progress
	Continuing to ensure consistent writing instruction is taking place across all subject areas.	Consistent use of the writing process and SpringBoard curriculum in the Language Arts classroom.	Administration, Language Arts Dept. Head, All Language Arts Teachers	–Classroom Walkthroughs -Student writing portfolios	End of the marking period student writing portfolio check, Spreadsheets to

5		- School wide FCAT terminology training -Word walls -School-wide writing plan strategy -Regular data chats on individual writing scores will be held between the Language Arts teacher and student, allowing the student to track his/her improvement by assembling a writing portfolio encompassing first through final writing drafts with feedback, thus building confidence.			track student progress.
6					

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:	ELL students will participate in the school wide writing plan. 60% of students that take the FAA will score at the participatory or independent level in reading (level 6-9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.3% (5)	37% (7)

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 background knowledge, comprehension skills, and on task behavior	Use of hand on demonstrations and video use	Classroom Teacher, ESE Specialist and Administration	Completion of Projects	Oral and Performance Evidence

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade level PLC/SpringBoard Curriculum and Mastery Learning	6, 7, 8	Language Arts Department Head	Language Arts Teachers	Sept. 24, 2012 through April 2013	Teachers will conduct a lesson study and a project based learning activity each quarter.	Assistant Principals

FCAT Writing Rubrics	6, 7, 8	Language Arts Department Head	Language Arts Teachers	Ongoing	Teachers will document through in-service records.	Assistant Principals
Gifted Endorsement	6, 7, 8	District/ BVU	Language Arts teachers assigned to the academy who are not gifted endorsed.	Ongoing	Teachers will document through in-service records.	Certification Contact

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Civics EOC will be based lined this year and only select schools choosen
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not aware of the specifics of the EOC and the material/items covered	Teachers will attend Civics Professional Development and Professional Learning Communities regarding	Civics teachers, Department Leader, Administration	Attendance records, meeting notes, EOC results	EOC results

		the Civics curriculum and the EOC			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Civics EOC will be based lined this year and only select schools choosen
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not aware of the specifics of the EOC and the material/items covered	Teachers will attend Civics Professional Development and Professional Learning Communities regarding the Civics curriculum and the EOC	Civics teachers, Department Leader, Administration	Attendance records, meeting notes, EOC results	EOC results

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
Civics Curriculum planning, implementation, assessment, projects, and Civics EOC	7th Grade Civics	Civics Teachers and/or Department Leader	7th Grade Civics teachers and Department Leader to monitor	Pre-Planning, Morning PLC and staff developments, Early Release and Planning Days	Professional Development attendance, PLC meeting notes and attendance, assessment results	Department Leader and Administration

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:	By June 2012, Pines will improve daily attendance as measured by the percentages in all these objectives.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.8% (1545)	96% (1486)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5.6% (86)	4.6% (68)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
7.3% (113)	6% (89)

	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	Unmotivated students	Positive incentives (i.e. academic competitions, project-based learning, clubs and enrichment camps in the morning) will be instituted to entice students to want to come to school.	Camp coordinator	Review of attendance records will be conducted quarterly.	Log
2	Habitual absences	Parents will be contacted for a conference to discuss ways to work together with the family for a solution to the absences.	Guidance Director	Review of attendance records will be conducted quarterly.	Attendance records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Motivation and attendance	6,7,8	Leadership Team	School wide	Pre-Planning, Early Release	Review attendance data and reports and enrichment activities success via quarterly reports	Guidance, Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June, 2012, the number of internal suspensions will be reduced as evidenced by a 10% reduction in the number of internal suspensions for defiance resulting from repeated dress code infractions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

71% (1102)	61% (906)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
27% (422)	22% (326)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16% (246)	10% (147)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9% (140)	5% (74)

	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	Dress code infractions are a major percentage of our in-school suspensions.	A review of dress code policy will be conducted with all teachers, staff and administration to assure that the interpretation of the policy is consistent. Students modeling proper dress as well as samples of infractions will be televised on the morning announcements, during all orientations, and that parent nights. An analysis of what items of dress are causing the issue of the violation (i.e. against school board policies, against Broward code of conduct policy, color, style, pants, shirts, etc.) A bank of unified dress clothing will be available in each grade level center for students to use for dress code violations. Students and parents will be offered the clothing alternative to suspension. If they change into the appropriate clothing, they will not be internally suspended from class. The reasons for the	Grade level administrators	Monthly review of suspension data brought to the RtI Leadership team for review.	Charts and graphs of dress code data.

		importance of unified dress code will be a part of the family night parent events.			
2	Classroom and hallway discipline concerns hinder progress in the classroom.	Revision of our school discipline plan will be completed prior to the beginning of the 2011-2012 school year.	Grade level administrators	Monthly review of discipline files.	Charts and graphs of discipline data.

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
Dress Code implementation	6,7,8	Leadership Team, Administration, Guidance	School wide	Pre-Planning, Early Release, Faculty Meetings	Review PLASCO (internal dress code machine reports), Data Warehouse/School Reports, Suspension data	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent participation is not consistent at various events. Open House/ Annual Public Meeting has a large number of parents attending whereas Title I Family Nights average 250 (7%)and at SAC/SAF meetings we average 1.5% (24).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
7% (115)	10% (175)

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Meeting AMO through Mastery Learning	6,7,8	Reading and Math Coach, Curriculum Leaders, Leadership Team.	School wide through PLC, grade level	Pre-Planning, Faculty Meetings, Professional Development, Early Release	School wide teacher grade distribution reports, Lesson plans, Quarterly grade reports	School Improvement Team, Leadership Team, Administration and Guidance

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Word Wisdom for Vocabulary Development	Need to replace worn books as well as purchase for additional sections of Critical Thinking	Textbook funds	$900.00
Reading	Literature and Thought Series	Purchase for additional sections of Critical Thinking	Textbook funds	$800.00
Reading	Just Words	Purchase for program to be used for struggling readers.	SAC	$2,400.00
CELLA	Activities for ESL/EFL	Quizzes, test and puzzles to help learn English as a second language	Accountability	$11.95
CELLA	Listening and speaking oral language and vocabulary development for the ELL	workbooks for building knowledge and practical tools for educators	Accountability	$180.00
				Subtotal: $4,291.95

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus software program to build silent reading comprehension and fluency.	Additional initial investment of licenses to ensure our students continued access to this valuable program.	Accountability	$6,975.00
CELLA	Reading Plus	Substitute salaries	Title I	$420.00
Science	Differentiated Instruction for Secondary Language Arts	Substitute salaries	Title I	$420.00
				Subtotal: $7,815.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Socratic Seminar	Trainer from Great Books	Title 1	$750.00
Reading	DI Through Tiered Lesson Plans	Substitute salaries	Title 1	$450.00
Reading	Common Core Curriculum Standards	Substitute salaries	Title 1	$450.00
Reading	DI Practical Uses	Substitute salaries	Title 1	$450.00
Reading	Rewards Plus	Substitute salaries	Title 1	$450.00
Reading	Just Words	Substitute salaries	Title 1	$450.00
CELLA	Academic Achievements for ELLs	Substitute salaries	Title I	$420.00
CELLA	Curriculum Strategies for ELLs	Substitute salaries	Title I	$420.00
CELLA	ESOL Materials	Substitute salaries	Title I	$420.00
Science	SpringBoard Grade Level Workshop	Substitute salaries	Title I	$1,260.00
Science	Differentiated Instruction for Secondary Language Arts	Substitute salaries	Title I	$420.00
				Subtotal: $5,940.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplementary materials	Current Events and Read Magazines for students to expand their Reading and	Accountability	$1,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ⌐n Priority | ⌐n Focus | ⌐n Prevent | ⌐n NA |

Are you a reward school: ⌐n Yes ⌐n No

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to facilitate student achievement in each of the core areas of Reading, Writing, Math and Science through research based strategies and technology.	$10,586.00

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

The School Advisory Council will meet monthly to review the action steps that are being implemented to determine effectiveness. Data will be presented at each meeting and the team will determine if any revisions are necessary for continued improvement .

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District PINES MIDDLE SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	70%	84%	40%	264	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	71%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	72% (YES)			148	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					551	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PINES MIDDLE SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	67%	93%	38%	266	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: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	61% (YES)			128	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					525	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested