FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BEAR LAKES MIDDLE SCHOOL

District Name: Palm Beach

Principal: Kirk Howell

SAC Chair: TBA

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 10/2/2012

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

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

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)
					Bear Lakes Middle School 2011 – 2012 Grade: C Reading Mastery: 37% Math Mastery: 36% Writing Mastery: 74% Science Mastery: 27% Reading Learning Gains: 63% Math Learning Gains: 62% Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71% Lake Worth High School 2010 – 2011 Grade: B Reading Mastery: 32% Math Mastery: 71% Writing Mastery: 80% Science Mastery: 33% Reading Learning Gains: 43%

	Principal	Dr. Kirk Howell	Degrees: BS - Communicative Disorder, University Of Central Florida; BS – Psychology/ Business Administration, Troy State University; MS – Education Administration, Nova Southeastern University; Ed.D - Educational Leadership, Nova Southeastern University Certifications: ESE K-12 School Principal (All Levels)	1	7	Math Learning Gains: 74% Reading L25% Learning Gains: 50% Math L25% Learning Gains: 67% AYP: 69%: Not Met Acceleration Participation: 54% Acceleration Performance: 53% Readiness Reading: 80% Readiness Math: 65% Tradewinds Middle School 2009 – 2010 Grade: A Reading Mastery: 67% Math Mastery: 74% Writing Mastery: 89% Science Mastery: 54% Reading Learning Gains: 67% Math Learning Gains: 80% Reading L25% Learning Gains: 68% Math L25% Learning Gains: 76% AYP: 74%: Not Met Tradewinds Middle School 2008 – 2009 Grade: A Reading Mastery: 67% Math Mastery: 73% Writing Mastery: 95% Science Mastery: 49% Reading Learning Gains: 70% Math Learning Gains: 76% Reading L25% Learning Gains: 84% Math L25% Learning Gains: 79% AYP: 90%: Not Met Tradewinds Middle School 2007 – 2008 Grade: A Reading Mastery: 63% Math Mastery: 67% Writing Mastery: 95% Science Mastery: 39% Reading Learning Gains: 63% Math Learning Gains: 76% Reading L25% Learning Gains: 61% Math L25% Learning Gains: 73% AYP: 77%: Not Met
	Assis Principal	Ms. V. Harrell	Degrees: BS - Business Administration, Florida A&M University; MS - Math Education, Nova Southeastern University; Ed.S - Education Leadership; Nova Southeastern University Certifications: Mathematics 5-9 Mathematics 6-12 Educational Leadership K-12 Reading Endorsement	8	3	Bear Lakes Middle School 2011-2012 Grade: C Reading Mastery: 37% Math Mastery: 36% Writing Mastery: 74% Science Mastery: 27% Reading Learning Gains: 63% Math Learning Gains: 62% Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71% 2010-2011 Grade: B Reading Mastery: 53% Math Mastery: 55% Writing Mastery: 92% Science Mastery: 30% Reading Learning Gains: 60% Math Learning Gains: 68% Reading L25% Learning Gains: 70% Math L25% Learning Gains: 69% AYP: 79%: Not Met 2009-2010: Grade: C Reading Mastery: 51% Math mastery: 51% Writing Mastery: 88% Science Mastery: 26% Reading Learning Gains: 59% Math Learning Gains: 70% Reading L25% Learning Gains: 67% Math L25% Learning Gains: 74% AYP: 79%: Not Met 2008-2009: Grade: B Reading Mastery 49% Math Mastery 45% Writing Mastery 95% Science Mastery 21% Reading Learning Gains: 69% Math Learning Gains: 67% Reading L25% Learning Gains: 85% Math L25% Learning Gains: 73%

					AYP 79%: Not Met 2007-2008: Grade C Reading Mastery 50% Math Mastery 51% Writing Mastery 95% Science Mastery 32% Reading Learning Gains: 61% Math Learning Gains: 66% Reading L25% Learning Gains: 65% Math L25% Learning Gains: 63% AYP: 90%: Not Met
Assis Principal	Ms. M. Reyes	Degrees: BA - Elementary Education, Florida Atlantic University; MS - Educational Leadership, Nova Southeastern University Certifications: Educational Leadership K-12 Elementary Education K-6 ESE K-12 Reading Endorsement ESOL Endorsement	1	1	Bear Lakes Middle School in 2011 – 2012 Grade: C Reading Mastery: 37% Math Mastery: 36% Writing Mastery: 74% Science Mastery: 27% Reading Learning Gains: 63% Math Learning Gains: 62% Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71%
Assis Principal	Mr. J. Stewart	Degrees: BA - English, Alabama University; MS - Educational Leadership, Nova Southeastern University Certifications: English 6-12 Educational Leadership K-12 ESOL Endorsement	1	3	Crossroads Academy 2011-2012 Pending 2010-2011 Learning Gains in Reading 19% Learning Gains in Math 35% 2009-2010 Learning Gains in Reading 37% Learning Gains in Math 45% 2008-2009 Learning Gains in Reading 24% Learning Gains in Math 42%

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	Cynthia Jackson	Degrees: Elementary Education, Bethune Cookman University Reading K-12, Nova Southeastern University Certifications: Reading K-12 Elementary Education 1-6 Gifted Endorsement Reading Endorsement		5	West Ward Elementary 2011 – 2012 Grade: D Reading Mastery: 37% Math Mastery: 43% Writing Mastery: 88% Science Mastery: 32% Reading Learning Gains: 48% Math Learning Gains: 54% Reading L25% Learning Gains: 63% Math L25% Learning Gains: 63% 2007 – 2011 North Area Reading Resource Support Multiple School Sites

		ESOL Endorsement			
Mathematics	Melissa Kaliser	Degrees: BSED - Math Millersville University; MS - Educational Leadership, Lynn University Certifications: Mathematics 6-12 Educational Leadership K-12 Reading Endorsed			
Science	Michelle Marks	Degrees: BS - Biology, Morgan State University; MS - Educational Leadership, Grand Canyon University Certifications: Biology 6-12 Educational Leadership K-12	1	1	Bear Lakes Middle School 2011-2012 Grade: C Reading Mastery: 37% Math Mastery: 36% Writing Mastery: 74% Science Mastery: 27% Reading Learning Gains: 63% Math Learning Gains: 62% Reading L25% Learning Gains: 71% Math L25% Learning Gains: 71%

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	Implementation of Systematic School-Wide Induction Program.	Principal Assistant Principals Instructional Coaches Professional Development Team	On-going	
2	Pairing teachers who are new to the profession and new to the school with a departmental mentor.	Principal Assistant Principals Instructional Coaches	On-going	
3	Provide professional development workshops to improve instructional practice.	Principal Assistant Principals Instructional Coaches Professional Development Team	On-going	
4	Weekly Meetings with new instructors.	Principal Assistant Principals Instructional Coaches	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
14% (8 instructional staff members) ESOL Endorsement Needed	ESOL Certification Training Course Professional Development on ESOL Strategies SIOP Training Community Language Facilitator

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
54	5.6%(3)	24.1%(13)	42.6%(23)	27.8%(15)	20.4%(11)	85.2%(46)	46.3%(25)	1.9%(1)	18.5%(10)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Professional Development ESP Contact Dr. Baker	Patreka Mckelton	Coaches are HQ and hired based upon expertise. Ms. Mckelton is a first year Social Studies instructor at school-site. Dr. Baker is Clin. Ed Certified and a veteran Social Studies teacher.	Collaboratively schedule periodic visits to mentee's classroom. Mentors will meet with mentees weekly to discuss instructional improvement and concerns. Mentors will model lessons for mentees and share best practices. Mentors will conduct monthly meetings to review school-wide evaluation feedback. Providing training to understand the new Marzano Evaluation tool. Attend LTMs
Denise Beattie Michelle Marks	Mandisa Dunkley	Coaches are HQ and hired based upon expertise. Mrs. Dunkley is a second year Science instructor at school-site.	Collaboratively schedule periodic visits to mentee's classroom. Mentors will meet with mentees weekly to discuss instructional improvement and concerns. Mentors will model lessons for mentees and share best practices. Mentors will conduct monthly meetings to review school-wide evaluation feedback. Providing training to understand the new

			Marzano Evaluation tool. Attend LTMs
Denise Beattie Melissa Kaliser	Selma Burgess	Coaches are HQ and hired based upon expertise. Mrs. Burgess is a second year Math instructor at school-site. Mrs. Kaliser is Clin. Ed. Certified and a veteran Math teacher.	Collaboratively schedule periodic visits to mentee's classroom. Mentors will meet with mentees weekly to discuss instructional improvement and concerns. Mentors will model lessons for mentees and share best practices. Mentors will conduct monthly meetings to review school-wide evaluation feedback. Providing training to understand the new Marzano Evaluation tool. Attend LTMs
Professional Development ESP Contact Michelle Marks	Chris Marks	Coaches are HQ and hired based upon expertise. Mr. Marks is a first year Science instructor at school-site. Mrs. Marks is Clin. Ed Certified and a veteran Science teacher.	Collaboratively schedule periodic visits to mentee's classroom. Mentors will meet with mentees weekly to discuss instructional improvement and concerns. Mentors will model lessons for mentees and share best practices. Mentors will conduct monthly meetings to review school-wide evaluation feedback. Providing training to understand the new Marzano Evaluation tool. Attend LTMs
Denise Beattie Michelle Marks	Sheena Housen	Coaches are HQ and hired based upon expertise. Ms. Housen is a first year Science instructor at school-site. Mrs. Marks is Clin. Ed Certified and a veteran Science teacher	Collaboratively schedule periodic visits to mentee's classroom. Mentors will meet with mentees weekly to discuss instructional improvement and concerns. Mentors will model lessons for mentees and share best practices. Mentors will conduct monthly meetings to review school-wide evaluation feedback. Providing training to understand the new Marzano Evaluation tool. Attend LTMs
Professional Development ESP Contact Cynthia Jackson	Rozanne Sonneborn	Coaches are HQ and hired based upon expertise. Ms. Sonneborn is a first year Reading instructor at school-site. Ms. Jackson is Clin. Ed Certified and	Collaboratively schedule periodic visits to mentee's classroom. Mentors will meet with mentees weekly to discuss instructional improvement and concerns. Mentors will model lessons for mentees and share best practices. Mentors will conduct monthly meetings to review school-wide evaluation feedback.

		a veteran Reading instructor.	Providing training to understand the new Marzano Evaluation tool. Attend LTMs

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs. Tutorial Programs, Academic Coaches and Family Involvement Nights are all services provided using Title I, A monies. Academic Coaches (reading, math, and science) conduct professional development for instructional staff, model lessons, develop FCIM focus calendars, attend LTMs with teachers, organize team planning for teachers and facilitate these planning times, assist with school-wide initiatives and coach instructors on effective instructional practices for targeted benchmarks.

Family involvement activities are supported with this funding source. Funds were utilized to provide a school-wide: professional development workshops, and community involvement activities.

Additional instructional supplies will be purchased to assist with the above school-wide initiatives: industrial certification software license, supplemental instructional resources, student workbooks, manipulatives, classroom libraries, and consumable materials.

Title I, Part C- Migrant

Provided through district personnel.

Title I, Part D

Provided through district personnel.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and instructional software will enhance literacy and math skills of struggling students.

Title III

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

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Bear Lakes no longer receives SAI unit from the district for remedial reading instruction (frozen position).

Violence Prevention Programs

Bear Lakes offers a non-violence and anti-drug grant funded program (Project Success) to students on campus. This program incorporates field trips, community service, drug tests, and counseling. The school is also implementing a school-wide Character Counts Program and Random Act of Kindness Program.

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. This is district-supported and funded.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Bear Lakes Middle School faculty and staff supports the goals and objectives of the School District Palm Beach County's Wellness Program; which encourages positive and pro-active approach to impact students' health and their school environment.

Every student at Bear Lakes Middle School is entitled to a free breakfast.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

BLMS works with the District to enhance its Career and Choice option programs through regular district allocations.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team at Bear Lakes Middle School is as follows:
* Principal & Assistant Principals - Provides a common vision for the use of data-based decision making, ensures that the school-based team (SBT) is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

* ESE Contact - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers helping to create interventions.

*School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

*Classroom Teachers - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

*Instructional Coaches - Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

*Learning Team Facilitator - Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.

* Guidance Department - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, linking child-serving and community agencies to the schools and families to support the child's academic emotional behavior, and social success. Case liaison and interventionists for students in Tier 2 and tier 3.

* Parent Liasion - Acting Liaison between parents and school; provides services information to parents requesting outside agencies addressing needs. Provides support to Tier I Students.

* Outside Agencies/Vendors - Advocates for students through counseling and therapy. Focus on Dropout Prevention; mentoring and case management. Intervention with students in Tier II with out RTI. Coordinates outside agency programs. Facilitates implementation of services for parents and students.

* Speech and Language Pathologist - Collects data; provides language interventions for suspected language impaired students. Evaluates and Assesses students for speech and language problems.

* School Police Officer - Counsel, provide information on behavior and background information regarding legal; school wide information regarding truancy.

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

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

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?

On May 24, 2012, members of the School Based Team including the SLP; Assistant Principals;Guidance Counselors; ESE Coordinator; and Principal sat down and revised the 2012-2013 School Improvement Plan.

The RTI fuctions through:Learning Team Meeting Discussions, Data Chats between administrators and teachers and referrals from site based instructional/non-instructional staff to determine the needs of individual students, resources to implement for improvement in academic and behavioral performance.

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.

Baseline data:
• Palm Beach Writes
• SRI & FAIR
• Progress Monitoring and Reporting Network (PMRN)
• Diagnostic & EOCs
• CORE K-12
• FCIM Weekly Assessments
• Formative assessments
• Las Links
• Progress Reports
• Compass Program Reports
• Office Discipline Referrals
• Retentions
• Absences
*Office Referrals

Midyear data:
• Palm Beach Writes
• SRI & FAIR
• Progress Monitoring and Reporting Network (PMRN)
• Diagnostic & EOCs

• CORE K-12
• FCIM Weekly Assessments
• Formative assessments
• Progress Reports
• Compass Program Reports
• Office Discipline Referrals
• Retentions
• Absences
*Office Referrals

End of year data:
• FCAT 2.0
• SRI & FAIR
• PMRN
• EOCs
• CORE K-12
• CELLA
• FCIM Weekly Assessments
• Formative assessments
• Progress Reports
• Compass Program Reports
• Office Discipline Referrals
• Retentions
• Absences
*Office Referrals

*Frequency of Data Analysis and Action Planning Days: twice a month for data analysis by all teams.

Describe the plan to train staff on MTSS.

Staff will receive continuous Professional Development in areas that support student achievement and aid in the placement into RtI. These PD opportunities will be available during a school wide PD time and during PDD days and during Learning Team Meetings. Data will be disaggregated and individual students who are struggling will be discussed.

A plan of action for beginning RtI will be put in place once a problem is identified.
• Problem Solving Model
• Consensus Building
• Positive Behavioral Intervention and Support (PBIS)
• Data-based decision-making to drive instruction
• Progress monitoring
• Selection and availability of research-based interventions
• Tools utilized to identify specific discrepancies in reading

Describe the plan to support MTSS.

Weekly SBT meetings will be held to discuss the MTSS that are available to students. Weekly Academic Leadership meetings will be held to discuss the different resources available for MTSS. Weekly administrative meetings will be held to discuss the link between the academic climate, behavior climate, and the effectiveness of the MTSS in place at the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is comprised of the following members:

Administrators
Instructional Coaches
ESE Contact
ELL Contact

Media Specialist
Teachers from different content areas
Non-Instructional Staff

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

The function of the LLT is to implement a comprehensive reading program to address the needs of all students. The LLT will meet monthly (4th Wednesday of every month). The reading coach and media specialist will head the team. There will be an agenda set and follow up will be reviewed at each meeting. Topics of discussion include but not limited to: technology usage and issues, fluency rates, integration of literacy in all curricular activities, appropriate scheduling of students, grades, incentives, push-in/pull-outs, and data chats.

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

Instructional use of literacy skills are integrated into all core and elective classes. Core teachers focus upon literacy skills as identified by the school FCAT and diagnostic data, additionally elective teachers integrate use of non-fiction informational text, focusing strategies upon main idea, vocabulary development and use of contextual skills. Professional development training for all teachers in the area of literacy development have been ongoing and inclusive of pre and post professional development training in the following areas:
-Differentiated Instruction
-RtI Model
-Marzano's High Yield Strategies
-Literacy Training of Social Studies and Elective Teachers
-Building upon the connection between reading and writing; social studies teachers incorporate writing.

The LLT will work to boost library usage, encourage Reading log summary contests amongst the grade levels, and will implement the "Reading Counts Challenge" reading contest this year that will showcase students who are reading the most books. Language Arts will also work to make sure all students have better access to Reading Counts quizzes.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/2/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Bear Lakes Middle School will incorporate research based reading strategies that are structured, focused and centered around the learning needs of individual students.

•Three school-wide CRISS strategies: Cornell notes, Selective Underling, and summarizing will be used school-wide in all content areas. The effectiveness of these strategies will be assessed by classroom observations via reading coaches' and administrators' classroom walkthroughs.

•A series of short-term professional development workshops will be provided for content area teachers, presented by the reading coaches, built into the school day that will promote lasting, positive changes in teacher knowledge and practice.

•Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Content area teachers will be trained by reading coach to use and to teach reading strategies that are effective for their subject area.

•To increase student's vocabulary, an exercise using root-words, pre-fixes or suffixes will be introduced each week through the school's closed circuit television broadcast. These words will be used throughout the week in each content area classroom as part of the regular lesson, thus, incorporating these words across the curriculum. This strategy will deepen word

associations for students by showing them how everyday vocabulary is related to knowledge of the world and will support ELL students learning by emphasizing words that may be common to both English and the student's home language. As a result, content area teachers will teach their subject area vocabulary, while infusing vocabulary development at the same time.

•Every teacher has access to Teacher EDW, which outlines levels of achievement on standardized testing, and will be expected to utilize this tool to positively affect student achievement in reading. With this information in hand, teachers can plan group lessons, individual conferences regarding reading goals and achievements, and concentrate on applicable remediation for reading difficulties found in all subject areas.

We will also continue to expand the Reading Counts program this year by purchasing more books attached to Reading Counts quizzes.

*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:	As a result of the 2012 Reading FCAT scores, only 25% (150) of students in grades 6-8 achieved high standards (level 3). In 2013, the expected level of performance for students scoring level 3 will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	27% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent Exposure to NGSSS Academic "Standards	Standards-based Instructional Focus Calendars. Use of Item Specifications in lesson planning Regular implementation of standards-based curriculum, correlated and progress monitoring (mini assessments) Use of curricular teaching aids such as anchor chart and resources.	Principal Assistant Principals Reading Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Mastery levels evidenced by data assessment results, progress-monitored through charting of students' goals. Classroom walkthrough feedback forms and focused walkthroughs to determine frequency of effective implementation.
2	Consistent Exposure to FCAT 2.0 Question Stems.	Construction of FCAT 2.0 Question Stem Cards for common planning and instructional delivery.	Assistant Principals Reading Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Mastery levels evidenced by data assessment results, progress-monitored through charting of students' goals. Classroom walkthrough feedback forms and focused walkthroughs to determine frequency of effective implementation.
3	Independent reading ability.	Incorporation of strategies before, during, and after reading with modeled and guided performance-based reading instruction;	Reading Coach Teachers Media Specialist Inclusion teachers	Reading Counts SRI reports FAIR data	Student-maintained monitoring portfolios SRI results.

		Increase Reading Counts participation. Increase classroom libraries leveled by Lexile and genres.			
4	Some teachers may inconsistently use reading strategies.	CRISS strategies explicitly taught.	Principal Assistant Principals LTF Reading Coach.	Data Dissaggregation Classroom Walkthroughs	Data Reports Classroom Walkthrough data

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:	As a result of the 2012 Florida Alternative Assessment, only 48% (10) of students in grades 6-8 achieved levels 4, 5, and 6 in reading. In 2013, the expected level of performance for students scoring levels 4, 5, and 6 on Florida Alternative Assessment will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	50% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty attending to complex directions and information. Difficulty retaining information	Use of testing strategies to follow complex directions and information in lessons daily; Signal or prompt; Directions with pictures or diagrams. Copy directions; Directions repeated, summarized or clarified. Sample Problem or task. Highlighting or color coding main ideas and supporting details; use of pictures or diagrams; Explicit verbal or visual cues; repetition and clarification of important information.	Administrative Staff Department Coordinator Reading Coach Classroom Teachers	Weekly Progress monitoring using the following. Research based Reading Program Assessments & Progress Monitoring	Classroom Walk through observation feedback forms PCI Reading Program Assessments
2	Inability to use regular print to obtain information	Uses of a magnifier; computer screen magnifier; visual cues – colors, highlighting. Colored over lay to filter.	Administrative Staff Department Coordinator Reading Coach Classroom Teachers	Teacher Observations	Teacher-Made Assessments Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As a result of the 2012 Reading FCAT scores, only 11% (66) of students in grades 6-8 achieved high standards (level 4 and above). In 2013, the expected level of performance for students scoring level 4 will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%	13% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment Experiences	Provide reading enrichment for students across all disciplines. Provide opportunities for students to participate in Book Club, literature circles and Reading Counts program. Teachers will track their level 4 and 5 students to monitor proficiency on formative and summative assessments. All teachers will meet monthly to discuss level 4 and 5 students' progress across the curriculum to ensure they maintain or increase current levels and receive an enriched curriculum that meets their needs.	Principal Assistant Principal LTF Reading Coach	Classroom walkthroughs Lesson plan Checks Formative and Summative Assessment Results. Progress Monitoring checklist Student Samples of work and assessments.	Classroom Walkthroughs Reading Counts Participation Reports Weekly and Biweekly assessments and progress reports Lesson Plan Feedback Data tracking Progress monitoring checklists
2	Consistent exposure to higher level thinking applications and problem solving	Daily Instructional Strategies to include: -Differentiated, small group instruction -Higher-order questioning and analytical skills -Application of knowledge to real-world scenarios -Infusion of written explanation for reasoning, logic and generating hypotheses (Marzano) data driven, differentiated instruction (system of reteaching, progress monitoring)	Principal Assistant Principal LTF Reading Coach Teachers	Classroom walkthroughs Lesson Study Lesson plan Checks Formative and Summative Assessment Results. Progress Monitoring checklist Student Samples of work and assessments.	Classroom Walkthroughs Lesson Study Feedback Weekly and Biweekly assessments and progress reports Lesson Plan Feedback Data tracking Progress monitoring checklists

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.	As a result of the 2012 Florida Alternative Assessment, only 43% (9) of students in grades 6-8 achieved levels 7 and above in reading.

Reading Goal #2b:	In 2013, the expected level of performance for students scoring level 7 will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	45% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty attending to complex directions and information. Difficulty retaining information	Use of testing strategies to follow complex directions and information in lessons daily; Signal or prompt; Directions with pictures or diagrams. Copy directions; Directions repeated, summarized or clarified. Sample Problem or task. Highlighting or color coding main ideas and supporting details; use of pictures or diagrams; Explicit verbal or visual cues; repetition and clarification of important information.	Administrative Staff ESE Coordinator Reading Coach Classroom Teachers	Weekly Progress monitoring using the following. Research based Reading Program Assessments & Progress Monitoring	Classroom Walk through observation feedback forms PCI Reading Program Assessments
2	Inability to use regular print to obtain information.	Uses of a magnifier; computer screen magnifier; visual cues – colors, highlighting. Colored over lay to filter.	Administrative Staff ESE Coordinator Reading Coach Classroom Teachers	Teacher Observation Classroom Walkthroughs	Classroom Walk through observation feedback forms.

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:	As a result of the 2012 Reading FCAT scores, only 63% (241) of students in grades 6-8 made learning gains in reading. In 2013, the expected level of performance for students making learning gains will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	65% or higher

Problem-Solving Process to Increase Student Achievement

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

1	Read 180 Program should be utilized to meet the individualized needs of the students.	Double Reading Block Implementation of Read 180 with the ability to modify the program to meet the needs of students. Incorporate before and after school tutorial programs for remediation and enrichment of students. Utilization of the Instructional Focus Calendars in all Language Arts classrooms Utilize Title I dollars to purchase to Reading Coach. Use data from formative teacher assessments to determine the needs of students.	Principal Assistant Principal Reading Coach	Read 180 data analysis Attendance will be taken. Lesson plans will be submitted to administration. Administration will conduct classroom walkthroughs, lesson plan checks and monitor assessment results	Print out of Read 180 reports Administration will review attendance, lesson plans, and assessment results Benchmark Assessments
2	Proper professional development and support.	Development of rigorous and relevant lessons and implementation of these lessons in the classroom. Utilization of FCAT ITEM Specifications to construct question stems for instructional delivery and assessments.	Principal Assistant Principal LTF ESE Coordinator Reading Coach	Lesson Plans Assessments embedded throughout the curriculum Classroom Walkthroughs	Lesson Plan Check Assessment Analysis Progress Monitoring Classroom Walkthroughs
3	Limited Background Knowledge that assist in higher level comprehension of text.	Tradebooks Technology to provide background building "flashes of illumination" and authnetic learning experiences to activate student schema of content exposed.	Principal Assistant Principal LTF ESE Coordinator Reading Coach Media Specialist	Lesson Plans Assessments embedded throughout the curriculum Classroom Walkthroughs	Lesson Plan Check Assessment Analysis Progress Monitoring Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	As a result of the 2012 Reading FCAT scores, only 33% (7) of students in grades 6-8 made learning gains in reading on the Florida Alternative Assessment. In 2013, the expected level of performance for students making learning gains will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	35% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difficulty attending to complex directions and information	Use of testing strategies to follow complex directions and information	Administrative Staff	Weekly Progress monitoring using the following.	Classroom Walk through observation

1	Difficulty retaining information	in lessons daily; Signal or prompt; Directions with pictures or diagrams. Copy directions; Directions repeated, summarized or clarified. Sample Problem or task. Highlighting or color coding main ideas and supporting details; use of pictures or diagrams; Explicit verbal or visual cues; repetition and clarification of important information.	ESE Coordinator Reading Coach Classroom Teachers	Research based Reading Program Assessments & Progress Monitoring Teacher Observations Classroom Walkthroughs Progress Monitoring	feedback forms PCI Reading Program Assessments
2	Inability to use regular print to obtain information	Uses of a magnifier; computer screen magnifier; visual cues – colors, highlighting. Colored over lay to filter.	Administrative Staff ESE Coordinator Reading Coach Classroom Teachers	Teacher Observations Classroom Walkthroughs Progress Monitoring	Formative Assessments Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	As a result of the 2012 Reading FCAT scores, only 71% of students in the lowest quartile from grades 6-8 made learning gains in reading In 2013, the expected level of performance for students in lowest 25% making learning gains will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	73% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students struggle with decoding, which hinders their ability to comprehend grade-level text. Our lowest quartile has trouble making gains when decoding is an issue.	Plan/implement differentiated instruction for students using evidence-based instruction/ interventions within the 90-minute reading block. Push-in/Pull Out with Reading Coach Tutorial Program	Administrative staff Reading Coach	Reading Logs Read 180 reports Student reading logs Classroom Walkthroughs Lesson Plans Attendance in Tutorial Program	Review of Student Reading Logs Review of Read 180 reports Classroom Walkthroughs Lesson Plan Check Tutorial Program Attendance Rosters
	Many students struggle with reading comprehension and have difficulty connecting with the text and making	Language Arts teachers will utilize anchor texts in their instruction and support Literary Analysis Reporting Category	Administrative Staff Reading Coach	Classroom Walkthroughs Lesson Plans Formative and Summative	Classroom walkthrough feedback forms and focused

2	connections among various texts and their own experiences.	Social Studies teachers will incorporate novel studies into their curriculum and support Informational Text Reporting Category. Each of these enhancements will aid in comprehension and help the students to make connections while reading.	LA and SS teachers	Assessments	walkthroughs to determine frequency of effective implementation. Assessment results
3	Focus is on lowest 25% and Level 1 and 2 students for proficiency attainment. This focus makes it difficult to meet the needs of all students at every level.	Work with SAC to create incentive plan for students to reach achievement levels.	Administrative staff SAC Committee Reading Coach LA and SS teachers	Incentive Proposal Grade Level L25% Data Report	SAC Advisory Feedback and incentive plan determination. SAC Chair Review participants in calendared events. Calendar of events and academic celebrations.

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 : State has not released results.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	As a result of the 2012 FCAT, White student were 56% proficient, Black students were 34% proficient, Hispanic Students were 45% proficient, and Asian 67% on 2012 FCAT. In 2013, the expected level of performance for each subgroups will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, White student were 56% proficient, Black students were 34% proficient, Hispanic Students were 45% proficient, and Asian 67% on 2012 FCAT.	2% increase of each subgroup

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 needs may need additional assistance beyond regular class time.	Provide students with after school tutorial opportunities.	Administrative Staff.	Students will take mini-assessments at the completion of benchmark instruction to gauge their level of mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
	Students may need various modalities of	Utilize Skills Tutor software in addition to	Administrative staff	Skills Tutor provides assessments tools to	2012 FCAT, Fall/Winter

2	presentation to grasp concepts.	teacher instruction for in-school and after-school instruction.		gauge mastery.	Diagnostics Mini-Assessment data.
3	Fluency practice on a daily basis.	Fluency practice within rotational model on a daily basis.	Administrative staff Reading Coach	FORF FAIR Assessment Reading Counts Reading Logs	Analysis of: FORF results FAIR Assessment Results Reading Counts Reports Student Reading Logs
4	Technology issues with FAIR assessment which delays the administration of assessment and data feedback.	Implementation of FAIR Assessment.	Administrative Staff Reading Coach	FAIR Assessment	FAIR Assessment Results
5	Students are not aware of their assessment data, and what is needed for them to stay proficient.	Data chats with instructor,assistant principal, coaches, and classroom teachers.	Administrative Staff Coaches Classroom teachers	Goal setting worksheets and monitoring of the goals.	Goal sheets of individual students.

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:	As a result of the 2012 FCAT, 5% of students in the ELL subgroup were proficient. In 2013, the expected level of performance for English Language Learners will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	2% increase compared to 2012 FCAT performance level.

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 needs may need additional assistance beyond regular class time.	Provide students with after school tutorial opportunities.	Administrative Staff.	Students will take mini-assessments at the completion of benchmark instruction to gauge their level of mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
2	Students may need various modalities of presentation to grasp concepts.	Utilize Skills Tutor software in addition to teacher instruction for in-school and after-school instruction.	Administrative staff	Skills Tutor provides assessments tools to gauge mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
3	Fluency practice on a daily basis.	Fluency practice within rotational model on a daily basis.	Administrative staff Reading Coach Teachers	FORF FAIR Assessment Reading Counts Reading Logs	Analysis of: FORF results FAIR Assessment Results Reading Counts Reports Student Reading Logs

4	Students are not aware of their assessment data, and what is needed for them to stay proficient.	Data chats with instructor, assistant principal, coaches, and classroom teachers.	Administrative Staff Coaches Classroom teachers	Goal setting worksheets and monitoring of the goals.	Goal sheets of individual students.
5	Technology issues with FAIR assessment which delays the administration of assessment and data feedback.	Implementation of FAIR Assessment.	Administrative Staff Reading Coach	FAIR Assessment	FAIR Assessment Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	As a result of the 2012 Reading FCAT scores, only 29% (38) of students with disabilities from grades 6-8 were proficient. In 2013, the expected level of performance for SWD will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%	40% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students needs may need additional assistance beyond regular class time.	Provide students with after school tutorial opportunities.	Administrative Staff.	Students will take mini-assessments at the completion of benchmark instruction to gauge their level of mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
2	Students may need various modalities of presentation to grasp concepts.	Utilize Skills Tutor software in addition to teacher instruction for in-school and after-school instruction.	Administrative staff	Skills Tutor provides assessments tools to gauge mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
3	Providing activities to ensure that students having difficulty are provided with effective, timely additional assistance.	BLMS will offer after-school tutorials, Saturday tutorials, and will utilize an in-school pull-out model to meet the needs of all students.	Reading Coach Administrator in charge of tutorials.	BLMS will document attendance and monitor progress with EDW and mini-assessments (pre- and post-testing).	Sign-in sheets, attendance records.
4	Timely training of all staff, including NGCARPD training to meet the needs of all students.	Teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery and will utilize CRISS strategies.	Administrative Staff Professional Development Team Reading Coach	Classroom walkthroughs with administrative feedback	Ongoing embedded assessment tools, diagnostics, exams, 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	As a result of the 2012 Reading FCAT scores, only 36% (199) of students that are economically disadvantaged from grades 6-8 were proficient. In 2013, the expected level of performance for ED studemts will increase by 2% or above.

2012 Current Level of Performance:	2013 Expected Level of Performance:
36%	38% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may need various modalities of presentation to grasp concepts.	Utilize Skills Tutor software in addition to teacher instruction for in-school and after-school instruction.	Administrative staff	Skills Tutor provides assessments tools to gauge mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
2	Providing activities to ensure that students having difficulty are provided with effective, timely additional assistance.	BLMS will offer after-school tutorials, Saturday tutorials, and will utilize an in-school pull-out model to meet the needs of all students.	Administrative Staff Academic Coaches Administrator in charge of tutorials.	BLMS will document attendance and monitor progress with EDW and mini-assessments (pre- and post-testing).	Sign-in sheets, attendance records.
3	Timely training of all staff, including NGCARPD training to meet the needs of all students.	Teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery and will utilize CRISS strategies.	Administrative Staff Academic Coaches Professional Development Team	Classroom walkthroughs with administrative feedback.	Ongoing embedded assessment tools, diagnostics, exams, etc.

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
Learning Scales/Rubrics for assessment of learning	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Academic Coaches LTF PD Team
Differentiated Instruction	Grades 6th -8th across all disciplines	PD Team Academic Coaches	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans	Administrative Staff Academic Coaches LTF PD Team
FCAT Item Specifications						

Training, to develop question stems for higher level questioning during instructional delivery and formative assessments.	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	Ongoing infused through every PD session. August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Formative Assessments	Administrative Staff Academic Coaches LTF PD Team
Student Portfolios/ Progress monitoring	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Academic Coaches LTF PD Team
Common Core Standards/Learning Scales/Rubrics	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Academic Coaches LTF PD Team
Lesson Studies	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - May 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Study Feedback	Administrative Staff Academic Coaches LTF PD Team
Read 180 Training	Grades 6th -8th Reading Teachers	PD Team Academic Coaches LTF	Reading Department	August 2012	Administrative Classroom Walkthroughs Read 180 Rotational Model Read 180 Reports	Administrative Staff Academic Coaches LTF PD Team
CRISS Training	School-Wide	PD Team Academic Coaches LTF	School-Wide	Ongoing Strategies infused through every PD session. August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans	Administrative Staff Academic Coaches LTF PD Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Coach for Language Arts Department 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks.	Title I	$1,000.00
Common Core Coach for Social Studies Department 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks in reading.	Title I	$1,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$1,000.00
			Subtotal: $1,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
CPS/Interwrite Training	Classroom instant student response system. Provides instructors and students with instant data feedback and generates an instant item analysis report.	Title I	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Materials for students not responding to Core instructional material. These materials will be utilized for modeled and explicit instruction during tutorial program. Purchase resources for tutorials- resources may include but are not limited to BREAK AWAY TO READING SUCCESS; FCAT COACH, SOAR TO SUCCESS; LADDERS TO SUCCESS ON THE FLORIDA STANDARDS, BUCKLE DOWN FCAT and other resources availble via internet and learning village.	Supplemental resources for instructional delivery.	Title I	$1,000.00
Expand classroom libraries and class sets of high interest reading material.	Tradebooks Novels Informational Text	Title I	$2,000.00
Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Construction Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Composition Notebooks -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$3,000.00
Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers	Title I	$10,000.00
			Subtotal: $16,000.00
			Grand Total: $20,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on our 2012 CELLA, 22% (14) of the students were proficient on the listening/speaking portion. In 2013, the expected level of performance for students scoring proficient in listenng/speaking of Cella Assessment will increase by 2% or above.
2012 Current Percent of Students Proficient in listening/speaking:	
22% (14)	
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 Oral Development Activities	Activate Prior Knowledge Oral Presentations Interactive Word Wall Total Physical Response Activities Graphic Representations Think-Pair Share	Reading Coach Teachers Media Specialist ELL Teacher Inclusion Teachers	Teacher Observations Lesson Study Curriculum Planning	Student-maintained monitoring portfolios: SRI FAIR Formative Assessments Diagnostics FCAT Spring Assessment CELLA

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:	Based on our 2012 CELLA, 16% (10) of the students were proficient on the reading portion. In 2013, the expected level of performance for students making proficiency on the reading portion of CELLA will increase by 2% or above.
2012 Current Percent of Students Proficient in reading:	
16% (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	Personal Schema and General Background Knowledge	Pre-reading activities including: - Predictions - Discussion - Think Alouds - KWL - Current Events - United Streaming - Discovery Education -Classroom Libraries -Research Activities -Digital Divide -Book Clubs	Reading Coach Teachers Media Specialist Inclusion teachers	Teacher Observations Lesson Study Curriculum Planning	Student-maintained monitoring portfolios: SRI Formative Assessments Diagnostics FCAT
	Reading Comprehension	Read 180 rotational model Standards-based common assessments Application of test-taking strategies Performance-based reading using appropriate passage lengths	Reading Coach Teachers Media Specialist Inclusion teachers	Teacher Observations Lesson Study Curriculum Planning	Student-maintained monitoring portfolios: SRI Formative Assessments Diagnostics FCAT

2		Data driven, differentiated instruction (system of reteaching, progress monitoring) Use of technology, Core K12, Riverdeep, FCAT Bootcamp, FCAT Explorer, ePat. etc. Opportunity for students to expand experiences through field trips, book clubs, visiting authors, and literary initiatives.			
3	Providing activities to ensure that students having difficulty are provided with effective, timely additional assistance.	BLMS will offer after-school tutorials, Saturday tutorials, and will utilize an in-school pull-out model to meet the needs of all students.	Academic Coaches Administrator in charge of Tutorial	BLMS will document attendance and monitor progress with EDW and mini-assessments (pre- and post-testing).	Sign-in sheets, attendance records.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Based on our 2012 CELLA, 11% (7) of the students were proficient on the reading portion. In 2013, the expected level of performance for students scoring proficiency on the writing portion of CELLA will increase by 2% or above.
2012 Current Percent of Students Proficient in writing:	
11% (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	Word Knowledge	Interactive word walls Direct vocabulary instruction Independent reading Classroom libraries After-school Tutorials	Reading Coach Teachers Media Specialist Inclusion teachers	Reading Counts Lesson Study Curriculum Planning	Student-maintained monitoring portfolios SRI Formative Assessments FAIR PBWs Diagnostics FCAT CELLA
2	Lack of grammar and structure Lack of Knowledge with Prefixes and Suffixes	Exposure to word parts, prefix and suffix Origin of Words and Meaning	Principal Language Arts Department Leader Assistant Principals	Classroom Walkthrough Lesson Plans	Lesson Plans will include writing instruction and should address skills/strategiesbeing taught in seminars. Classroom walkthroughs to

			Reading Coach		monitor implementation
3	Providing activities to ensure that students having difficulty are provided with effective, timely additional assistance.	BLMS will offer after-school tutorials and will utilize an in-school pull-out model to meet the needs of all students.	Academic Coaches Administrator in charge of Tutorial	BLMS will document attendance and monitor progress with EDW and mini-assessments (pre- and post-testing).	Sign-in sheets, attendance records.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Materials for students not responding to Core instructional material. These materials will be utilized for modeled and explicit instruction during tutorial program. Purchase resources for tutorials-resources may include but are not limited to BREAK AWAY TO READING SUCCESS; FCAT COACH, SOAR TO SUCCESS; LADDERS TO SUCCESS ON THE FLORIDA STANDARDS, BUCKLE DOWN FCAT and other resources availble via internet and learning village	Supplemental resources for instructional delivery	Title I	$1,000.00
Expand classroom libraries and class sets of high interest reading material.	Tradebooks Novels Informational Text	Title I	$1,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SIOP Online Training	SIOP Training for effective instructional delivery to ELL students.	Title I	$900.00
Skills Tutor	Computer-Based supplemental program.	Title I	$0.00
			Subtotal: $900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Construction Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Composition Notebooks -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $3,900.00

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	As a result of the 2012 Math FCAT scores, only 24% of students (147 students) in grades 6-8 achieved high standards (level 3). In 2013, the expected level of performance for students achieving high standards will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	26% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development and support	Development of rigorous and relevant lessons and implementation of these lessons in the classroom with focus on math concepts.	Administration Math Coach Math Dept. Leader Teachers LTF	Classroom walkthroughs Lesson Plans	Lesson Plans Formative Assessments Diagnostics FCAT
2	Ineffective note taking	Cornell Notes	Administration Math Coach Math Dept. Leader Teachers LTF	Classroom walkthroughs Lesson Plans	Lesson Plans Formative Assessments Diagnostics FCAT
3	Ineffective implementation of manipulatives.	Use manipulatives when learning and practicing new math concept.	Administration Math Coach Math Dept. Leader Teachers LTF	Classroom walkthroughs	Classroom walkthroughs
4	Low Complexity Level Questions throughout instructional delivery Exposure to Word Problems on a daily basis Test-Taking Strategy Exposure on a daily basis	Common Planning LTMs	Administration Math Coach Math Dept. Leader Teachers LTF	Classroom walkthroughs Lesson Plans	Classroom walkthroughs Lesson Plans Formative Assessments Diagnostics FCAT

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:	
	As a result of the 2012 Math FCAT scores, only 57% of

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	students (12 students) in grades 6-8 achieved high levels 4,5, and 6 on the Math portion of the Florida Alternative Assessment In 2013, the expected level of performance for students scoring at levels 4, 5, and 6 on the mathematics portion of the FAA will increase by 2% or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%	59% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Management & Time Allocation	Implement Predictable routines and procedures. Assignments separated into parts. Time limits for assignments.	Administrative Staff Math Coach Math Department Leader Classroom Teachers	Weekly Progress monitoring Classroom Walkthroughs	Classroom Observation Feedback Formative Assessments
2	Difficulty with Procedural skills or problem solving	Planning guides: -graphic organizers -flow charts - t-charts - special paper -gridded for computation.	Administrative Staff Math Coach Math Department Leader Classroom Teachers	Progress Monitoring with Teacher made assessments, oral & written	Classroom Observation Feedback Formative Assessments
3	Difficulty with Computation Fluency. Difficulty with conceptual knowledge or application	Use of Calculation devices Abacus Adapted calculator, Tactile tools and materials, charts of math facts, concrete material and manipulative. Use of Touch Math Method of Calculation	Administrative Staff Math Coach Math Department Leader Classroom Teachers	Research based Program Assessments & Teacher Observations.	Formative Assessments Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 6-8, 14.4% of all curriculum students will score Level 4 or Level 5 in math on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.4%	14.4%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers understanding the new NGSSS and being able to bridge the content gaps in order to provide optimal instruction to the students.	Teachers will unpack standards in professional learning team meetings. Teachers will attend professional development opportunites offered through the district and in house professional development.	Administrative Staff LTF Math Coach Math Department Leader	LTMs Classroom Walkthroughs	Classroom Walkthroughs Class Assignments Assessments
2	Students are in need of additional remediation and enrichment.	Provide tutorial services: After school During School Push-In/Pull-Outs Saturdays	Administrative Staff LTF Math Coach Math Department Leader Administrator in charge of Tutorial	EDW reports and mini assessemnts	EDW reports, diagnostic results Mini assessments
3	Sixth grade students transitioning from elementary to middle school.	Progress Monitoring of sixth grade Students.	Administrative Staff LTF Math Coach Math Department Leader	Progress Monitoring System: Individual Students Classroom Reports	Data Reports
4	Students unaware of their performance level.	Data Chats	Administrative Staff LTF Math Coach Math Department Leader Classroom Teachers	Progress Monitoring System: Individual Students Classroom Reports	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 group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	As a result of the 2012 FCAT, 24% (5) of students made Math learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	7% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time Management & Time Allocation	Implement Predictable routines and procedures.	Administrative Staff	Progress Monitoring	Progress Monitoring

1		Assignments separated into parts. Time limits for assignments	ESE Coordinator Math Coach Math Departmental Leader Teachers	Classroom Observations	Students and Classroom Classroom Walkthroughs Formative ans Summative Assessment Results Lesson Plan Check
2	Difficulty with Procedural skills or problem solving	Planning guides Graphic organizers Flow charts T-charts Special paper – gridded for computation.	Administrative Staff ESE Coordinator Math Coach Math Departmental Leader Teachers	Lesson Plans Mini-Assessments Classroom Walkthoughs	Progress Monitoring Students and Classroom Classroom Walkthroughs Formative ans Summative Assessment Results Lesson Plan Check
3	Difficulty with Computation Fluency. Difficulty with conceptual knowledge or application	? Use of Calculation devices Abacus Adapted calculator, Tactile tools and materials, charts of math facts Concrete materials and manipulatives.	Administrative Staff ESE Coordinator Math Coach Math Departmental Leader Teachers	Lesson Plans Mini-Assessments Classroom Walkthoughs	Progress Monitoring Students and Classroom Classroom Walkthroughs Formative ans Summative Assessment Results Lesson Plan Check

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:	Our goal is a year's growth in a year's time for all students in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (249)	64% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development and Support	Differentiated Instruction/Tiered Instruction	Administrative Staff Math Coach Math Departmental Leader PD Team	Progress monitoring EDW Mini-Assessments	Progress monitoring reports EDW Reports Mini-Assessments results
	Identification of students that did not make a	Identifying all current students that did not	Administrative Staff	Progress monitoring	Progress monitoring reports

2	learning gain on 2012 FCAT.	make a learning gain last year.	Math Coach Math Departmental Leader	EDW	EDW Reports
3	Students may need additional assistance beyond the regular classroom time.	Provide students with after-school tutorial opportunities	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Progress monitoring EDW Mini-Assessments Attendance Sheets	Progress monitoring EDW Reports Mini-Assessment results Attendance Sheets
4	Low attendance or participation by students for Afterschool tutorial	Parent Communication Push-in/Pull-outs during school day	Administrative Staff Math Coach Math Departmental Leader	Progress monitoring EDW Mini-Assessments Attendance Sheets Parent Communication Log	Progress monitoring EDW Reports Mini-Assessment results Attendance Sheets Parent Communication Log Feedback

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	As a result of the 2012 FAA, 33%(7) of students made Math learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	35% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Management & Time Allocation	Implement Predictable routines and procedures. Assignments separated into parts. Time limits for assignments.	Administrative Staff ESE Coordinator Math Coach Math Departmental Leader Classroom Teacher	Classroom Walkthroughs Progress Monitoring Sheets Assessments	Classroom Walkthroughs Progress Monitoring Aalysis Assessment results
2	Difficulty with Procedural skills or problem solving	Planning guides Graphic organizers Flow charts T-charts Special paper – gridded for computation.	Administrative Staff ESE Coordinator Math Coach Math Departmental Leader Classroom Teacher	Classroom Walkthroughs Progress Monitoring Sheets Assessments	Classroom Walkthroughs Progress Monitoring Aalysis Assessment results

3	Difficulty with Computation Fluency. Difficulty with conceptual knowledge or application	? Use of Calculation devices Abacus, adapted calculator Tactile tools and materials, charts of math facts, concrete material and manipulative.	Administrative Staff ESE Coordinator Math Coach Math Departmental Leader Classroom Teacher	Classroom Walkthroughs Progress Monitoring Sheets Assessments	Classroom Walkthroughs Progress Monitoring Aalysis Assessment results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	As a result of the 2012 FCAT, 71% of our lowest quartile students made Math learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	73% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of level 1 students may exceed the student to teacher ratio.	Require intensive math classes for all students scoring level 1 on the 2012 FCAT 2.0 Math	Administrative Staff Math Coach Math Departmental Leader Guidance	Review/check student's schedule	Bi-weekly progress reports and quarterly report cards.
2	Identification of students in the lowest quartile tha did not make learning gains.	Identify all level 1 and 2 students, place in intensive math class. Provide push-in or pull-out services. Utilize Trans-Math as a currciulum resource	Administrative Staff Math Coach Math Departmental Leader Guidance	Progress monitoring Formative and Summtive Assessments	Progress monitoring reports Formative and Summative Assessment Results
3	Students are in need of additional remediation.	Provide remedition services through: After-School Tutorial Push-in/Pull-outs Saturday Tutorial	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Progress monitoring Formative and Summtive Assessments Parent Communication Attendance Sheets	Progress monitoring reports Formative and Summtive Assessments results Parent Communication log Attendance Sheets

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	Middle School Mathematics Goal # State has not released results.

by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	As a result of 2012 FCAT, the performacne level for subgrups was: White:48%; Black:34%; Hispanic:40%; Asian:100%; and American Indian:100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:48% Black:34% Hispanic:40% Asian:100% American Indian:100%	Increase performance level in mathemztics in all subgroups by 2% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students needs may need additional assistance beyond regular class time.	Provide students with after school tutorial opportunities.	Administrative Staff.	Students will take mini-assessments at the completion of benchmark instruction to gauge their level of mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
2	Students may need various modalities of presentation to grasp concepts.	Utilize Skills Tutor software in addition to teacher instruction for in-school and after-school instruction.	Administrative staff	Skills Tutor provides assessments tools to gauge mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
3	Students in need of remediation.	Provide activities to ensure that students having difficulty are provided with effective, timely additional assistance. BLMS will offer after-school tutorials, Saturday tutorials, and will utilize an in-school pull-out model to meet the needs of all students.	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Attendance Rosters Tutorial Assignments Assessments	Attendance Summary Tutorial Assignment Results Assessment Results
4	Students not aware of their performance level in mathematics.	Data Chats	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Data Chat Forms Progress Monitoring portfolios	Progress monitoring of individual students and classeoom
5	Timely training of all staff to meet the needs of all students.	Teachers will explicitly infuse the tested benchmarks in lesson plans and instructional delivery and will utilize proven strategies.	Administrative Staff Math Coach Math Departmental Leader Classroom	Lesson Plans Classroom Assignments Classroom Walkthroughs Formative and Summative Assessments	Lesson Plan Check Classroom Assignment Analysis Classroom Walkthrough Fedback

			Teachers		Formative and Summative Assessment Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	As a result of the 2012 FCAT, 33% (16) of our ELL met proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	35% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students needs may need additional assistance beyond regular class time.	Provide students with after school tutorial opportunities.	Administrative Staff.	Students will take mini-assessments at the completion of benchmark instruction to gauge their level of mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
2	Students may need various modalities of presentation to grasp concepts.	Utilize Skills Tutor software in addition to teacher instruction for in-school and after-school instruction.	Administrative staff	Skills Tutor provides assessments tools to gauge mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
3	Providing activities to ensure that students having difficulty are provided with effective, timely additional assistance.	BLMS will offer: After-school tutorials Saturday tutorials Push-in/Pull-Out during school day	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Attendance Rosters Progress Monitoring Sheets	Attendace Summary Progress Monitoring Analysis
4	Students not aware of their performance level in mathematics.	Data Chats	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Progress Monitoring Sheets	Progress Monitoring Analysis

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	as a result of the 2012 FCAT, 24% (32) of our SWDs met proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	26% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students needs may need additional assistance beyond regular class time.	Provide students with after school tutorial opportunities.	Administrative Staff.	Students will take mini-assessments at the completion of benchmark instruction to gauge their level of mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
2	Students may need various modalities of presentation to grasp concepts.	Utilize Skills Tutor software in addition to teacher instruction for in-school and after-school instruction.	Administrative staff	Skills Tutor provides assessments tools to gauge mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
3	Provide activities to ensure that students having difficulty are provided with effective, timely additional assistance	BLMS will offer: After-school tutorials Saturday tutorials Push-in/Pull-Out during school day	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Attendance Rosters Progress Monitoring Sheets	Attendance Summary Progress Monitoring Analysis
4	Students not aware of their performance level in mathematics.	Data Chats	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Progress Monitoring Sheets	Progress Monitoring Analysis

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	As a result of the 2012 FCAT, 35% (194) of our EDs met proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	37% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may need various modalities of presentation to grasp concepts.	Utilize Skills Tutor software in addition to teacher instruction for in-school and after-school instruction.	Administrative staff	Skills Tutor provides assessments tools to gauge mastery.	2012 FCAT, Fall/Winter Diagnostics Mini-Assessment data.
2	Provide activities to ensure that students having difficulty are provided with effective, timely additional assistance	BLMS will offer: After-school tutorials Saturday tutorials Push-in/Pull-Out during	Administrative Staff Math Coach Math Departmental Leader	Attendance Rosters Progress Monitoring Sheets	Attendance Summary Progress Monitoring Analysis

		school day	Administrator in charge of tutorial		
3	Students not aware of their performance level in mathematics.	Data Chats	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Progress Monitoring Sheets	Progress Monitoring Analysis

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	As a result of the 2012 Math FCAT scores, only 69% of students (27 students) in grades 6-8 scored a Level 3 on the 2012 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	71% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader	Computer Lab Schedule Core K-12 Assessments Classroom Walkthroughs	Assessment Results Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	As a result of the 2012 Math FCAT scores, only 28% of students (11 students) in grades 6-8 scored a Level 4 or 5 on the 2012 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%	31% or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial	Communication Log Attendance Rosters	Attendance Summary Reports Communication Log Participation Log
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Administrator in charge of tutorial Classroom Teachers	Classroom Walkthroughs Progress Monitoring	Classroom Walkthroughs Progress Monitoring of students and class.

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 # 3A : State has not released results.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	As a result of te 2012 Algebra EOC, the subgroup performance was White:100% (1);Black:97% (28);

Algebra Goal #3B:	Hispanic:100% (7); Asian:100% (1); American Indian: 0%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:100% (1);Black:97% (28); Hispanic:100% (7); Asian:100% (1); American Indian: 0%	Increase performance levels of all subgroups by 2% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Classroom Walkthroughs Formative and summative Assessments Computer lab schedule	Classroom Walkthroughs Formative and summative Assessment reults

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	As a result of the 2012 Algebra EOC, 0% of the SWD students met proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
)%	Increase performance level by 2% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Classroom Walkthroughs Formative and summative Assessments Computer lab schedule	Classroom Walkthroughs Formative and summative Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	As a result of the 2012 Algebra EOC, 97%(34) of the SWD students met proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%	Increase level of performance by 2% or higher

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	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Classroom Walkthroughs Formative and summative Assessments Computer lab schedule	Classroom Walkthroughs Formative and summative Assessment results

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:	To obtain 80% proficiency or above on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80%

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	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets

		children with mathematic expectations.			
2	Testing Item Requirements infused throughout their instructional delivery	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Classroom Walkthroughs Formative and summative Assessments Computer lab schedule	Classroom Walkthroughs Formative and summative Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	To obtain 80% proficiency or above on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80%

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	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader	Computer Lab Schedule Core K-12 Assessments Classroom Walkthroughs	Assessment Results Classroom Walkthroughs

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 : State has not released results.

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Classroom Walkthroughs Formative and summative Assessments Computer lab schedule	Classroom Walkthroughs Formative and summative Assessment results

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

3C. English Language Learners (ELL) not making	

satisfactory progress in Geometry. Geometry Goal #3C:	As a result of the 2012 Algebra EOC, 0% of the ELL students were proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	Increase level of performance by 2% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Classroom Walkthroughs Formative and summative Assessments Computer lab schedule	Classroom Walkthroughs Formative and summative Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	To obtain 80% proficiency or above on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80%

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
		Communication with	Administrative	Communication Log	Attendance

1	Low Participation in afterschool tutorial	parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Staff Math Coach Math Departmental Leader	Participation Sheets	Rosters Communication Log Participation Sheets
2	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Administrative Staff Math Coach Math Departmental Leader Classroom Teachers	Classroom Walkthroughs Formative and summative Assessments Computer lab schedule	Classroom Walkthroughs Formative and summative Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	To obtain 80% proficiency or above on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80%

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	Low Participation in afterschool tutorial	Communication with parents and students encouraging participation Parent Link Parent Conferences Family Math Nights, inviting parents to visit and learn helpful strategies to aid their children with mathematic expectations.	Administrative Staff Math Coach Math Departmental Leader	Communication Log Participation Sheets	Attendance Rosters Communication Log Participation Sheets
	Testing Item Requirements infused throughout their instructional delivery.	Interactive word wall EOC calculator used everyday	Administrative Staff Math Coach	Classroom Walkthroughs Formative and summative Assessments	Classroom Walkthroughs Formative and summative

2		Math reference sheets used everyday CORE K-12 FCIM Computer Based Assessments Common Assessments throughout the entire school year	Math Departmental Leader Classroom Teachers	Computer lab schedule	Assessment results

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Grades 6th -8th across all disciplines	PD Team Academic Coaches	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans	Administrative Staff Academic Coaches LTF PD Team
Learning Scales/Rubrics for assessment of learning	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Academic Coaches LTF PD Team
Common Core Standards/Learnir Scales/Rubrics	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Academic Coaches LTF PD Team
Lesson Studies	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - May 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Study Feedback	Administrative Staff Academic Coaches LTF PD Team
CRISS Training	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF District Support	School-Wide	August 2012 - May 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Academic Coaches LTF PD Team
FCAT Item Specifications Training, to develop question stems for higher level questioning	Grades 6th -8th across all disciplines	PD Team Academic Coaches	School-Wide	Ongoing infused through every PD session. August 2012 - June 2013	Administrative Classroom Walkthroughs Lesson Plans	Administrative Staff Academic Coaches

during instructional delivery and formative assessments.		LTF		LTMs (weekly 45min)	Formative Assessments	LTF PD Team
Student Portfolios/ Progress monitoring	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Academic Coaches LTF PD Team
TransMath Mathematics Program	Grades 6th -8th	PD Team Academic Coaches LTF North Area District Support	School-Wide	August 2012 - May 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Math Coach LTF PD Team
Gizmos Training	Grades 6th -8th	PD Team Academic Coaches LTF District Support	School-Wide	October 2012	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Math Coach LTF PD Team
Math Manipulatives	Grades 6th -8th	PD Team Academic Coaches LTF District Support	School-Wide	Ongoing	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Math Coach LTF PD Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Coach for Mathematics Department 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks.	Title I	$1,000.00
FCAT 2.0 Coach for Mathematics Department 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks.	Title I	$1,000.00
FCAT 2.0 Coach for Mathematics Department Algebra I Honors	Class set for Algebra I Honors class	Title I	$500.00
FCAT 2.0 Coach for Mathematics Department Geometry Class	Class set for Geometry class	Title I	$300.00
			Subtotal: $2,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CPS/Interwrite Training	Classroom instant student response system. Provides instructors and students with instant data feedback and generates an instant item analysis report.	Title I	$1,000.00
			Subtotal: $1,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
TI-30 Calculators	Geometry EOC Classroom resource	Title I	$500.00
Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Rulers -Calculators -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Math Manipulatives -Construction Paper -Graph Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Geometric Nets & Solids -Compass -Protractors -Composition Notebooks -Class Set Angle Legs -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$4,000.00
Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers	Title I	$10,000.00
			Subtotal: $14,500.00
			Grand Total: $19,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	As a result of 2012 FCAT, 21% (44) of the students scored a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	23% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The inability of students to relate scientific inquiry principals to real-world scenarios.	Strategies include: Essential Labs Focus Benchmark Calendar Science Fair Participation Real World Experiences Journaling	Administration Science Department Leader LTF ESE Coordinator Tutorial Director	Weekly Assessments Department and Grade Level Meetings Content Planning Lesson Study Classroom Walkthroughs	Weekly Assessment Results Progress Monitoring Classroom Walkthroughs
	Adapting a traditional	Teachers will begin	Administration	Weekly Assessments	Weekly

2	curriculum to incorporate technology to stimulate a technology savvy audience	employing technology on a regular basis as part of the teaching process: CPS, Interwrite School Pads. Professional development will be provided for the teachers.	Science Department Leader LTF ESE Coordinator Tutorial Director	Department and Grade Level Meetings Content Planning Lesson Study Classroom Walkthroughs	Assessment Results Progress Monitoring Classroom Walkthroughs
3	Limited time and resources	Benchmarks will be reinforced in each grade level. E.g. 7th Grade will review 6th Grade tested benchmarks as a built-in part of their curriculum tutorials.	Administration Science Department Leader LTF ESE Coordinator Tutorial Director	Weekly Assessments Department and Grade Level Meetings Content Planning Lesson Study Classroom Walkthroughs	Weekly Assessment Results Progress Monitoring Classroom Walkthroughs
4	Science Background Knowledge and Overall Schema	Rotational model strategies to include: - 5 E Model Use of Reference Materials including Science magazines Data Driven Bell ringers FCIM Focus Lessons Provide real-world science experiences and engaging scientific inquiry activities such as related field trips (FPL, Resource Depot, Channel TEN, etc); and, After School and Saturday Tutorials	Administration Science Department Leader LTF ESE Coordinator Tutorial Director	Weekly Assessments Department and Grade Level Meetings Content Planning Lesson Study Classroom Walkthroughs	Weekly Assessment Results Progress Monitoring Classroom Walkthroughs
5	Science Vocabulary and Terminology	Strategies Inlcude: Interactive Word Walls Vocabulary Journals FCAT Science Glossary	Administration Science Department Leader LTF ESE Coordinator Tutorial Director	Weekly Assessments Department and Grade Level Meetings Content Planning Lesson Study Classroom Walkthroughs	Weekly Assessment Results Progress Monitoring Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	As a result of the 2012 Florida Alternative Assessment, 78%(7) of the students scored a level 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%	80% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time and resources.	Benchmarks will be reinforced in each grade level. E.g. 7th Grade will review 6th Grade tested benchmarks as a built-in part of their curriculum tutorials.	Administration ESE Coordinator LTF	Weekly Benchmark Assessments Classroom Walkthroughs	Weekly Benchmark Assessment Results Classroom Walkthroughs
2	The inability of students to relate scientific inquiry principals to real-world scenarios.	Scientific inquiry will not be taught as a separate part of the curriculum, but will instead be infused into every benchmark.	Administration ESE Coordinator LTF	Weekly Benchmark Assessments Classroom Walkthroughs	Weekly Benchmark Assessment Results Classroom Walkthroughs
3	Adapting a traditional curriculum to incorporate technology to stimulate a technology savvy audience	Teachers will begin employing technology on a regular basis as part of the teaching process: CPS, Interwrite School Pads. Professional development will be provided for the teachers.	Administration ESE Coordinator LTF	Weekly Benchmark Assessments Classroom Walkthroughs	Weekly Benchmark Assessment Results Classroom Walkthroughs
4	Background Knowledge and Overall Schema	Rotational model strategies to include: - 5 E Model Use of Reference Materials including Science magazines Data Driven Bell ringers Provide real-world science experiences and engaging scientific inquiry activities such as related field trips (FPL, Resource Depot, Channel TEN, etc); and, After School and Saturday Tutorials	Administration ESE Coordinator LTF	Weekly Benchmark Assessments Classroom Walkthroughs	Weekly Benchmark Assessment Results Classroom Walkthroughs
5	Science Vocabulary and Terminology	Strategies Inlcude: Interactive Word Walls Vocabulary Journals Science Glossary	Administration ESE Coordinator LTF	Weekly Benchmark Assessments Classroom Walkthroughs	Weekly Benchmark Assessment Results Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	As a result of 2012 FCAT, 3% (6) of the students scored a level 4 & above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

3%	5% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The ability to effectively prepare students for the computer based common core exams without consistently exposing them to technology in the classroom.	Teachers will employ available technology to facilitate the inevitable transition to computer based testing.	Administration Science Department Leader LTF	Technology-based assessments Project based enrichment evaluations Progress Monitoring Tool Classroom Walkthroughs	Progress Monitoring Tool Classroom Walkthroughs
2	Teachers lack the knowledge to effectively incorporate technology into their instructional delivery.	Provide teachers with professional development focused on research-based technology applications in the classroom.	Administration Science Department Leader LTF	Technology-based assignments. Automatically generated time analyses and instant feedback. Progress Monitoring Tool Classroom Walkthroughs	Progress Monitoring Tool Classroom Walkthroughs
3	Limited resources	Teachers will employ techniques which will include opportunities to apply practical experience to real world scenarios.	Administration Science Department Leader LTF	Project based enrichment assignments. Computer-based simulations.	Progress Monitoring Tool Classroom Walkthroughs
4	Background Knowledge and Overall Schema	Rotational model strategies to include: - 5 E Model Use of Reference Materials including Science magazines Data Driven Bell ringers FCIM Focus Lessons Provide real-world science experiences and engaging scientific inquiry activities such as related field trips (FPL, Resource Depot, Channel TEN, etc); and, After School and Saturday Tutorials	Administration Science Department Leader LTF ESE Coordinator Tutorial Director	Weekly Assessments Department and Grade Level Meetings Content Planning Lesson Study Classroom Walkthroughs	Weekly Assessment Results Progress Monitoring Classroom Walkthroughs
5	Science Vocabulary and Terminology	Strategies Inlcude: Interactive Word Walls Vocabulary Journals FCAT Science Glossary	Administration Science Department Leader LTF ESE Coordinator Tutorial Director	Weekly Assessments Department and Grade Level Meetings Content Planning Lesson Study Classroom Walkthroughs	Weekly Assessment Results Progress Monitoring Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	As a result of the 2012 Florida Alternative Assessment, 22%(2) of the students scored a level 7 & above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%	24% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack the knowledge to effectively incorporate technology in the classroom.	Provide teachers with professional development focused on research-based technology applications in the classroom.	Administration Science Department Lead ESE Coordinator	Technology-based assignments. Automatically generated time analyses and instant feedback.	Progress Monitoring Tool Classroom Walkthroughs
2	Limited resources	Teachers will employ techniques which will include opportunities to apply practical experience to real world scenarios	Administration Science Department Lead ESE Coordinator	Project based enrichment assignments. Computer-based simulations.	Progress Monitoring Tool Classroom Walkthroughs

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Grades 6th -8th across all disciplines	PD Team Academic Coaches	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans	Administrative Staff Academic Coaches LTF PD Team
Learning Scales/Rubrics for assessment of learning	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Academic Coaches LTF PD Team

Common Core Standards/Learning Scales/Rubrics	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Academic Coaches LTF PD Team
Lesson Studies	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - May 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Study Feedback	Administrative Staff Academic Coaches LTF PD Team
CRISS Training	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF District Support	School-Wide	August 2012 - May 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Academic Coaches LTF PD Team
FCAT Item Specifications Training, to develop question stems for higher level questioning during instructional delivery and formative assessments.	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF District Support	School-Wide	Ongoing infused through every PD session. August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Formative Assessments	Administrative Staff Academic Coaches LTF PD Team
Student Portfolios/ Progress monitoring	Grades 6th -8th across all disciplines	PD Team Academic Coaches LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Academic Coaches LTF PD Team
Gizmos Training	Grades 6th -8th	PD Team Academic Coaches LTF District Support	School-Wide	October 2012	Administrative Classroom Walkthroughs Portfolio System Progress Monitoring Forms	Administrative Staff Math Coach LTF PD Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT 2.0 Coach for Science Department 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks.	Title I	$1,000.00
Common Core Coach for Science Department 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks.	Title I	$1,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$500.00
			Subtotal: $500.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
CPS/Interwrite Training	Classroom instant student response system. Provides instructors and students with instant data feedback and generates an instant item analysis report.	Title I	$1,000.00
Incorporate conceptual understanding (FCAT 2.0 tested scientific concepts, operations, and relations)into daily lessons.	NSTA (National Science Teachers Association) Conference	Title I	$3,000.00
			Subtotal: $4,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Students in targeted groups will receive Push-In/Pull-Outs, after school, and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Dry-Erase Eraser -Post-It Chart Paper -File Folders for Portfolios -Crates for Progress Monitoring -Construction Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Composition Notebooks -Staplers -Staples -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes -Ball Point Pens -Crayola Washable Fine-Tip Markers -Glue Sticks	Title I	$3,000.00
Reading support through the content areas.	Scholastic Classroom Magazines "Science World"	Title I	$2,000.00
Support for instructional delivery scientific Method	Science Journal	Title I	$250.00
Students in targeted groups will receive Push-In/Pull-Outs, after school and Satruday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers	Title I	$5,000.00
Writing Seminars will be implemented monthly that will ensure common language is being used when teaching writing.	-Chart Paper -Dry-Erase markers -Pencils	Title I	$100.00
			Subtotal: $10,350.00
			Grand Total: $16,850.00

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:	As a result of the 2012 FCAT Writes, 75% (169) of the students achieved a level 3. Performance level will increase by 2% or higher on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%	77% or higher
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent Exposure to Expository and Persuasive writing Elements	Learning Scales Performance Task Rubrics for Expository Writing Performance Task Rubrics for Persuasive Writing	Administration Reading Coach LTF	Student Writing Samples Learning Scales EDW Reports LTMs Performance Task Rubrics Classroom Walkthroughs	Analysis of the following: Student Writing Samples Learning Scales EDW Reports LTM Writing Strategies Performance Task Rubrics Classroom Walkthroughs
2					
3	Discrepancy with scoring	Scoring Meetings LTM SIP Tool	Administration Reading Coach LTF	Student Writing Samples Performance Task Rubric LTMs	Analysis of: Student Writing Samples Performance Task Rubric LTMs

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:	As a result of the 2012 FCAT Writes, 23% (51) of the students achieved a level 4. Performance level will increase by 2% or higher on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	25% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent Exposure to Expository and Persuasive writing Elements	Learning Scales Performance Task Rubrics for Expository Writing Performance Task Rubrics for Persuasive Writing	Administration Reading Coach LTF	Student Writing Samples Learning Scales EDW Reports LTMs Performance Task Rubrics Classroom Walkthroughs	Analysis of the following: Student Writing Samples Learning Scales EDW Reports LTM Writing Strategies Performance Task Rubrics Classroom

					Walkthroughs
2	Discrepancy with scoring	Scoring Meetings LTM SIP Tool	Administration Reading Coach LTF	Student Writing Samples Performance Task Rubric LTMs	Analysis of: Student Writing Samples Performance Task Rubric

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
Fundamentals of Sentences Writing	Grades 6 - 8	PD Team Reading Coaches LTF	School-Wide	November 2012	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Reading Coach LTF
Writing Seminars will be implemented monthly that will ensure common language is utilized during instructional delivery	Grades 6 - 8	PD Team Reading Coaches LTF	School-Wide	Ongoing August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Learning Scales Constructed	Administrative Staff Reading Coach LTF
Performance Task Rubrics for PBW grading	Grades 6 - 8	PD Team Reading Coaches LTF	School-Wide	Ongoing August 2012 - June 2013 LTMs (weekly 45min)	Administrative Classroom Walkthroughs Lesson Plans Performance Task Rubrics	Administrative Staff Reading Coach LTF

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Coach for ELA 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks.	Title I	$500.00
Buckle Down Coach for ELA 6th - 8th.	Class sets of workbooks for 6th - 8th grade teachers to review tested benchmarks.	Title I	$500.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$500.00
			Subtotal: $500.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Fundamentals of Sentences Writing	Writing process preparation for FCAT Writes. Presenters: Julie Drews and Susan Robbins	Title I	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers	Title I	$5,000.00
Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Consumables included but not limited to: -Toner -Filler Paper -Pencils -Dry Erase Markers -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$1,000.00
			Subtotal: $6,000.00
			Grand Total: $7,500.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Maintain the amount of absences and tardies for 2012 - 2103 achool year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
100%	100%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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
1	Teachers not following attendance reporting with fidelity	Administrators will provide training for teachers to ensure understanding of attendance policies.	Administrators Guidance Counselor	Monitoring attendance sheets	Attendance Sheet
2	Parents not being aware of student attendance issues	Teachers will notify parents when students are tardy or absent two or more times to their class	Administrators Guidance Counselor	Teacher phone logs	Teacher phone logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gradequick Electronic Attendance System	Grades 6-8	PD Team Gradequick Manager Instructional Staff Members	School-Wide	August 2012 - June 2013	Gradequick Reports Updates during departmental Meetings Classroom Walkthroughs	Gradequick Manager Data Processor Administrative Staff

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:	To decrease the amount of suspensions by at least 2% or higher for the 2012 - 2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
6	No in school suspension is planned for this year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
41	No in school suspension is planned for this year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
39	37% or lower
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
81	79% or lower

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 implementing progressive discipline guidelines	Provide teachers with documentation on progressive discipline	Administrators	Monitoring to see if discipline referrals decrease	Documentation from teachers showing progressive discipline
2	Student not being aware of expected behaviors on campus.	Provide students with school rules and expectations through the handbook and code of conduct meetings	Administrators	Reduction in detentions and discipline referrals	Educational Data Warehouse

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
SwPBS Program	Grades 6-8 Across all Disciplines	PD Team Dean of Students	All Instructional and Non-Instructional Staff Members	Weekly Departmental Meetings Monthly Grade Level Meetings	Check SASSY report regarding OSS percentage.	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.*	To increase parental involvement and participation in school-wide activites and events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12%	14% or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent not being properly informed of activities and events	Increase parent participation in reading and math trainings by increasing parent awareness through edline, phone dialer and newsletters.	Administrators & Head Secretary	Sign in sheets at all parent trainings and meetings	Sign in sheets and surveys
2	N/A	Provide food and take home activities/ materials for parent trainings.	Principal	Sign in sheets at all parent trainings and meetings	Sign in sheets and surveys
3	Parents not being aware of the importance of being fully informed of student requirements.	Host Academic nights throughout the year	Instructional Coaches,Teachers and Administrators	Sign in sheets at all parent trainings and meetings	Sign in sheets and surveys
4	Parents not being properly informed of meeting dates and time	Purchase Risso copier for mass production of flyers, newsletters,and other communications.Make phone calls to parents regarding family involvement nights	Administrators & Head Secretary	Sign in sheets at all parent trainings and meetings	Sign in sheets and surveys
5	Parents not being fully aware of how their contribution impacts and drive school desiciions.	Parents will be encouraged to participate in SAC/ annual meetings so that input can be made on the policy plan and compact.	Instructional Coaches,Teachers and Administrators	Sign in sheets at all parent trainings and meetings	Sign in sheets and surveys
6	Parents not fully aware of campus activities and events	Designate areas in the main office and guidance services to provide parents with information regarding family involvement activities	Instructional Coaches,Teachers and Administrators	Parent visiting the campus	Visitors log in the main office
7	Parents not being provided proper information in a timely manner to help students prepare appropriately for the	Host FCAT Family Nights in the areas of Reading, Math and Science yearly Host 3 Report Card Nights yearly	Instructional Coaches,Teachers and Administrators	Sign in sheets at all parent trainings and meetings	Sign in sheets and surveys

	FCAT test.				
8	Lack of parent and community involvement	Volunteers and Business Partners will be recruited as community stakeholders to participate in SAC and other school-wide events and activities	Instructional Coaches,Teachers and Administrators	Increase of parent and community volunteers	Increase in VIPS registration
9	Parents not aware of the conneection between school life and home life as it relates to student success.	Parent University will be established to provide parents with the tools to help their children become well rounded individuals	Administrators, Team Leaders, Coaches	Sign in sheet at all Parent University workshop	Sign in sheets and surveys

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
The Writing Process FCAT Writes Scoring Elements	Grades 6-8 Language Arts	Language Arts Instructors	Parents	November 2012 - June 2013	Participant Sign-In Sheet	Administration
Mathematical Support from Home	Grades 6-8 Mathematics	Math Instructors	Parents	November 2012 - June 2013	Participant Sign-In Sheet	Administration
The Big 7 Reading Strategies	Grades 6-8 Reading	Reading Instructors	Parents	November 2012 - June 2013	Participant Sign-In Sheet	Administration
Science Support from Home	Grades 6-8 Science	Science Instructors	Parents	November 2012 - June 2013	Participant Sign-In Sheet	Administration
FCAT Parent Nights for Reading/Math/Writing/Science	Grades 6-8 Across all Disciplines	Academic Coaches	Parents	November 2012 - June 2013	Participant Sign-In Sheet	Administration
ESOL Strategies from Home	Grades 6-8 Across all Disciplines	Academic Coaches	Parents	November 2012 - June 2013	Participant Sign-In Sheet	Administration

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
Hire a parent liaison	parent liaison	Title I	$4,000.00
Communicate with parents through school newsletter and pamphlets. Mail home letters as needed.	Postage	Title I	$4,000.00
Plan and implement at least 2schoolwide activities geared towards family involvement, ie., report card pick up night training on how to help your child be successful in school. Provide child care and light refreshments for parents attending trainings	gas/mileage, parent visit log, community resources booklets part time in system pay for babysitter, trainer, CLF, food for trainings, paper, pens, toner, ink	Title I	$1,000.00
			Subtotal: $9,000.00
			Grand Total: $9,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:				
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
Industrial Certification	Microsoft Office Suite Teacher Guide Class set of Microsoft Office Suite student workbooks	Title I	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Industrial Certification	Microsoft Office Suite Software License	Title I	$5,000.00
			Subtotal: $5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,000.00

End of CTE Goal(s)

Additional Goal(s)

Behavioral Goal Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Behavioral Goal Goal Behavioral Goal Goal #1:	To reduce the number of referrals that students grade 6-8 receive by providing an end of the year incentive called MayFest.
2012 Current level:	2013 Expected level:
90% of the student population refrained from behaviors that generated discipline referrals during the exclusion window timeframe, thus allowing them to participate in the end of the year activity.	95% of the student population will refrain from behaviors that generate referrals, thus allowing them to participate in the end of the year activity.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Peer Pressure	Conduct grade level assemblies addressing behavioral expectations and consequences.	Grade level administrators.	Track the percentage increase or decrease in students getting discipline referrals during the exclusion window timeframe.	The percentage of students participating in the end of the year activity will be primary means of evaluating the effectiveness of the strategy implemented.

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

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

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

Budget:

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

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

End of Behavioral Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Coach for Language Arts Department 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks.	Title I	$1,000.00
Reading	Common Core Coach for Social Studies Department 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks in reading.	Title I	$1,000.00
CELLA	Supplemental Materials for students not responding to Core instructional material. These materials will be utilized for modeled and explicit instruction during tutorial program. Purchase resources for tutorials- resources may include but are not limited to BREAK AWAY TO READING SUCCESS; FCAT COACH, SOAR TO SUCCESS; LADDERS TO SUCCESS ON THE FLORIDA STANDARDS, BUCKLE DOWN FCAT and other resources availble via internet and learning village	Supplemental resources for instructional delivery	Title I	$1,000.00
CELLA	Expand classroom libraries and class sets of high interest reading material.	Tradebooks Novels Informational Text	Title I	$1,000.00
Mathematics	Common Core Coach for Mathematics Department 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks.	Title I	$1,000.00
Mathematics	FCAT 2.0 Coach for Mathematics Department 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks.	Title I	$1,000.00
Mathematics	FCAT 2.0 Coach for Mathematics Department Algebra I Honors	Class set for Algebra I Honors class	Title I	$500.00
Mathematics	FCAT 2.0 Coach for Mathematics Department Geometry Class	Class set for Geometry class	Title I	$300.00
Science	FCAT 2.0 Coach for Science Department 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks.	Title I	$1,000.00
Science	Common Core Coach for Science Department 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks.	Title I	$1,000.00
Writing	Common Core Coach for ELA 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks.	Title I	$500.00
Writing	Buckle Down Coach for ELA 6th - 8th.	Class sets of workbooks for 6th -8th grade teachers to review tested benchmarks.	Title I	$500.00
		Microsoft Office Suite		

CTE	Industrial Certification	Teacher Guide Class set of Microsoft Office Suite student workbooks	Title I	$1,000.00
				Subtotal: $10,800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$1,000.00
Mathematics	Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$1,000.00
Science	Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$500.00
Writing	Clickers to promote the ease of technology infusion in lessons.	Clickers	Title I	$500.00
CTE	Industrial Certification	Microsoft Office Suite Software License	Title I	$5,000.00
				Subtotal: $8,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CPS/Interwrite Training	Classroom instant student response system. Provides instructors and students with instant data feedback and generates an instant item analysis report.	Title I	$1,000.00
CELLA	SIOP Online Training	SIOP Training for effective instructional delivery to ELL students.	Title I	$900.00
CELLA	Skills Tutor	Computer-Based supplemental program.	Title I	$0.00
Mathematics	CPS/Interwrite Training	Classroom instant student response system. Provides instructors and students with instant data feedback and generates an instant item analysis report.	Title I	$1,000.00
Science	CPS/Interwrite Training	Classroom instant student response system. Provides instructors and students with instant data feedback and generates an instant item analysis report.	Title I	$1,000.00
Science	Incorporate conceptual understanding (FCAT 2.0 tested scientific concepts, operations, and relations)into daily lessons.	NSTA (National Science Teachers Association) Conference	Title I	$3,000.00
Writing	Fundamentals of Sentences Writing	Writing process preparation for FCAT Writes. Presenters: Julie Drews and Susan Robbins	Title I	$0.00
				Subtotal: $6,900.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Supplemental Materials for students not responding to Core instructional material. These materials will be utilized for modeled and explicit instruction during tutorial			

Reading	program. Purchase resources for tutorials-resources may include but are not limited to BREAK AWAY TO READING SUCCESS; FCAT COACH, SOAR TO SUCCESS; LADDERS TO SUCCESS ON THE FLORIDA STANDARDS, BUCKLE DOWN FCAT and other resources availble via internet and learning village.	Supplemental resources for instructional delivery.	Title I	$1,000.00
Reading	Expand classroom libraries and class sets of high interest reading material.	Tradebooks Novels Informational Text	Title I	$2,000.00
Reading	Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Construction Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Composition Notebooks -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$3,000.00
Reading	Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers	Title I	$10,000.00
CELLA	Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Construction Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Composition Notebooks -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$1,000.00
Mathematics	TI-30 Calculators	Geometry EOC Classroom resource	Title I	$500.00
		Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Rulers -		

Mathematics	Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Calculators -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Math Manipulatives -Construction Paper -Graph Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Geometric Nets & Solids -Compass -Protractors -Composition Notebooks -Class Set Angle Legs -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$4,000.00
Mathematics	Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers	Title I	$10,000.00
Science	Students in targeted groups will receive Push-In/Pull-Outs, after school, and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Consumables included but not limited to: -Toner -Filler Paper -Pencils -Mini Whiteboards -Dry Erase Markers -Dry-Erase Eraser -Post-It Chart Paper -File Folders for Portfolios -Crates for Progress Monitoring -Construction Paper -Glue Sticks -Scissors -Crayons -Construction Paper -Composition Notebooks -Staplers -Staples -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes -Ball Point Pens -Crayola Washable Fine-Tip Markers -Glue Sticks	Title I	$3,000.00
Science	Reading support through the content areas.	Scholastic Classroom Magazines "Science World"	Title I	$2,000.00
Science	Support for instructional delivery scientific Method	Science Journal	Title I	$250.00
Science	Students in targeted groups will receive Push-In/Pull-Outs, after school and Satruday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Tutorial Teachers	Title I	$5,000.00
Science	Writing Seminars will be implemented monthly that will ensure common language is being used when teaching writing.	-Chart Paper -Dry-Erase markers -Pencils	Title I	$100.00
Writing	Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3	Tutorial Teachers	Title I	$5,000.00

	interventions will be provided during these designated timeframes.			
Writing	Students in targeted groups will receive Push-In/Pull-Outs, after school and Saturday tutorial services. Differentiated instruction for Tier 2 and Tier 3 interventions will be provided during these designated timeframes.	Consumables included but not limited to: -Toner -Filler Paper -Pencils -Dry Erase Markers -Post-It Chart Paper -Folders for Portfolios -Crates for Progress Monitoring -Staplers -White Copy Paper -Color Copy Paper -Paper Clips -Post-It Notes	Title I	$1,000.00
Parent Involvement	Hire a parent liaison	parent liaison	Title I	$4,000.00
Parent Involvement	Communicate with parents through school newsletter and pamphlets. Mail home letters as needed.	Postage	Title I	$4,000.00
Parent Involvement	Plan and implement at least 2schoolwide activities geared towards family involvement, ie., report card pick up night training on how to help your child be successful in school. Provide child care and light refreshments for parents attending trainings	gas/mileage, parent visit log, community resources booklets part time in system pay for babysitter, trainer, CLF, food for trainings, paper, pens, toner, ink	Title I	$1,000.00
				Subtotal: $56,850.00
				Grand Total: $82,550.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	● Prevent	○ NA

Are you a reward school: ○ Yes ● No

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

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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.

☒ No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Change Time Meetings are being held during 2012 - 2013 School Year.

Develop and implement Marketing Plan promoting Parental and Community Involvement in our School Advisiory Council.

Continuously disburse SAC meeting reminders in electronic and hardcopy format.

Projected use of SAC Funds	Amount
Curriculum Night FCAT Family Night ESOL Strategies Night Field Trips School Technology	$5,000.00

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

SIP Review

Title I Review

Instructional Strategies to implement at home across all disciplines.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
BEAR LAKES MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	55%	92%	30%	230	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	68%			128	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?	70% (YES)	69% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					497	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
BEAR LAKES MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	51%	88%	26%	216	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	59%	70%			129	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)	74% (YES)			141	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					486	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested