

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: SILVER LAKES MIDDLE SCHOOL

District Name: Broward

Principal: Kathryn Sullivan

SAC Chair: Kimberly Smith

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Silver Lakes Middle School in 2011-2012: Grade: D READING LEVEL 3: 20% LEVEL 4: 17% LEARNING GAINS: 59% LOWEST 25% LEARNING GAINS: 58% SUBGROUPS (NON-PROFICIENCY) WHITE: 57% BLACK: 68% HISPANIC: 43% ELL: 95% SWD: 82% ECON. DIS: 66% FCAT 2.0 MATH LEVEL 3: 25% LEVEL 4 AND 5: 15% LEARNING GAINS: 65% LOWEST 25% LEARNING GAINS: 65% SUBGROUPS (NON-PROFICIENCY) WHITE: 57%

Principal	Kathryn Sullivan	<p>Ed.S.; M.Ed.; B.A Elem. Ed, Michigan State University M.Ed. Administration & Supervision, Florida Atlantic University Ed.S. Computing Technology in Education, Nova Southeastern U.</p> <p>Certification: School Principal (all levels) Math (5-9) English (5-9) Elem. Ed. (1-6) ESOL 2</p>	6	12	<p>BLACK: 63% HISPANIC: 45% ELL: 75% SWD: 78% ECON. DIS.: 62%</p> <p>Science Mastery: 31% Writing Mastery: 76%</p> <p>2010-2011 Grade: C Reading Mastery: 52% Math Mastery: 49% Science Mastery: 20% Writing Mastery: 71% AYP: No groups made AYP</p> <p>2009-2010 Grade: C Reading Mastery: 47% Math Mastery: 44% Science Mastery: 29% Writing Mastery: 94% AYP: No groups made AYP</p> <p>2008-2009 Grade: C Reading Mastery: 47% Math Mastery: 46% Science Mastery: 26% Writing Mastery: 95% AYP: No groups made AYP</p> <p>2007-2008 Grade: C Reading Mastery: 48% Math Mastery: 42% Science Mastery: 21% Writing Mastery: 83% AYP: No groups made AYP</p> <p>Assistant Principal of Indian Ridge Middle School in 2006-2007 Grade: A Reading Mastery: 82% Math Mastery: 83% Science Mastery: 61% Writing Mastery: 98% AYP: SWD did not make AYP in Math; all other groups made AYP</p> <p>2005-2006 Grade: A Reading Mastery: 80% Math Mastery: 82% Writing Mastery: 94% AYP: All subgroups made AYP</p> <p>2004-2005 Grade: A Reading Mastery: 79% Math Mastery: 81% Writing Mastery: 95% AYP: All subgroups made AYP</p>
Assis Principal	Jeffrey Williams	<p>Bachelors Special Education and Elementary Education</p> <p>Masters in Emotionally Handicapped Student Education</p> <p>Ed. Specialist in Educational Computing and</p>	1	11	<p>Assistant Principal of Silver Lakes Middle School in 2011-2012:</p> <p>Grade: D READING LEVEL 3: 20% LEVEL 4: 17% LEARNING GAINS: 59% LOWEST 25% LEARNING GAINS: 58% SUBGROUPS (NON-PROFICIENCY) WHITE: 57% BLACK: 68% HISPANIC: 43% ELL: 95% SWD: 82% ECON. DIS: 66%</p> <p>FCAT 2.0 MATH LEVEL 3: 25% LEVEL 4 AND 5: 15% LEARNING GAINS: 65% LOWEST 25% LEARNING GAINS: 65% SUBGROUPS (NON-PROFICIENCY) WHITE: 57% BLACK: 63% HISPANIC: 45% ELL: 75% SWD: 78% ECON. DIS.: 62%</p>

		Technology Certified in Educational Leadership			<p>Science Mastery: 31% Writing Mastery: 76%</p> <p>2010-2011 Grade: B Reading Mastery: 59% Math Mastery: 60% Writing Mastery: 86% AYP: No groups made AYP</p> <p>2009-2010 Grade: A Reading Mastery: 64% Math Mastery: 56% Writing Mastery: 92% AYP: White students met AYP in Reading and Math; no other subgroups made AYP</p> <p>Worked in District as Assistant Director of Administration 2007-2008</p>
Assis Principal	Nichele Williams	<p>Florida Atlantic University M. Ed. Education Leadership</p> <p>Dillard University B.A. Middle Grades Science</p> <p>Certification: Ed. Leadership (all levels) Science (5-9)</p>	6	6	<p>Assistant Principal of Silver Lakes Middle School in 2011-2012:</p> <p>Grade: D READING LEVEL 3: 20% LEVEL 4: 17% LEARNING GAINS: 59% LOWEST 25% LEARNING GAINS: 58% SUBGROUPS (NON-PROFICIENCY) WHITE: 57% BLACK: 68% HISPANIC: 43% ELL: 95% SWD: 82% ECON. DIS: 66%</p> <p>FCAT 2.0 MATH LEVEL 3: 25% LEVEL 4 AND 5: 15% LEARNING GAINS: 65% LOWEST 25% LEARNING GAINS: 65% SUBGROUPS (NON-PROFICIENCY) WHITE: 57% BLACK: 63% HISPANIC: 45% ELL: 75% SWD: 78% ECON. DIS.: 62%</p> <p>Science Mastery: 31% Writing Mastery: 76%</p> <p>2010-2011 Grade: C Reading Mastery: 52% Math Mastery: 49% Science Mastery: 20% Writing Mastery: 71% AYP: No groups made AYP</p> <p>2009-2010 Grade: C Reading Mastery: 47% Math Mastery: 44% Science Mastery: 29% Writing Mastery: 94% AYP: No groups made AYP</p> <p>2008-2009 Grade: C Reading Mastery: 47% Math Mastery: 46% Science Mastery: 26% Writing Mastery: 95% AYP: No groups made AYP</p> <p>2007-2008 Grade: C Reading Mastery: 48% Math Mastery: 42% Science Mastery: 21% Writing Mastery: 83% AYP: No groups made AYP</p>

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tiffany Barnett	B.S. in Pre-K/Primary Education from Florida Agricultural & Mechanical University (FAMU) M.S. in Educational Leadership from Florida Atlantic University (FAU) Educational Leadership Pre-K/Primary Ed Reading Endorsement ESOL Endorsement	6	1	Literacy Coach at Silver Lakes Middle School from 2011-2012: Grade: D READING LEVEL 3: 20% LEVEL 4: 17% LEARNING GAINS: 59% LOWEST 25% LEARNING GAINS: 58% SUBGROUPS (NON-PROFICIENCY) WHITE: 57% BLACK: 68% HISPANIC: 43% ELL: 95% SWD: 82% ECON. DIS: 66% School Data 2010-2011 School Grade: C Reading Mastery: 52 % Learning Gains: 68% Lowest 25%: 78% AYP: No groups made AYP
Science	Chanelle Cox	BS in Biology, The University of Tampa Master of Education, Saint Leo University Doctor of Education, Nova Southeastern University Biology 6-12 Middle Grades Science 5-9 Gifted Endorsement Educational Leadership	1	1	Science Coach at Silver Lakes Middle School in 2011-2012 2011-2012 School Grade: D Science Mastery: 31% 2010-2011 School Grade: C Science Mastery: 20% AYP: No groups made AYP

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	New Teachers to school are partnered with veteran teacher for mentoring.	Kimberly Smith- New Educator Support Services Liaison	June 7, 2013	
2	Observations and meetings with administrators to identify strengths and weaknesses of teachers.	Jeffrey Williams, James and Nichele Williams - Assistant Principals	June 7, 2013	
3	All teachers meet once a week in Professional Learning Communities for staff development to enhance skills.	Jeffrey Williams, and Nichele Williams - Assistant Principals	June 7, 2013	
4	New teachers will meet with their respective coach on a biweekly basis to discuss lesson plans, modeling and instructional strategies to improve student achievement.	Tiffany Barnett- Reading Coach Chanelle Cox- Science Coach Kimberly Smith- New Educator Liason	June 7, 2013	

5	New teachers will meet on a monthly basis with the NESS Liaison and respective coach to answer questions, share best practices, review technology, Marzano strategies, etc. in order to provide additional support to the new teachers.	Kimberly Smith-New Teacher Liaison	June 7, 2013	
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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

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
42	0.0%(0)	33.3%(14)	59.5%(25)	7.1%(3)	50.0%(21)	100.0%(42)	31.0%(13)	4.8%(2)	88.1%(37)

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
Chanele Cox	E. Vonderlinden	Ms. Vonderlinden is a 2nd year science teacher at Silver Lakes Middle School. Dr. Cox is the Science Coach and department head and can help guide Ms. Vonderlinden with instructional strategies and modeling in her classroom.	Research-based learning strategies, observation feedback, integrating technology, cooperative learning and classroom management strategies.
D'Andrea Brown	Jonathon Pace	Mr. Pace is a 1st year math teacher at Silver Lakes Middle School. Ms. Brown is the Math Department Chair and can help guide Mr. Pace with instructional strategies and modeling in her	Classroom management strategies, cooperative learning, research-based learning strategies, observation feedback, and integrating technology.

		classroom.	
Michelle Lewis-Blackmon	Zafia Zainulabuddin	Ms. Zainulabuddin is a 1st year language teacher at Silver Lakes Middle School. Ms. Lewis is a Language Arts, clinical educator and will help guide Ms. Zainulabuddin with instructional strategies and modeling in her classroom.	Research-based learning strategies, observation feedback, integrating technology, cooperative learning and classroom management strategies.
Michal Swofford	Jennifer Lindsay	Ms. Lindsay is a 1st year math teacher at Silver Lakes Middle School. Ms. Swofford is a Math teacher and will help guide Ms. Lindsay with instructional strategies and modeling in her classroom.	Research-based learning strategies, observation feedback, integrating technology, cooperative learning and classroom management strategies.
Renette Hawthorne	Adela Hasaan	Ms. Hasaan is a first year Science teacher at Silver Lakes Middle School. Ms. Hawthorne will help guide Ms. Hasaan with instructional strategies and modeling her classroom.	Research-based learning strategies, observation feedback, integrating technology, cooperative learning and classroom management strategies.
Rocio Rodriguez	Micheal Vassell	Mr. Vassell is a first year Computer teacher at Silver Lakes Middle School. Ms. Rodriguez will help guide Mr. Vassell with instructional strategies and modeling her classroom.	Research-based learning strategies, observation feedback, integrating technology, cooperative learning and classroom management strategies.
Neena Grosvenor	Patricia Ferraro	Ms. Ferraro is a first year Reading teacher at Silver Lakes Middle School. Ms. Grosvenor will help guide Ms. Ferraro with instructional strategies and modeling her classroom.	Research-based learning strategies, observation feedback, integrating technology, cooperative learning and classroom management strategies.
		Mr. Smith is a first year Language teacher at Silver Lakes Middle	

Kimberly Smith	LaVon Smith	School. Ms. Smith is the department chair and will help guide Mr. Smith with instructional strategies and modeling her classroom.	Research-based learning strategies, observation feedback, integrating technology, cooperative learning and classroom management strategies.
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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 provide funding for additional teachers during the instructional day which may reduce class size and provide intensive classes. The goal is to provide additional assistance to low-performing students during the instructional day and before or after school.

Staff Development funds are provided through Title 1 as well. These funds are used to develop a professional development to improve delivery of instruction which will improve student achievement.

Parent involvement dollars are used to support activities for parents to assist them in improving the academic performance of their children. Activities include a parent information nights.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and/or after school along with additional instructional support during the school day, and to reduce class size.

Violence Prevention Programs

Coral Springs Police Department: Anti-gang and drug awareness program. Participation the in Silence Hurts program, Bullying Prevention Programs through guidance and Peer Counseling.

Nutrition Programs

Free and Reduced Lunch.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kathryn Sullivan- Principal, Nichele Williams- Assistant Principal, Lisa Megown- ESE Specialist, Jill Mostal- Guidance Director, Tiffany Barnett- Literacy Coach, Daniel J. Radcliffe- Family Counselor, Aratha Dixon- Psychologist, Marize P. Michel- Social Worker, Speech Language Pathologist - TBA/contract, and individual student's classroom teachers.

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?

Students are referred to the RtI Leadership Team when a teacher or administrator has identified the student in need of assistance who is not responding to Tier 1 interventions in the classroom being offered to all students. Teachers then complete data forms regarding the student and identify their struggling areas (academic or behavioral) for the RtI team to discuss.

Jill Mostal, Guidance Director, coordinates the team. The RtI Support team meets every Tuesday at 9:30 AM to review RtI policies and procedures, identify strengths and weaknesses of RtI processes and review Tier 3 cases. Each team member plays an active role in targeting the problem, developing and implementing and monitoring the plan. The coaches work with the student's teachers, parents, and administrators.

Based on RtI referral data and qualitative RtI data gathered from Professional Learning Communities, Jill Mostal develops and facilitates all staff development needs related to RtI.

Below is the Silver Lakes Referral Checklist for students beginning the RtI process:

1. _____ Student displays Academic or Behavioral concerns.
2. _____ Teacher begins the documentation process utilizing the RtI Checklist and Academic/ Behavior. Intervention Record.
3. _____ Teacher monitors Tier 1 Intervention for 4 weeks (whole group).

Student responds. Process ends.

Or

Student is a non-responder. Continue Process.

4. _____ Teacher completes and shares Tier 1: Academic/ Behavior Intervention Record information with corresponding support staff (supporting data included): reading coach (reading concern), math coach (math concern), science coach or guidance counselor (behavior concern) ESE Specialist (ESE concern).

5. _____ Support staff contacts guidance counselor and shares Tier 1 data. Next steps are determined.

6. _____ Guidance counselor schedules an initial RtI meeting with teachers and corresponding support staff to review Tier 1 intervention data, identify Tier 2 intervention, referral forms distributed.

7. _____ Teacher implements Tier 2 Interventions (Monitored for 4 weeks-small group).

Student responds to intervention. Process ends.

Or

Student is a non-responder. Continue to next step.

8. _____ Teacher contacts support staff and completes Tier 2 "Review Outcome of Tier 2 Interventions" of the Academic/ Behavior Intervention Record.

9. _____ Support Staff shares Tier 2 data with RtI Support Team (Thurs. Morning). RtI Support Team completes Tier 3 "Implementation of Intensive Academic Interventions" of the Academic/ Behavior Intervention Record.

10. _____ Support Staff assists teacher with/ implements Tier 3 Interventions.(monitored for 4 weeks, 4 data points).

11. _____ Support Staff assists teacher with documentation and graphing of intervention including student's responses to intervention(monitored for 4 weeks, 4 data points).

12. _____ Support Staff shares Tier 3 interventions with RtI Support Team. RtI Support Team completes "Review Outcome of Tier 3" of the Academic/ Behavior Intervention Record.

13. _____ RtI Support Team reviews all other referral data.

Data indicates student responds to tier 3 interventions and fading begins.

Or Student is referred to receive a comprehensive educational evaluation or referred for disciplinary center placement consideration.

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

The RtI Leadership Team meets with the School Advisory Council (SAC) and the principal to help develop the SIP. This team works together to disaggregate Tier 1 data in the areas of reading, math, writing, science and student behavior. This data is used to evaluate the effectiveness of the core curriculum and school-wide behavior management strategies. This same data is also used for screening at-risk students who may be in need of Tier 2 and Tier 3 interventions.

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.

The RtI Leadership Team will use the struggling reading and math charts along with the problem behavior guide to develop appropriate student interventions. As interventions are offered, data is collected and graphed to show student progress. This allows the RtI team to see if the interventions are successful or more intensive interventions are needed. The expectations of the student are examined, along with student's level of performance, and peer performance. When tier 2 and 3 interventions are offered, progress monitoring must be done to see if the student is responding well to the interventions assigned. If the student is not responding, the student is referred for further testing for possible Exceptional Special Education Services.

Data used will include:

Baseline data: Progress Monitoring and Reporting Network (PMRN), Benchmark Assessment Test (BAT 1 & 2 for reading, math, and science), The FAIR Reading Test, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation, Diagnostic Assessment of Reading (DAR), Intervention Records (Tier 2 and 3), and progress monitoring graphs generated for individual students.

Midyear: Mini-Assessments, Benchmark Assessments, Fluency Probes, Stamina Tests

End of year: FCAT

RtI will collect data using a school-wide FileMaker Pro Program and BASIS.

Describe the plan to train staff on MTSS.

Based upon an RtI needs assessment and RtI student referral and outcome data, Jill Mostal, Guidance Director, will offer staff development for teachers throughout the entire school year starting with teachers' pre-planning week and through Professional Learning Communities (PLC's). Teachers will be trained on the RtI process, data collection, screening, assessment as well as using assessment to drive instruction. The teachers will have hands on practice with case studies during their training. Teachers will have the opportunity to identify struggling students during the trainings as well as in their

department and grade level meetings and begin the RtI process.

Describe the plan to support MTSS.

Each week during the support staff RtI meeting, the needs of the team are addressed. A discussion takes place of what is working with the process or what may need to be adjusted to meet the students or teams needs. The support staff meeting also addresses the needs of professional development.

Data is reviewed during the meeting, including the number of students who have gone through the RtI process, if they were assessed, if they were dismissed, and if any alternative placement took place.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kathryn Sullivan -Principal, Nichele Williams – Assistant Principal, Jeffrey Williams – Assistant Principal, Jill Mostal-Guidance Director, Tiffany Barnett-Literacy Coach, Chanelle Cox-Science Coach, Rocio Rodriguez- STEM Magnet Coordinator, Leslyn Poitier- Reading Department Head, D'andrea Brown- Math Department Head, Kimberly Smith-Language Arts Department Head, Patricia Maher- Social Studies Department Head, Peter Tulloch- Electives Department Head, Marie Sze-ELL Coordinator, Neena Grosvenor- Media Specialist.

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

The Literacy Leadership Team (LLT) meets every two weeks to work on the implementation of the SIP, establish school procedures, analyze data and discuss Classroom Walkthroughs. Coaches and Department Chairs will report back to the leadership team to ensure the entire team is monitoring school progress by following the IFC, working on differentiating instruction, and conducting data analysis. The team will discuss areas of concern as well as plan for upcoming school events and improving student literacy.

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

This year, the school's initiative will be to work toward the implementation of Common Core Standards. The Literacy Team will meet to discuss data, instructional planning, and performance tasks to help teachers transition to the Common Core. We will also work on infusing Marzano strategies into daily lessons, through our PLC's. The infusion of STEM will also be a focus through the continuous planning of project-based learning throughout the school year.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers at Silver Lakes Middle School will work collaboratively through Professional Learning Communities (PLC's) to infuse high yield strategies into content area curriculum. The Reading/Language Arts IFC is provided to all teachers so that the pertaining benchmarks are reinforced in all subject areas. The Literacy Coach and Reading Department Head also work with

content area teachers to provide support for lessons to include reading strategies, model reading strategies in their classrooms and provide help with lesson planning if needed.

All students at Silver Lakes Middle School take a reading class. All reading teachers are reading certified or endorsed and are the cadre of reading highly-qualified teachers. The reading teachers at SLMS will be trained, through their PLC's, with the social studies teachers in effective, research-based strategies and how to infuse them into their content area teaching such as CAR-PD. Professional development will be monitored through iObservation snapshots and follow up assignments.

Silver Lakes Middle School has initiated a school-wide Word of The Day program where all students will be learning new vocabulary on a daily basis through their content area teachers. We provide incentives for students to motivate them to read by participating in the Accelerated Reading Program.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By May 2013, 30% (210) of students in grades 6-8 will score a level 3 or above on the 2013 FCAT Reading Assessment. Continued support is given for students achieving Level 3 in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (86)	30% (210)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/Unit plans	Student work samples
2	Students need to be exposed complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
	54% of students showed proficiency in the the vocabulary reporting category. Students' knowledge of affixes is limited, so they need to build their knowledge acquisition of prefixes, suffixes, and Latin/Greek roots.	Teachers will teach direct instruction of vocabulary. Reading teachers will use the book, Vocabulary Through Morphemes, on a daily basis and focus on one lesson per week, in order for students to gain a full understanding of the affix being taught. Sharing of best practices will occur	Assistant Principal of Reading Department, Literacy Coach	Monitor instruction weekly through iObservation Snap Shot data. Review monthly assessment data. Have teachers observe those teachers who are instructing well with Vocabulary Through Morphemes.	District monthly Mini-assessments

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited background knowledge and teacher has difficulty accessing their background knowledge.	Teach vocabulary using all modalities.	SVE Teacher, ESE Specialist	Observations, Assessed classwork	IEP progress reports, Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By May 2013, 27%(189) of students in grades 6-8 will score a level 4 or 5 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(73)	27%(189)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/unit plans	Student work samples
2	Students need to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans and unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	54% of students showed proficiency in the vocabulary reporting category. Students' knowledge of affixes is limited, so they need to build their knowledge acquisition of prefixes, suffixes, and Latin/Greek roots.	Reading teachers will use the book, Word Wisdom, on a daily basis and focus on one lesson per week, in order for students to gain a full understanding of the affixes and words being taught. Teachers will use and refer to interactive word walls daily, to help students acquire a higher vocabulary.	Assistant Principal of Reading Department	Observe teachers weekly, using the Classroom Walkthrough Tool. The results of the Classroom Walk Through (CWT) data will be analyzed weekly during PLCs and teacher conferencing to identify the frequency and effectiveness of the teaching of affixes, use of interactive word walls, use of learning stations, and use of vocabulary	District monthly mini assessments The results of iObservation data will be analyzed weekly during PLCs and teacher conferencing to identify the frequency and effectiveness of the teaching of affixes, use of interactive word

		<p>Reading teachers will develop learning stations that give students practice with context clues, analyzing words, and multiple meanings.</p> <p>Reading teachers will lead students in developing vocabulary notebooks.</p>		<p>notebooks. Feedback will be given to teachers and action steps, based on the data, will be determined at weekly Professional Learning Communities.</p> <p>Review minutes from PLC and monthly assessment data.</p> <p>Reading teachers will share best practices.</p>	<p>walls, use of learning stations, and use of vocabulary notebooks.</p>
5	<p>58% of students showed proficiency in the reading application reporting category. Students have difficulty determining the implied main idea and author's purpose in a passage.</p>	<p>Teachers will use specific learning strategies to help students determine the main idea and author's purpose. The strategies will include, but not be limited to the following: Teacher modeling and use of think-alouds, Herringbone, and main idea/author's purpose graphic organizers, which includes summarizing the information on the graphic organizers. Teachers will explicitly teach the various purposes author's write. Reading coach will model and/or co-teach with classroom teacher, as needed.</p>	<p>Assistant Principal of Reading Department, Literacy Coach</p>	<p>Observe teachers, weekly using the Classroom Walkthrough Tool. The Reading Coach will observe teachers weekly and review monthly assessment data. Feedback will be given to teachers and action steps, based on the data, will be determined at weekly Professional Learning Communities.</p> <p>Reading Coach/Department head will share effective use of graphic organizers.</p>	<p>District monthly mini assessments</p> <p>The results of iObservation data will be analyzed weekly during PLCs and teacher conferencing to identify the frequency and effectiveness of the teaching of implied main idea and author's purpose</p>
6	<p>Students have difficulty responding to higher order questions.</p>	<p>Use school wide reading instructional focus calendar for all reading and content area classes. Teachers will be given sample question stems for each benchmark.</p> <p>Teachers will use higher order questioning techniques in their daily lessons.</p> <p>Teachers will use the document camera to model how to respond to higher order questions. Modeling will include think-alouds. Students will work in pairs/groups for added practice.</p>	<p>Assistant Principal of Reading Department, Literacy Coach</p>	<p>Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs, on a weekly basis.</p> <p>Action plan will include teachers being able to observe other teachers effectively using higher order questioning. The Reading Coach/Department Chair will model higher order questioning techniques.</p>	<p>District monthly mini assessments and Benchmark Assessments.</p> <p>The results of iObservation data will be analyzed weekly during PLCs and teacher conferencing to identify the frequency and effectiveness of the teaching of responding to higher order questions.</p>
7	<p>Transition to Common Core Standards.</p> <p>Students need to increase their reading of Non-Fiction material.</p>	<p>Professional Learning Communities for all teachers in the transitioning to Common Core State Standards.</p>	<p>Assistant Principals, Literacy Coach, Media Specialist</p>	<p>iObservation data, Professional Learning Communities agendas and lesson plans</p>	<p>iObservation data, lesson plan review</p>
8	<p>Students have difficulty sitting for long periods of time during testing settings.</p>	<p>Implement Stamina tests on Early Release days to prepare students for FCAT 2.0 testing. Tests will mirror FCAT 2.0 time and rigor.</p>	<p>Assistant Principals, Literacy Coach</p>	<p>Benchmark testing</p>	<p>FAIR and BAT data</p>
	<p>Lack of independent reading time in content area classes.</p>	<p>SPLASH - Students Putting Literacy first to Achieve and Score Higher</p>	<p>Assistant Principal of Reading, Literacy Coach</p>	<p>Monitoring of Reading Logs/Journals, Accelerated Reader</p>	<p>Mini-Assessments, monitoring of reading</p>

9		- In all reading classes during the first twenty minutes of class.	quizzes	logs/journals, progress monitoring by teachers through Renaissance Learning (STAR testing.)
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By May 2013, 40% (6) of students taking the Florida Alternate Assessment will achieve a level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	40% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary background and teacher experience to activate that knowledge.	Teacher will use all modalities when teaching vocabulary.	SVE teacher and ESE Specialist	Observations, graded classwork, FAA testing	IEP progress on goals, FAA testing

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:	By May 2013, 69%(483) of students in grades 6-8, will achieve learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (249)	69%(483)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards.	Assistant Principals/Principal	Lesson Plans/Unit Plans	Student work samples

		FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.			
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal and Teachers	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom Interactive Word Wall	I-Observation Snapshot
4	54% of students showed proficiency in the vocabulary reporting category. Students' knowledge of affixes is limited, so they need to build their knowledge acquisition of prefixes, suffixes, and Latin/Greek roots.	Teachers of Intensive and Developmental Reading classes will use Vocabulary Through Morphemes to teach prefixes, suffixes, and Latin/Greek roots. Teachers of Regular and Advanced Reading classes will use Word Wisdom to teach prefixes, suffixes, and Latin/Greek roots. Teachers will use and refer to interactive word walls daily to help students acquire a rich vocabulary and Tier 2 & 3 words. Teachers will develop learning stations that give students practice with context clues, analyzing words and multiple meanings. Teachers will lead students in developing vocabulary notebooks.	Assistant Principal of Reading Department, Literacy Coach	Observe teachers, weekly through Snap shots and the Classroom Walkthrough Tool. The Literacy Coach will observe teachers weekly and review monthly assessment data. Feedback will be given to teachers and action steps, based on the data, will be determined at weekly Professional Learning Communities.	District monthly Mini-assessments iObservation data will be analyzed weekly during PLCs and teacher conferencing to identify the frequency and effectiveness of the teaching of affixes, the use of interactive word walls, the use of learning stations, and the use of vocabulary notebooks.
5	58% of students showed proficiency in the reading application reporting category. Students have difficulty determining the implied main idea and author's purpose.	Teachers will use specific learning strategies to help students determine the main idea and author's purpose. The strategies will include, but not be limited to the following: Herringbone and main idea/author's purpose graphic organizers. Teachers will explicitly teach the various purposes author's write. Students will work in pairs and/or groups for additional practice	Assistant Principal of Reading Department, Literacy Coach	Observe teachers, weekly using Snap shots and the Classroom Walkthrough Tool. Review monthly assessment data. Feedback will be given to teachers and action steps, based on the data, will be determined at weekly Professional Learning Communities. The Literacy Coach and Department Chair will model effective use of graphic organizers	iObservation data will be analyzed weekly during PLCs and teacher conferencing to identify the frequency and effectiveness of the teaching of implied main idea and author's purpose.
6	Students are not fully exposed to higher-level questions and how to answer them using critical thinking strategies.	Professional Learning Communities to include practice in writing higher order questions in lesson plans and in teaching.	Assistant Principals, Media Specialist, Department Heads	Professional Learning Communities focusing on higher order questions and critical thinking.	Lesson plans, teacher made assessments. Level 1 and 2 students: PWImpact Assessments

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

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in reading. Reading Goal #3b:	My May 2013, 41% (6) of students taking the Florida Alternative Assessment will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (3)	41% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Heterogenous groups of students with varying exceptionalities.	Increase the use of smaller homogeneous instructional groups.	SVE Teacher, ESE Specialist	Progress reports based on IEP mastery	Oral and written quizzes, informal assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By May 2013, 68% (119) of the percentage of students in the lowest 25% in grades 6-8, will achieve learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (66)	68% (119)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/Unit plans	Students work samples
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom interactive word wall	I-Observation Snapshot

4	54% of students showed proficiency in the vocabulary reporting category. Students' knowledge of affixes is limited, so they need to build their knowledge acquisition of prefixes, suffixes, and Latin/Greek roots.	Reading teachers will use the book, Just Words, on a daily basis and focus on one lesson per week, in order for students to gain a full understanding of the affix being taught. Teachers will use specific learning strategies to help build students' vocabulary. The strategies will include, but will not be limited to the following: Vocabulary Improvement Strategy, The Frayer Model, Open/Closed Word Sorts, and Concept, Definition Maps, Direct Instruction of Vocabulary	Literacy Coach, Assistant Principal of Reading Department	Observe teachers, weekly using Snap shots and the Classroom Walkthrough Tool. The Reading Coach will observe teachers weekly and review monthly assessment data. Feedback will be given to teachers and action steps, based on the data, will be determined at weekly Professional Learning Communities. Teachers will teach direct instruction of vocabulary. The reading coach will monitor instruction and review monthly assessment data. Teachers will share best practices of lessons taught in the Reader's Handbook during designated PLCs	District monthly Mini-assessments. iObservation data will be analyzed weekly during PLCs and teacher conferencing to identify the frequency and effectiveness of the teaching of affixes.
5	Students have difficulty decoding multisyllabic words.	Reading teachers will use the REWARDS and REWARDS PLUS Social Studies Reading Programs.	Assistant Principal of Reading Department, Literacy Coach	Teachers will teach the REWARDS/REWARDS PLUS Social Studies Program with fidelity. The Literacy Coach will monitor instruction.	REWARDS Secondary Check-ups, after every 5 lessons and the REWARDS post-test; FAIR testing
6	Lack of independent reading time in content area classes.	SPLASH - Students Putting Literacy first to Achieve and Score Higher - In all reading classes during the first twenty minutes of class.	Assistant Principal of Reading, Literacy Coach	Monitoring of reading logs/journals, Accelerated Reader quizzes	Mini-assessments, monitoring of reading logs/journals, progress monitoring by teachers through Renaissance Learning (STAR Testing).
7	Little to no exposure with reading material on students' grade level to increase comprehension.	Target Lowest 25% for a pull-out program to increase reading comprehension and test taking strategies. Media Specialist and Literacy Coach will disseminate appropriate levels of material and resources to teachers with low level students.	Assistant Principal, Literacy Coach	iObservations, RtI, progress monitoring of mini-assessment data	Mini-assessments results, FAIR Testing

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 #					
	By 2016-2017, students in grades 6-8 will reduce their achievement gap by 50%, from 37% mastery to 100% mastery, achieving a level 3 or higher on the Reading FCAT Test.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	43%	48%	54%	59%	

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:	By May 2013, 42%(220) of black students in grades 6-8, will make Adequate Yearly Progress on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (236)	42% (220)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson Plan/Unit plans	Student sample work
2	Students need to be exposed complex non-fiction text.	Teachers with use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principal, Principal, and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	White: N/A Black: Students have difficulty decoding multisyllabic words and developing fluency. Hispanic: N/A Asian: N/A American Indian: N/A	Teachers will use the REWARDS/REWARDS PLUS Social Studies reading program and daily fluency drills.	Literacy Coach, Assistant Principal of Reading Department	Teachers will teach the REWARDS program with fidelity. The Literacy Coach will monitor instruction and review fluency books.	REWARDS Secondary Check-up assessments after every 5 lessons and the REWARDS Post-Assessment, State of Florida FAIR progress monitoring results.
5	Students are not fully exposed to higher-level questions and how to answer them using critical thinking strategies.	Professional Learning Communities to include practice in writing higher-order questions in lesson plans and in teaching.	Assistant Principals, Media Specialist, Department Heads	Professional Learning Communities focusing on higher-order questions and critical thinking.	Lesson plans, teacher made assessments. Level 1 and 2 students: PWImpact Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By May 2013, 15% (10) English Language Learners (ELL) students in grades 6-8, will make satisfactory Progress on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (53)	15% (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	Students need to be exposed to rigorous curriculum in preparation to Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/unit plans	Student sample work
2	Students needs to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal	Lesson Plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom Interactive Word Wall	I-Observation Snapshot
4	Students lack background knowledge	Teachers will utilize different resources to build background knowledge, i.e. United Streaming video clips, current event news letters. Teachers will incorporate researched based strategies (before, during and after reading strategies) into their daily lessons and instructional delivery	Assistant Principal of Reading, Literacy Coach	iObservations, Lesson plan review, mini-assessments,	CELLA and FAIR Assessments
5	Students have difficulty acquiring the English Language	Increase students' use of bilingual dictionaries (for classroom use and assessments), Access to informational learning systems such as FCAT Explorer, teachers will access Virtual Counselor to view ELL classification codes and implement strategies from the ELL Matrix	Assistant Principals	iObservations, Lesson plans, mini-assessments	Documentation of ELL strategies in lesson plans, CELLA and FAIR assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By May 2013, 28% (32) students with Disabilities in grades 6-8, will make satisfactory Progress on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (45)	28% (32)

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 need to be exposed to rigorous curriculum in preparation to Common Core Standards	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principals	Lesson plans/Unit plans	Student work sample
2	Students need to be exposed to complex non-fiction	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
4	Lack of teacher experience with students in mainstream classes that may not be responding to traditional instruction.	Teachers will access each students' IEP and implement the prescribed accommodations. Teachers will increase the use of graphic organizers, think-pair-share activities, peer tutoring and project based learning.	Assistant Principal of ESE, ESE Specialist, ESE Support Facilitator	Ongoing progress monitoring, Mini-benchmark assessments, Student Observations, ESE Support Facilitator Logs	Mini-assessments, FAIR data, teacher-made assessments, IEP reevaluation, Annual IEP review

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:	By May 2013, 44%(293) of economically disadvantaged students in grades 6-8, will make Reading Process on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

66% (262)

44% (293)

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 need to be exposed to rigorous curriculum in preparation to Common Core Standard.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/Unit plans	Students work samples
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals, Principal and Teachers	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day is implemented in every class daily	Assistant Principals, Principal and Teacher	Classroom Interactive word wall	I-Observation Snapshot
4	54% of students showed proficiency in the vocabulary reporting category. Students' knowledge of affixes is limited, so they need to build their knowledge acquisition of prefixes, suffixes, and Latin/Greek roots.	Teachers of Intensive and Developmental Reading classes will use Vocabulary Through Morphemes to teach prefixes, suffixes, and Latin/Greek roots. Teachers of Regular and Advanced Reading classes will use Word Wisdom to teach prefixes, suffixes, and Latin/Greek roots. Teachers will use and refer to interactive word walls daily to help students acquire a higher vocabulary and Tier 2 and 3 words. Teachers will develop learning stations that give students practice with context clues, analyzing words, and multiple meanings. Teachers will lead students in developing vocabulary notebooks. Teachers will use specific learning strategies to help build their students' vocabulary. The strategies will include, but will not be limited to the following: Vocabulary Improvement Strategy, The Frayer Model, Open/Closed Word Sorts,	Assistant Principal of Reading Department, Literacy Coach	Teachers will teach direct instruction of vocabulary. The Reading Coach will monitor instruction and review monthly assessment data.	District Monthly mini assessments, teacher made assessments.

		and Concept Definition Maps. All students will be placed in a reading class, based upon the Broward County Struggling Readers Chart. All Intensive I and Intensive II students will receive a daily 90-minute block of reading.			
5	58% of students showed proficiency in the reading application reporting category. Students have difficulty determining the implied main idea and author's purpose.	Teachers will use specific learning strategies to help students determine the main idea and author's purpose. The strategies will include, but not be limited to the following: Herringbone and main idea/author's purpose graphic organizers. Teachers will explicitly teach the various purposes author's write. Student data achievement chats will be conducted with all students after assessments.	Assistant Principal of Reading Department, Literacy Coach	Lesson plan review to ensure compliance and effectiveness of strategies. Administrators will review student goal sheets.	Comparison of data from FAIR Testing, Monthly mini assessments.
6	Reading is not required for all students after 5th grade.	All students, Level 1 - 5 will receive instruction in reading. Intensive students will receive 90 minutes of reading on a daily basis. Regular and Advanced students will receive 90 minutes of reading every other day.	Principal, Assistant Principal of Master Schedule, Assistant Principal of Reading, Guidance Director, Literacy Coach	Administration-Teacher data chats, Teacher-Student data chats, Mini-benchmark assessments and FAIR data	iObservation, Monitoring of Mini-benchmark assessments and FAIR data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing Marzano Strategies	6-8/Reading Teachers	Tiffany Barnett, Literacy Coach	Reading Teachers 6-8	Weekly PLCs	I-Observation Snapshot	Assistant Principals
Common Core Standards (Performance tasks, unwrapping the benchmarks, CPalms, etc.)	6-8/Reading Teachers	Neena Grosvenor, Media Specialist	Reading Teachers 6-8	Weekly PLCS Early Release Days Teacher Planning Days	Teacher Lesson Plans	Assistant Principals
STEM through Reading	6-8/Reading Teachers	Rocio Rodriguez, STEM Magnet Coordinator	Reading Teachers 6-8	Monthly PLCS	Teacher Follow up assignments	Assistant Principals

Novel Study (Literature Circles, building Background Knowledge)	6-8/Reading Teachers	Tiffany Barnett, Literacy Coach/Leslyn Poitier Reading Department Head	Reading Teachers 6-8	Monthly PLCS	Teacher Lesson Plans	Assistant Principals
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
			Subtotal: \$100.00
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
Curriculum Mapping	Substitutes for reading department professional development	Title 1	\$2,650.00
Increase Instructional Strategies	Common Core Leader, trainings to keep teachers informed about new Common Core Standards	Title 1	\$200.00
Effective Instructional Strategies	Professional development on Common Core Standards	Title 1	\$675.00
			Subtotal: \$3,525.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Training	Salary for Instructional Staff	Title 1	\$368.00
			Subtotal: \$368.00
			Grand Total: \$3,993.00

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:		By May 2013, 48% (42) of ELL students in grades 6-8 will Score a 733 or above on the 2012 CELLA Listening and Speaking Assessment.			
2012 Current Percent of Students Proficient in listening/speaking:					
38% (29)					
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	Students have a limited foundation of the English language.	<p>Students will improve listening and speaking through the use of fluency drills in the classroom on a weekly basis.</p> <p>Students will use the Visions book series listening and speaking CDs on a biweekly basis to improve listening and speaking skills.</p> <p>ESOL teacher will participate in read alouds on a weekly basis to improve student skills.</p>	Marie Sze/ESOL Coordinator	<p>Fluency rates</p> <p>Teacher based assessments and lesson plans</p>	CELLA Assessment

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:

21% of sixth grades, 25% of seventh graders, 27% of eighth graders will score proficient in the reading section of the CELLA in 2013.

2012 Current Percent of Students Proficient in reading:

18% of sixth grades, 25% of seventh graders, 24% of eighth graders scored proficient in the reading section of the CELLA in 2012.

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 have limited English vocabulary.	<p>Teacher will work on Tier 2 and Tier 3 vocabulary strategies in the classroom such as VIS, Frayer Model, and use ESOL strategies for vocabulary to help students understand vocabulary.</p> <p>Teacher will use interactive word wall weekly to help students build vocabulary and acquire new Tier 2 and Tier 3 words.</p>	<p>Marie Sze/ESOL Coordinator</p> <p>Tiffany Barnett/Literacy Coach</p>	Student work	<p>CELLA Test</p> <p>Teacher assessments</p> <p>Reading FCAT</p>
2	Students have difficulty with reading comprehension due to limited English language skills.	Teacher will use modeling, think-alouds, graphic organizers and ESOL strategies to help students break down text in their daily lessons.	<p>Marie Sze/ESOL Coordinator</p> <p>Tiffany Barnett/Literacy Coach</p>	Teacher lesson plans	<p>CELLA Test</p> <p>Reading FCAT</p> <p>BAT 1 and BAT 2 results</p>

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By May 2013, 16% (14) of ELL students in grades 6-8 will score a 746 or above on the 2012 CELLA Writing Assessment.

2012 Current Percent of Students Proficient in writing:

6% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic grammar skills in the English language	Students will work on grammar drills on a weekly basis in the classroom. Teacher will explicitly teach the writing process to students using research-based strategies on a weekly basis. Students will have reflection journals to practice their writing skills.	Marie Sze/ESOL Coordinator	Teacher lesson plans and teacher data chats	CELLA Assessment Writing BAT 1 and 2 results Writing portfolios 6 Traits Rubric

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By May 2013, 35%(245) of students in grades 6-8 will score a level 3 on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(110)	35%(245)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/Unit plans	Student work samples
2	Students need to be exposed complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
4	Students' depth of knowledge and understanding of the concepts of Geometry and Measurement are weak according to the NGSSS. Only 43% (215) of students met proficiency in Geometry and Measurement.	Teachers will differentiate instruction by identifying subgroups in the classroom based on benchmark proficiency data. Teachers will focus on grade level specific commonalities (i.e. assessments, homework, quizzes, etc.) throughout department meetings. Teachers will implement in the classroom with the use of manipulatives and	Assistant Principal of Math Department	Teachers will participate in data chats on a monthly basis during weekly department meeting with administration to determine effectiveness of strategies. Assistant Principal of the math department will review lesson plans and data on a monthly basis.	District monthly Mini-Benchmark and Focus Assessments Data from Teacher Data Chat Form PLC Minutes Grade level(team) made benchmark assessments

		small group instruction to help students develop a more fluent understanding of the Geometry and Measurement concepts.			
5	Students lack the ability to solve sequential multi-step and/or higher order questions/problems.	<p>Teachers will implement written sequential steps.</p> <p>Teachers will use I do, We do, You do method.</p> <p>Teachers will use modeling and/or cooperative learning to assist students with answering higher-level questions.</p> <p>Teachers will use mathematics vocabulary throughout daily lessons.</p> <p>Teachers will utilize hands on instruction with manipulatives and NGSSS practice and review workbooks.</p> <p>Weekly homework assignments with higher order thinking problems.</p> <p>Teachers will increase the use of differentiated instruction in their daily lessons using a variety of resources such as interactive Promethean lessons, document cameras ActivVotes and ActivExpressions, Dimension U, First in Math, Gizmos, and FCAT Explorer/Focus in their daily lessons.</p>	Assistant Principal of Math Department	<p>Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments.</p> <p>Data chats will be conducted with department on a monthly basis with administration to assess the level of effectiveness.</p> <p>Assistant Principal of the math department will monitor lesson plans on a monthly basis to ensure use of differentiated instruction.</p> <p>I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.</p>	<p>District monthly Mini-Benchmark Assessments</p> <p>FCAT Focus Assessments</p> <p>Assessment reports from Gizmos, First in Math (Know and Show) and FCAT Explorer</p> <p>I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom.</p> <p>Teacher Lesson Plans</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	By May 2013, 40% (6) of students taking the Florida Alternative Assessment will score a level 4,5,and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	40% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of manipulatives	Increase use of manipulatives in instruction and practice	SVE teachers, ESE specialist	Compare rates of gain based on teacher data from previous years and month to month. Progress reports based	Oral and written quizzes and informal teacher assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By May 2013, 25%(175) of students in grades 6-8 will score a level 4 or 5 on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(65)	25%(175)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/unit plans	Student work samples
2	Students need to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans and unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	Students' depth of knowledge and understanding of the concepts of Geometry and Measurement are weak according to the NGSSS. Only 43% (215) of students met proficiency in Geometry and Measurement.	Teachers will differentiate instruction by identifying subgroups in the classroom based on benchmark proficiency data. Teachers will focus on grade level specific commonalities (i.e. assessments, homework, quizzes, etc.) throughout department meetings. Teachers will implement in the classroom with the use of manipulatives and small group instruction to help students develop a more fluent understanding of the Geometry and	Assistant Principal of Math Department	Teachers will participate in data chats on a monthly basis during weekly department meeting with administration to determine effectiveness of strategies. Assistant Principal of the math department will review lesson plans and data on a monthly basis.	District monthly Mini-Benchmark Assessments Data from Teacher Data Chat Form PLC Minutes Grade level (team) teacher made benchmark assessments

		Measurement concepts.			
5	Students display a difficulty correctly responding to higher level questions such as word problems and problems involving multiple steps.	Teachers will implement a variety of strategies such as modeling and cooperative learning to assist students with answering higher-level questions. Teachers will use technology integration such as FCAT Focus, Dimension U, and Gizmos in their daily lesson plans. Teachers will utilize hands on instruction with manipulatives, NGSSS practice and review workbooks, and Math drills which are geared to grade level weakness. Weekly homework assignments with higher order thinking word problems.	Assistant Principal of Math Department	Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments. Data chats will be conducted with department on a monthly basis with administration to assess the level of effectiveness. Assistant Principal of the math department will monitor lesson plans on a monthly basis to ensure use of differentiated instruction. I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.	District monthly Mini-Benchmark Assessments FCAT Focus Assessments Assessment reports from Gizmos, First in Math (Know and Show) and FCAT Explorer I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom. Teacher Lesson Plans

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:	By May 2013, 20% (3) students that take the Florida Alternative Assessment will score a level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1)	20% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Heterogenous groups of student with very different exceptionalities.	Use smaller more homogenous instructional groups.	SVE Teachers, ESE specialist	Compare rates of gain based on teacher data from previous years and month to month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By May 2013, 75%(525) of students in grades 6-8 will achieve a learning gain on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

65% (273)

75% (525)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson Plans/Unit Plans	Student work samples
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal and Teachers	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom Interactive Word Wall	I-Observation Snapshot
4	Students' depth of knowledge and understanding of the concepts of Geometry and Measurement are weak according to the NGSSS. Only 43% (215) of students met proficiency in Geometry and Measurement.	Teachers will differentiate instruction by identifying subgroups in the classroom based on benchmark proficiency data. Teachers will focus on grade level specific commonalities (i.e. assessments, homework, quizzes, etc.) throughout department meetings. Teachers will implement in the classroom with the use of manipulatives and small group instruction to help students develop a more fluent understanding of the Geometry and Measurement concepts.	Assistant Principal of Math Department	Teachers will participate in data chats on a monthly basis during weekly department meeting with administration to determine effectiveness of strategies. Assistant Principal of the math department will review lesson plans and data on a monthly basis.	District monthly Mini-Benchmark and Focus Assessments Data from Teacher Data Chat Form PLC Minutes Grade level(team) made benchmark assessments
	Students lack the ability to solve sequential multi-step and/or higher order questions/problems.	Teachers will implement written sequential steps. Teachers will use I do, We do, You do method. Teachers will use modeling and/or cooperative learning to assist students with answering higher-level questions.	Assistant Principal of Math Department	Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments. Data chats will be conducted with department on a monthly basis with administration to assess the level of	District monthly Mini-Benchmark Assessments FCAT Focus Assessments Assessment reports from Gizmos, First in Math (Know and Show) and FCAT Explorer

5	<p>Teachers will use mathematics vocabulary throughout daily lessons.</p> <p>Teachers will utilize hands on instruction with manipulatives and NGSSS practice and review workbooks.</p> <p>Weekly homework assignments with higher order thinking problems.</p> <p>Teachers will increase the use of differentiated instruction in their daily lessons using a variety of resources such as interactive Promethean lessons, document cameras ActivVotes and ActivExpressions, Dimension U, First in Math, Gizmos, and FCAT Explorer/Focus in their daily lessons.</p> <p>Weekly homework assignments with higher order thinking word problems.</p>	<p>effectiveness.</p> <p>Assistant Principal of the math department will monitor lesson plans on a monthly basis to ensure use of differentiated instruction.</p> <p>I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.</p>	<p>I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom.</p> <p>Teacher Lesson Plans</p>
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>By May 2013, 51% (7) of students taking the Florida Alternate Assessment will make learning gains in mathematics.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>41% (4)</p>	<p>51% (7)</p>

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 use of manipulatives	Increase use of manipulatives in instruction and practice.	SVE Teacher, ESE specialist	Compare rates of gain based on teacher data from previous years and month to month. Progress reports based on IEP mastery.	Oral and written quizzes and informal assessments.

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>By May 2013, 75%(175) of students in grades 6-8 will achieve a learning gain on the 2013 FCAT Mathematics Assessment.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

65%(72)

75%(175)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/Unit plans	Students work samples
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	Students show difficulty with basic facts and operations such as multiplication tables and multiple digit multiplication and division, along with operations involving fractions.	Students will receive ninety minutes of math everyday through their regular and intensive math classes. Intensive classes will incorporate basic skills practice to assist students with fluency and understanding. Students will have the opportunity to participate in Saturday Academy, which will focus on basic skills fluency. Students will access First in Math "Gyms" and/or "Know and Show" exercises through their math classes to practice the skills that they are weak in. Students will be given benchmark math drills on a weekly basis to aid in student weaknesses. Teachers will differentiate instruction based on the level of necessity.	Assistant Principal of Math Department and Math Department Head	Teachers will focus on re-mediating basic skills in intensive classes through First in Math and Gizmos. First in Math assessment "Just the Facts" will be given to determine the student's background knowledge and areas in need of improvement. Saturday Academy will be offered, and will assist students in need with remediation skills as well as pull out groups. First in Math data will be collected and shared through PLC to show the strengths, weaknesses, and growth of students.	Diagnostic Tests, school- based basic skills First in Math (Just the Facts) assessment First in Math performance assessments
	Students lack the ability	Teachers will implement	Assistant Principal	Progress will be	District monthly

5	to solve sequential multi-step and/or higher order questions/problems.	<p>written sequential steps.</p> <p>Teachers will use I do, We do, You do method.</p> <p>Teachers will use modeling and/or cooperative learning to assist students with answering higher-level questions.</p> <p>Teachers will use mathematics vocabulary throughout daily lessons.</p> <p>Teachers will utilize hands on instruction with manipulatives and NGSSS practice and review workbooks.</p> <p>Weekly homework assignments with higher order thinking problems.</p> <p>Teachers will increase the use of differentiated instruction in their daily lessons using a variety of resources such as interactive Promethean lessons, document cameras ActivVotes and ActivExpressions, Dimension U, First in Math, Gizmos, and FCAT Explorer/Focus in their daily lessons.</p>	of Math Department	<p>evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments.</p> <p>Data chats will be conducted with department on a monthly basis with administration to assess the level of effectiveness.</p> <p>Assistant Principal of the math department will monitor lesson plans on a monthly basis to ensure use of differentiated instruction.</p> <p>I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.</p>	<p>Mini-Benchmark Assessments</p> <p>FCAT Focus Assessments</p> <p>Assessment reports from Gizmos, First in Math (Know and Show) and FCAT Explorer</p> <p>I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom.</p> <p>Teacher Lesson Plans</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # By 2016-2017, students win grades 6-8 will reduce the achievement gap by 50%, from 40% to 90% by scoring a level 3 or above on mathematics FCAT. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
40	45	50	55	60		

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:	By May 2013, 47%(329) of black students in grades 6-8, will make progress in mathematics on the 2013 FCAT Mathematics Assessment.		
2012 Current Level of Performance:	2013 Expected Level of Performance:		
63%(221)	47%(329)		
Problem-Solving Process to Increase Student Achievement			
	Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson Plan/Unit plans	Student sample work
2	Students need to be exposed complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principal, Principal, and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	White: N/A Black: Students lack the ability to solve sequential multi-step and/or higher order questions/problems. Hispanic: N/A Asian: N/A American Indian: N/A American Indian: N/A	Teachers will implement written sequential steps. Teachers will use I do, We do, You do method. Teachers will use modeling and/or cooperative learning to assist students with answering higher-level questions. Teachers will use mathematics vocabulary throughout daily lessons. Teachers will utilize hands on instruction with manipulatives and NGSSS practice and review workbooks. Weekly homework assignments with higher order thinking problems. Teachers will increase the use of differentiated instruction in their daily lessons using a variety of resources such as interactive Promethean lessons, document cameras ActivVotes and ActivExpressions, Dimension U, First in Math, Gizmos, and FCAT Explorer/Focus in their daily lessons.	Assistant Principal of Math Department	Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments. Data chats will be conducted with department on a monthly basis with administration to assess the level of effectiveness. Assistant Principal of the math department will monitor lesson plans on a monthly basis to ensure use of differentiated instruction. I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.	District monthly Mini-Benchmark Assessments FCAT Focus Assessments Assessment reports from Gizmos, First in Math (Know and Show) and FCAT Explorer I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom. Teacher Lesson Plans
	White: N/A Black: Students have difficulty solving word problems.	Teachers will use word problem examples in their lessons.	Assistant Principal of Math Department	Teachers will include differentiated activities in their daily lessons. I-Observation Snapshot	District monthly Mini-Benchmark Assessments, I-Observation

5	Hispanic: N/A Asian: N/A American Indian: N/A	Students will be given sequential steps and will practice breaking down and solving word problems into parts. Word problems will account for 50% of tests and quizzes	data will be collected to analyze the use of various methods of instruction. Samples of student portfolios will be used during teacher-student data chats and PLCs to monitor student progress.	Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom. Teacher Lesson Plans
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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:	By May 2013, 35%(23) of ELL students in grades 6-8, will make progress in mathematics on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (42)	35%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation to Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/unit plans	Student sample work
2	Students needs to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal	Lesson Plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom Interactive Word Wall	I-Observation Snapshot
4	Teachers use of differentiate instruction.	Teachers will be trained in Differentiate Instruction. Teachers will share their best practices. Teachers will implement	Assistant Principal of the Math Department	I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.	I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher

	their trainings and shared best practices.		conferencing to identify the differentiated instructional needs in the classroom.
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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:	By May 2013, 32%(37) of students with disabilities students in grades 6-8, will make progress in mathematics on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(43)	%32(37)

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 need to be exposed to rigorous curriculum in preparation to Common Core Standards	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principals	Lesson plans/Unit plans	Student work sample
2	Students need to be exposed to complex non-fiction	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
4	Teachers use of differentiate instruction.	Teachers will be trained in Differentiate Instruction. Teachers will share their best practices. Teachers will implement their trainings and shared best practices.	Assistant Principal of the Math Department	I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.	I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom.

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:	By May 2013, 32%(212) of economically disadvantaged students in grades 6-8, will make progress in mathematics on the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(150)	32%(212)

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 need to be exposed to rigorous curriculum in preparation to Common Core Standard.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/Unit plans	Students work samples
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals, Principal and Teachers	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day is implemented in every class daily	Assistant Principals, Principal and Teacher	Classroom Interactive word wall	I-Observation Snapshot
4	Students lack the ability to solve sequential multi-step and/or higher order questions/problems.	Teachers will implement written sequential steps. Teachers will use I do, We do, You do method. Teachers will use modeling and/or cooperative learning to assist students with answering higher-level questions. Teachers will use mathematics vocabulary throughout daily lessons. Teachers will utilize hands on instruction with manipulatives and NGSSS practice and review workbooks. Weekly homework assignments with higher order thinking problems.	Assistant Principal of Math Department	Progress will be evaluated based on collected data from district mini-benchmark assessments as well as collected data from FCAT Focus assessments. Data chats will be conducted with department on a monthly basis with administration to assess the level of effectiveness. Assistant Principal of the math department will monitor lesson plans on a monthly basis to ensure use of differentiated instruction. I-Observation Snapshot data will be collected to analyze the use of various methods of instruction.	District monthly Mini-Benchmark Assessments FCAT Focus Assessments Assessment reports from Gizmos, First in Math (Know and Show) and FCAT Explorer I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom.

		Teachers will increase the use of differentiated instruction in their daily lessons using a variety of resources such as interactive Promethean lessons, document cameras ActivVotes and ActivExpressions, Dimension U, First in Math, Gizmos, and FCAT Explorer/Focus in their daily lessons.			Teacher Lesson Plans
5	Students have difficulty solving word problems.	Teachers will use word problem examples in their lessons. Students will be given sequential steps and will practice breaking down and solving word problems into parts. Word problems will account for 50% of tests and quizzes	Assistant Principal of Math Department	Teachers will include differentiated activities in their daily lessons. I-Observation Snapshot data will be collected to analyze the use of various methods of instruction. Samples of student portfolios will be used during teacher-student data chats and PLCs to monitor student progress.	District monthly Mini-Benchmark Assessments, I-Observation Snapshot data on methods of instruction will be used monthly and results will be discussed during PLCs and teacher conferencing to identify the differentiated instructional needs in the classroom. Teacher Lesson Plans

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:	By May 2013, 90% (54) of students enrolled in Algebra 1 will score a passing score on the 2013 Algebra End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (6)	90% (54)

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 need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating	Assistant Principals/Principal	Lesson plans/Unit plans	Student work samples

		Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.			
2	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
3	Students do not have pre-basic Algebra background knowledge since only 13 of the students enrolled in Algebra for the 2012-2013 school year took a pre-Algebra class last year.	Teacher will spiral pre-Algebra curriculum through daily warm up activities. Focus will be placed on Algebra basics during the first quarter of school. Teacher will offer morning and afterschool tutoring starting in January 2013 and leading up to the EOC exam. Low Level 3 math students will have Algebra every day.	Assistant Principal/Math department head	Lesson plans will be monitored on a monthly basis by the assistant principal	BAT 1 and BAT 2 results End of Course Test Algebra stamina tests on Early Release Days

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:	By May 2013, 35% () of students enrolled in Algebra 1 will score a level 4 or 5 on the 2013 Algebra End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (5)	35% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/unit plans	Student work samples
	Students need to be	Teachers will use non-	Assistant	Lesson plans and unit	I-Observation

2	exposed to complex non-fiction text.	fiction text in their curriculum area on a weekly basis.	Principals/Principal	plans	Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	Students display a difficulty correctly responding higher level questions such as word problems and problems with multiple steps.	Students will keep data sheets to track student progress. Teacher will use word problem examples in their daily lessons. Students will practice breaking down word problems into parts for mastery.	Assistant principal of math department/Math department head	Teacher lesson plans Classroom Walkthrough data will be collected to analyze the various methods of instruction.	Stamina Algebra tests during Early Release Days EOC exam BAT 1 and BAT 2 data results

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 # By the 2016-2017 school year, students taking the Algebra EOC will reduce their achievement gap by 50%, from 56% to 96% proficiency on the Algebra EOC.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	66	76	86	96	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By May 2013, 77% (46) of black students enrolled in Algebra 1 will receive a passing score on the 2013 End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (10)	77% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject	Assistant Principals/Principal	Lesson Plan/Unit plans	Student sample work

		area teachers in the classroom to facilitate project-based learning projects.			
2	Students need to be exposed complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principal, Principal, and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	Students do not respond to direct instruction in the classroom.	Students will increase their use of math software to engage students in Algebra concepts such as First in Math, Gizmos, and FCAT Explorer. Teachers will use differentiated instruction in their daily lessons using a variety of resources such as Interactive Promethean lessons, Activotes and document cameras.	Assistant principal of Math department/Math department head	Lesson Plans Software utilization reports	EOC Algebra Exam BAT 1 and BAT 2 results Algebra Stamina tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
1	Students need to be exposed to rigorous curriculum in preparation to Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/unit plans	Student sample work
2	Students need to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a	Assistant Principals, Principal	Lesson Plans/Unit plans	I-Observation Snapshot

		weekly basis.			
3	Students need to increase their Tier 2 vocabulary words.	Word of Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom Interactive Word Wall	I-Observation Snapshot
4	Students do not respond to direct instruction in the classroom.	Students will increase their use of math software to engage students in Algebra concepts such as First in Math, Gizmos, and FCAT Explorer. Teachers will use differentiated instruction in their daily lessons using a variety of resources such as Interactive Promethean lessons, Activotes and document cameras.	Assistant principal of Math department/Math department head	Lesson Plans Software utilization reports	EOC Algebra Exam BAT 1 and BAT 2 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 Algebra. Algebra Goal #3D:	
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	Students need to be exposed to rigorous curriculum in preparation to Common Core Standards	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principals	Lesson plans/Unit plans	Student work sample
2	Students need to be exposed to complex non-fiction	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot

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:	
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	Students need to be exposed to rigorous curriculum in preparation to Common Core Standard.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/Unit plans	Students work samples
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals, Principal and Teachers	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day is implemented in every class daily	Assistant Principals, Principal and Teacher	Classroom Interactive word wall	I-Observation Snapshot

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/Unit plans	Student work samples
2	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
3	N/A	N/A	N/A	N/A	N/A

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:	By May 2013, 100% (2) students taking the Geometry EOC will score a level 4 or 5 on the Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning	Assistant Principal/Principal	Lesson plans/unit plans	Student work samples

		time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.			
2	Students need to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans and unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	Only 2 students were registered in Geometry.	The math department will increase the number of students in Geometry by motivating their interest through the use of technology software such as Geogebra, and math competitions such as Math Counts. Assuring that all Alegra 1 7th grade GEM students move to Geometry in 8th grade.	Assistant principal of math department/Math Department Head	Technology usage reports, student competition results	Geometry EOC

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 # n/a			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	

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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson Plan/Unit plans	Student sample work
2	Students need to be exposed complex non-fiction text.	Teachers with use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principal, Principal, and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation to Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core	Assistant Principals/Principal	Lesson plans/unit plans	Student sample work

		Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.			
2	Students needs to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals, Principal	Lesson Plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom Interactive Word Wall	I-Observation Snapshot
4	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation to Common Core Standards	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principals	Lesson plans/Unit plans	Student work sample
2	Students need to be exposed to complex non-fiction	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot

4	N/A	N/A	N/A	N/A	N/A
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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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation to Common Core Standard.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/Unit plans	Students work samples
2	Students need to be exposed to complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis	Assistant Principals, Principal and Teachers	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day is implemented in every class daily	Assistant Principals, Principal and Teacher	Classroom Interactive word wall	I-Observation Snapshot
4	N/A	N/A	N/A	N/A	N/A

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
Implementing Marzano Strategies	6-8/Math Teachers	Tiffany Barnett, Literacy Coach	Math Teachers 6-8	Weekly PLCs	I-Observation Snapshot	Assistant Principals
Common Core Standards (Performance tasks, unwrapping the benchmarks, CPalms, etc.)	6-8/Math Teachers	Neena Grosvenor, Media Specialist	Math Teachers 6-8	Weekly PLCs Early Release Days Teacher Planning Days	Teacher Lesson Plans	Assistant Principals
STEM through Math (Technology integration, project-based learning)	6-8/Math Teachers	Rocio Rodriguez, STEM Magnet Coordinator	Math Teachers 6-8	Monthly PLCs	Teacher Follow up assignments	Assistant Principals

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
			Subtotal: \$100.00
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
Curriculum Mapping	Substitutes for math department to attend professional development	Title 1	\$2,650.00
Effective Instructional Strategies	Professional development on Common Core Standards	Title 1	\$675.00
			Subtotal: \$3,325.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Training	Salary for Instructional Staff	Title 1	\$368.00
			Subtotal: \$368.00
			Grand Total: \$3,793.00

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:

By May 2013, 37%(74) of all students in grade 8 will score a level three or above on the 2013 FCAT Science Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(38)	37%(74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/Unit plans	Student work samples
2	Students need to be exposed complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
4	Students have demonstrated weak critical thinking skills.	Focus on teaching and reinforcing skills related to scientific thinking, including: hands-on labs and technology, which applies science concepts to real world situations. All students will complete Science FCAT Explorer activities, Gizmos, and IMACS Virtual Labs per the district-level curriculum map on a bi-weekly basis. Teachers will utilize higher-order questioning in each unit.	Assistant Principal for Science, Science Department Head	Assistant Principal of the science department will monitor lesson plans on a monthly basis to ensure use of hands-on activities. iObservation snapshot data will be analyzed, with a focus on instructional practices and to determine the frequency of various methods of instruction and the integration of technology.	iObservation snapshots will be analyzed monthly during PLCs and quarterly in teacher conferencing to identify instructional needs in the classroom. FCAT Explorer, Gizmos, and IMACS Virtual Lab assessment data reports will be pulled on a biweekly basis to determine usage.

		Teachers will incorporate Common Core reading strategies in non-fiction science content			
5	Students struggle with content area reading comprehension.	Increase reading comprehension by utilizing reading strategies such as graphic organizers (i.e. Venn diagrams, Vocabulary Improvement Strategies, concept maps, selective underlining, margin notes) in each unit. Department-wide incorporation of Common Core skills in each class.	Assistant Principal for Science, Science Department Head	The science department will have a monthly graphic organizers to increase content knowledge and reading comprehension.	Mini Benchmark Assessment data iObservation snapshots will be used weekly and results will be used during PLCs and teacher conferencing to determine the use of reading strategies
6	Students need to improve their study and Note-taking skills.	Increase reading and science comprehension through utilizing Cornell Notes, two column notes in each unit.	Assistant Principal for Science, Science Department Head	All 6th grade students will maintain a Science Interactive Notebook and all 7th and 8th grade students will maintain a modified Science Interactive Notebook that incorporates reading strategies and note taking skills to improve science comprehension. Assistant Principal in charge of science will review notebooks on a monthly basis.	Monthly Science Interactive Notebooks checks. iObservation data will be used weekly and results will be used during PLCs and teacher conferencing to identify the effectiveness of the reading strategies and graphic organizers

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:	By May 2013, 24% (3) students that take the Florida Alternate Assessment will score a level 4,5, and 6 on the science Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1)	24% (3)

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above	
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Achievement Level 4 in science. Science Goal #2a:	By May 2013, 8% (16) of all students in grade 8 will score a level 4 or 5 on the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4%(5)	8%(16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principal/Principal	Lesson plans/unit plans	Student work samples
2	Students need to be exposed to complex non-fiction text.	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans and unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words.	Word of the Day implemented in every class daily.	Assistant Principals, Principal and Teachers	Classroom interactive word wall	I-Observation Snapshot
4	Level 4 and 5 students lack exposure to enrichment activities that provide adequate background knowledge.	Utilize additional guided science inquiry-type activities using technology and multimedia tools to facilitate learning involving both verbal and visual information (i.e. iMovie, NASA, PowerPoint, United Streaming). These tools will be incorporated into the curriculum map and weekly lesson plans. Students will have the opportunity to participate in extended learning activities during Saturday Science Academy.	Assistant Principal for Science, Science Department Head	Assistant Principal of the science department will monitor lesson plans on a monthly basis to ensure use of inquiry-based activities. iObservation data will be collected to analyze the use of various methods of instruction and integration of technology.	FCAT Explorer, FCAT Focus and Gizmos assessment 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 science. Science Goal #2b:		By May 2013, 24% (3) students that take the Florida Alternate Assessment will score at or above a level 7 on the science Florida Alternate Assessment.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
14% (1)			24% (3)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Little exposure to an lack of hands-on lessons	Increase the use of unique learning curriculum and use of hands-on lessons	SVE teachers and ESE Specialist	Gauge of retention of vocabulary monthly, Informal observations	Oral review, Documented teacher observation

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
Implementing Marzano Strategies	6-8/Science Teachers	Tiffany Barnett, Literacy Coach	Science Teachers 6-8	Weekly PLCs	1-Observation Snapshot	Assistant Principals
Common Core Standards (Performance tasks, unwrapping the benchmarks, CPalms, etc.)	6-8/Science Teachers	Neena Grosvenor, Media Specialist	Science Teachers 6-8	Weekly PLCs Early Release Days Teacher Planning Days	Teacher Lesson Plans	Assistant Principals
STEM through Science (Gizmos, Project-based learning, Vernier Probeware)	6-8/Science Teachers	Rocio Rodriguez, STEM Magnet Coordinator	Science Teachers 6-8	Monthly PLCs	Teacher Follow up assignments	Assistant Principals

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
			Subtotal: \$100.00
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
Curriculum Mapping	Substitute for Science Department professional development	Title 1	\$2,650.00
			Subtotal: \$2,650.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Training	Salary for Instructional Staff	Title 1	\$368.00
			Subtotal: \$368.00
			Grand Total: \$3,118.00

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:	By May 2013, 90% (180) of all 8th grade students will achieve a writing score of 4.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(106)	90%(180)

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
	<p>Students entering 8th grade have an average baseline writing score of 1.9</p> <p>Students have difficulty with basic Grammar skills, conventions, and sentence structure.</p> <p>Students have limited vocabulary skills and word choice.</p>	<p>School-wide secondary IFC for writing.</p> <p>Language Arts teachers will explicitly teach the writing process to students for 45 minutes per class period.</p> <p>Students will attend regularly scheduled writing sessions called Dolphin Days Writer's Workshops. Students will be grouped by writing ability level and work on student weaknesses in 6 Traits of Writing focusing on</p>	<p>Department Chair, Assistant Principal of Language Arts</p>	<p>Analyze and disaggregate data from writing assessments during weekly PLCs and teacher data chats. Teachers will use data to adjust and revise instruction and group students according to areas of need.</p>	<p>Monthly Dolphin Day Writing Assessments</p> <p>BAT Writing Results</p> <p>6 Traits Rubric</p> <p>Writing portfolios</p>

1

revising for quality details, writing conventions and the use of logical and relevant support. All students identified with possible concerns in effective writing will attend.

Saturday Writing Camps

Using research-based writing strategies for direct instruction in writing.

Differentiated instruction according to student weaknesses in the 6 traits of writing will be used in teacher lesson plans including student lead conferences, and teacher/student conferencing.

2

Students scoring level 3, 4 and 5 in Reading lack skills:

Students have difficulty with sentence fluency

Elaboration and support by providing support for writing using examples, elaboration, figurative language and high-level vocabulary are limited.

School-wide secondary IFC for writing.

Language Arts teachers will explicitly teach the writing process to students for 45 minutes per class period.

Students will attend regularly scheduled writing sessions called Dolphin Days Writer's Workshops. Students will be grouped by writing ability level and work on student weaknesses in 6 Traits of Writing focusing on revising for quality details, writing conventions, and the use of logical and relevant support. All students identified with possible concerns in effective writing will attend.

Saturday Writing Camps

Differentiated instruction according to student weaknesses in the 6 traits of writing will be used in teacher lesson plans.

Teachers will use specific learning strategies to help students use elaboration including using acronyms such as FIRES (facts, incidents, reasons, examples, statistics but not limited to synonyms, personal anecdotes and released items from the DOE (anchor papers)

Department Chair, Assistant Principal of Language Arts

Analyze and disaggregate data from writing assessments during weekly PLCs and teacher data chats. Teachers will use data to adjust and revise instruction and group students according to areas of need.

Monthly Dolphin Day Writing Assessments

BAT Writing Results

6 Traits Rubric, Writing portfolios

		Teacher/Student writing conference and peer editing of student work.			
3	Students lack diverse higher level vocabulary skills.	School wide Words Of The Week Program. School wide use of Interactive Word walls in classrooms. Incorporate research-based writing strategies and rubrics in Language Arts and Social Studies classes. Pull-out groups for students identified with specific areas of need.	Department Chair, Assistant Principal of Language Arts	Analyze and disaggregate data from writing assessments during weekly PLC's and teacher data chats. Teachers will use data to adjust and revise instruction and group students according to areas of need.	Monthly Dolphin Day Writing Assessments BAT Writing Results 6 Traits Rubric, Writing portfolios

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:	By May 2013, 39% (5) students that take the Florida Alternate Assessment will score a level 4 or higher on the writing Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (2)	39% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hand and arm tone of students	Increase use of occupational therapy tools for positioning hand and arm for writing.	SVE teachers, ESE Specialist	Oral and written exercises	Students product Observation of teacher with occupational therapy tools
2	Lack of time for individual oral and written expression of thoughts	Increase time for oral and written expression of thoughts	SVE teachers, ESE Specialist	Compare products of writing with previous writings	I-Observation Snapshot

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
Implementing						

Marzano Strategies	6-8/Language Arts teachers	Tiffany Barnett, Literacy Coach	Language Arts Teachers 6-8	Weekly PLCs	1-Observation Snapshot	Assistant Principals
Common Core Standards (Performance tasks, unwrapping the benchmarks, CPalms, etc.)	6-8/Language Arts teachers	Neena Grosvenor, Media Specialist	Language Arts Teachers 6-8	Weekly PLCs Early Release Days Teacher Planning Days	Teacher Lesson Plans	Assistant Principals
STEM through Science (Gizmos, Project-based learning, Vernier Probeware)	6-8/Language Arts Teachers	Rocio Rodriguez, STEM Magnet Coordinator	Language Arts Teachers 6-8	Monthly PLCs	Teacher Follow up assignments	Assistant Principals

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improves Instructional Strategies	classroom materials and supplies	Title 1	\$100.00
			Subtotal: \$100.00
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
Curriculum Mapping	Substitutes for Language Arts professional development	Title 1	\$2,650.00
			Subtotal: \$2,650.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,750.00

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:	N/A NOT REQUIRED UNTIL 2014-2015
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to rigorous curriculum in preparation for the Common Core Standards.	Teachers will incorporate higher order questioning in their daily lessons. All students will participate in a grade level inquiry-based STEM 4th quarter project. During PLCs teacher will have common planning time to plan rigorous lesson incorporating Common Core Standards. FAU teaching assistants will support core subject area teachers in the classroom to facilitate project-based learning projects.	Assistant Principals/Principal	Lesson plans/Unit plans	Student work samples
2	Students need to be exposed complex non-fiction text	Teachers will use non-fiction text in their curriculum area on a weekly basis.	Assistant Principals/Principal	Lesson plans/Unit plans	I-Observation Snapshot
3	Students need to increase their Tier 2 vocabulary words	Word of the Day implemented in every class daily	Assistant Principals, Principal and Teachers	Classroom interactive word walls	I-Observation Snapshot
4	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
			Subtotal: \$100.00
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
Curriculum Mapping	Substitutes for Social Studies professional development	Title 1	\$2,650.00
			Subtotal: \$2,650.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,750.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By May 2013, 98% (686) of all students will attend school on a regular basis
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.3%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

54	40
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
20	12

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	<p>Lack of parental/guardian concern for regular attendance.</p> <p>Lack of follow through on attendance concerns.</p>	<p>Attendance and tardy concerns will be presented in monthly grade level meetings</p> <p>The Guidance Director will report habitual attendance/tardy concerns to the RTI staff the first Tuesday of every month.</p> <p>Guidance Director and administrator will attend District Attendance Symposium in fall of 2012-2013 school year.</p> <p>Faculty Meetings will include reminders of school attendance policy procedures.</p> <p>Review Attendance Plan with teachers/staff during pre-planning week.</p> <p>An Attendance/Behavior assembly will be held for students within the first two weeks of school.</p>	Teachers, Guidance Director and Grade level Administrators	<p>Quarterly attendance rate will be monitored to check for improvement.</p> <p>The Guidance Director will provide an analysis of monthly attendance and tardy data on the first Tuesday of each month, during RTI meetings.</p> <p>During Thursday bi-monthly RtI morning teacher meetings, attendance and tardies will be reviewed.</p> <p>The administrator will address Policy 5.5 with their grade level during their monthly grade level meetings.</p> <p>During monthly Leadership before school meetings attendance procedures and students who demonstrate a pattern of nonattendance will be addressed with support staff and administration.</p>	<p>Monthly Attendance (Minutes Occurrences) Report pulled from School Reports Menu</p> <p>RtI Minutes and data documentation/interventions</p>
	Lack of communication between school and home.	<p>1st/2nd period teachers are responsible for documenting absences and tardies. After the 2nd tardy / absence, the teacher will conference with the student.</p> <p>The teacher will document student conference on Student/ Parent Contact Log.</p> <p>On the third absence / tardy the teacher will contact home and document</p>	Teachers, Guidance Director Grade Level Administrators	<p>Quarterly attendance rate will be monitored to check for improvement.</p> <p>The Guidance Director will provide an analysis of monthly attendance and tardy data on the first Monday of each month, during RTI meetings.</p> <p>During Wednesday bi-monthly RtI morning teacher meetings, attendance and tardies will be reviewed.</p>	<p>Pinnacle Report</p> <p>Parent Contact Logs</p> <p>Guidance Referrals</p>

2		<p>the conference summary on the Student/ Parent Contact Log.</p> <p>On the 5th absence/tardy the teacher will complete and submit a Guidance Referral and the guidance director will mail home a letter and call the parent/guardian of the child.</p> <p>Attendance procedures and policy will be discussed at Open House. A pamphlet will be handed out to parents.</p>			
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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
Review of Attendance plan and procedures	6-8	Guidance Director/Attendance Committee	School-wide	Monthly Grade Level meetings, Faculty meeting in September 2012	RTI Team Weekly Review	Guidance Director
Attendance interventions and improvement	6-8	Guidance Director/ESE Specialist	School- wide	Weekly during RtI meetings, monthly grade level meetings	RTI Team weekly review	Guidance Director/ESE Specialist

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	By May 2013, we will reduce the number of students receiving In school School Suspensions by 10% from 276 students to 249 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
276	249
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
160	144
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
61	55
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
46	41

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	Teacher classroom management and instructional strategy concerns.	Proactive Behavior Plan to use Dolphin Dollars and quarterly no referral activities for students in compliance with school rules. CHAMPS strategies will be implemented school wide to assist with classroom management and uniformity.	Grade Level Administrators	Quarterly checks on number of referrals to administration, Benchmark Assessment results, and failure rate. Data collected from CWT will be analyzed at Grade Level meetings.	Referral Report Benchmark Assessment Results Teacher Grade Distribution
	Student noncompliance with school rules.	Suspension reports will be printed every Thursday. Students will be identified for the Silver Lakes	Grade Level Administrators / Guidance Director / ESE Specialist	Quarterly check of excessive suspensions	Suspension Report Pinnacle Tardy Report

2		<p>Response to Intervention (RTI) team with 10 or more days internal suspension or external suspensions.</p> <p>RTI team will analyze teacher and student concerns for improvement and use Tier 2 and Tier 3 strategies toward improving behavior.</p> <p>Use of Dolphin Dollars for students following school rules and procedures.</p> <p>Quarterly no referral activities to motivate students to comply with school rules.</p> <p>Monthly classroom rewards for high percentage of students in dress code, and not tardy to class.</p>			
3	Identification of Students with intensive behavior concerns.	Teachers will identify students with behavioral patterns of concern and submit a referral to begin the RTI process.	Department Heads/Grade Level Administrators/ RTI Team	<p>Quarterly checks on number of referrals</p> <p>Quarterly checks on RTI referrals</p>	Referral Reports

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
Classroom Management Best Practices	6-8	Grade Level Administrators	School-wide grade level groups	Early Release, Teacher Planning Days, Monthly grade level meetings	Quarterly Referral Data	Grade level administrator
Silver Lakes Response to Intervention Process	6-8	Grade level Administrators/Guidance Director/ESE Specialist	School-wide grade level groups	Monthly grade level meetings	RtI Referral Data	Grade level administrator/Guidance Director/ESE Specialist

Suspension Budget:

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:		By May 2012, 30% (210) will participate in school events.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
20% (100)		30%(210)			
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 adequate attendance and communication due to parents working multiple jobs	Parent Link Monthly Newsletter Marquee Parent Connection- AP and ability to text	Title I Liaison	Attendance will increase	Sign in sheets Attendance at the various activities
2	Parents not showing up for Parent Teacher Conferences.	Encourage teachers to communicate with parents in Agendas and through phone calls.	Principal and Assistant Principals	Attendance in Conferences will increase	Conference 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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
Parent Seminar	Inform parents on how to use different technology to view their child's progress	Title 1	\$80.00
			Subtotal: \$80.00
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
Parent Nights	Refreshments	Title 1	\$500.00
			Subtotal: \$500.00
			Grand Total: \$580.00

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		SLMS will increase STEM exposure for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.			
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
	All students do not have a STEM Magnet	Students will have the option to select other	Magnet Coordinator/Principal	Lesson plans/STEM implementation plan	Student work for 4th quarter

1	elective course.	elective courses that relate to STEM such as iCompute, a computer skills course, CTASE, a technology course that also incorporates STEM hands on activities. All students will participate in a grade level inquiry-based STEM 4th quarter project.			project
2	All students do not have enough after school and extended learning opportunities to learn about STEM.	STEMology Club will meet on a weekly basis where students will have the opportunity to participate in FLL Robotics and eCybermission competitions. Each grade level will take two STEM related field trips during the school year. The STEM team will host various in school competitions such as a First in Math grade level challenge, Dimension U tournament and will participate in Mathcounts to help students build math skills.	Magnet Coordinator/Principal	Sign in sheets clubs and events	Percent of student participation
3	Students do not have basic knowledge of existing STEM careers.	SLMS will host a STEM career day in April 2013 to expose students to different STEM careers and build background knowledge. Students will have several guest speakers during the year that work in a STEM related field to expose students to STEM related careers.	Magnet Coordinator/Principal	Sign in sheets for Career Day	Student reflections of presentations and speakers.

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

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

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

technology: IMACs, Robotics, First in Math, Dimension U, Gizmos, Geogebra	6-8/Math, Science and STEM teachers	Rocio Rodriguez/Magnet Coordinator	Math and Science Teachers, STEM teachers 6-8	District assigned dates, weekly Math and Science PLCS	Usage reports	Magnet Coordinator/Principal
STEM PLC: Project-based Learning	6-8/all subject areas	Rocio Rodriguez/Magnet Coordinator	School-wide	Monthly STEM PLC, every Second Week of the each month and district training dates.	Teacher follow up assignments and lesson plans	Magnet Coordinator
Vernier Proeware	6-8/Science and math	Rocio Rodriguez/Magnet Coordinator	Math and Science Teachers, STEM teachers 6-8	District training dates	Lesson Plans	Magnet Coordinator

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:		Increase students' technology skills in operations and constructing and demonstrating knowledge as shown on the ST2L test in May of 2013.			
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
	Students do not have basic computer skills because they do not have access to	Students can take a technology elective courses such as icompute, Technology	Assistant Principals/Magnet Coordinator	Teacher lesson plans and student work	ST2L Test

1	computers at home.	(CTASE) or STEM elective courses to improve technology skills. All subject area teachers will incorporate the use of technology into their lessons weekly. Students will participate in a 4th quarter STEM project in which they will use technology objectives measured by ST2L. Content area teachers will include ST2L objectives in their monthly lessons.			
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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
ST2L Objectives	6-8	Rocio Rodriguez	6-8/School Wide	Early Release, STEM PLC and teacher planning days	Lesson Plans including ST2l objectives	Rocio Rodriguez/Magnet Coordinator

CTE Budget:

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

Additional Goal(s)

No additional goals 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. No additional goals Goal			N/A		
No additional goals Goal #1:			N/A		
2012 Current level:			2013 Expected level:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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 No additional goals Goal(s)

We do not have any additional goals. Goal:

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 We do not have any additional goals. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
Mathematics	Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
Science	Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
Writing	Improves Instructional Strategies	classroom materials and supplies	Title 1	\$100.00
Civics	Improves Instructional Strategies	Materials and supplies for classroom	Title 1	\$100.00
				Subtotal: \$500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent Seminar	Inform parents on how to use different technology to view their child's progress	Title 1	\$80.00
				Subtotal: \$80.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Curriculum Mapping	Substitutes for reading department professional development	Title 1	\$2,650.00
Reading	Increase Instructional Strategies	Common Core Leader, trainings to keep teachers informed about new Common Core Standards	Title 1	\$200.00
Reading	Effective Instructional Strategies	Professional development on Common Core Standards	Title 1	\$675.00
Mathematics	Curriculum Mapping	Substitutes for math department to attend professional development	Title 1	\$2,650.00
Mathematics	Effective Instructional Strategies	Professional development on Common Core Standards	Title 1	\$675.00
Science	Curriculum Mapping	Substitute for Science Department professional development	Title 1	\$2,650.00
Writing	Curriculum Mapping	Substitutes for Language Arts professional development	Title 1	\$2,650.00
Civics	Curriculum Mapping	Substitutes for Social Studies professional development	Title 1	\$2,650.00
				Subtotal: \$14,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parent Training	Salary for Instructional Staff	Title 1	\$368.00
Mathematics	Parent Training	Salary for Instructional Staff	Title 1	\$368.00
Science	Parent Training	Salary for Instructional Staff	Title 1	\$368.00
Parent Involvement	Parent Nights	Refreshments	Title 1	\$500.00
				Subtotal: \$1,604.00
				Grand Total: \$16,984.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/23/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Monitor implementation of SIP; Reassess goals based upon data from BAT 1 and BAT II. Sponsor Family Literacy Nights, Multicultural Night, Science Night and Science Fair. Provide Extended learning opportunities through Saturday Academic Camps.	\$3,500.00

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

Monitor implementation of SIP; reassess goals based upon data from BAT I and BAT II. Sponsor Family Literacy Nights, Multicultural Night, Curriculum Night, and the Science Fair. Provide extended learning opportunities such as Saturday Academic Camps and push in and pull out tutoring.

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

Broward School District SILVER LAKES MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	49%	71%	20%	192	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	71%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	78% (YES)	73% (YES)			151	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					482	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District SILVER LAKES MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	44%	94%	29%	214	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	63%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	66% (YES)			137	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					477	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested