

# 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: SUNRISE MIDDLE SCHOOL

District Name: Broward

Principal: Michael W. Walker

SAC Chair: Valerie Chalker and Adrienne Clarke

Superintendent: Robert W. Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Michael W. Walker	Masters - Educational Leadership		9	2011-2012 Park Ridge Elementary, school grade C points earned 385, 64% Reading gains for lowest 25%, 55% Math learning gains for lowest 25%. Students in all subgroups need improvement in Reading/Math/Science/Writing AMO Report 2012: All students 38% proficient in Reading 2011; 30% proficient in Reading 2012; AMO target 43%. All students 36% proficient in Math 2011; 39% proficient in Math 2012; AMO target 41% 2010-2011 Park Ridge Elementary, school grade B, points earned 512, AYP No, 97% Free Reduced Lunch 2009-2010 Park Ridge Elementary school grade C, points earned 476, AYP No, 97% Free Reduced Lunch 2008-2009 C. Robert Markham Elementary, school grade A, points earned 537, AYP No, 92% Free Reduced Lunch 2007-2008 C. Robert Markham Elementary,

					school grade B, points earned 512, AYP No, 97% Free Reduced Lunch
Assis Principal	Mitshuca B. Moreau	<ul style="list-style-type: none"> <li>*Master's Degree - Accredited College/University</li> <li>*Professional Education Test PED</li> <li>*English 6-12</li> <li>*ESOL Endorsement</li> <li>*ED LEADERSHIP</li> <li>*Bilingual Skills / Haitian Creole</li> </ul>	5	5	<p>2011-2012 Sunrise Middle School "A" school grade 61% meeting high standards in Reading; 59% meeting high standards in Math; 85% meeting high standards in Writing; 46% meeting high standards in Science. Students in all subgroups need improvement in Reading/Math/Science/Writing. AMO Report 2012: All students 58% proficient in Reading 2011; 61% proficient in Reading 2012; AMO Reading Target 2012 62%. All students 59% proficient in Math 2011; 59% proficient in Math 2012; AMO Math target 2012 62%.</p> <p>2010-2011 Sunrise Middle School "A" School Grade 67% meeting high standards in Reading; 68% meeting high standards in Math; 93% meeting high standards in Writing; 42% meeting high standards in Science. 72% met criteria for AYP. Students in all subgroups need improvement in Reading/Math/Science.</p> <p>2009-2010 Sunrise Middle School "A" School Grade 71% Meeting High Standards in Reading; 66% in Math; 93% in Writing 67% Learning Gains in Reading; 68% in Math AYP improved from 74% to 79% in 2009-2010 Black, Economically Disadvantaged, English Language Learners and Students with Disabilities need improvement in Reading</p> <p>*2008-2009 Sunrise Middle school grade "B" 74% criteria met for AYP/total school points 524 67% meeting high standards in reading 68% meeting high standards in math Lowest 25th made gains in math and reading. 98% in writing</p> <p>*2007-08 Sunrise Middle School "B" School Grade 67% Meeting High Standards in Reading; 68% in Math; 98% in Writing 64% of Students Making Learning Gains in Reading; 68% in Math School did not make AYP. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities need improvement in Reading</p>
Assis Principal	Evan M. Moody	<ul style="list-style-type: none"> <li>* Master's Degree in Special Education</li> <li>* Certified in Ed Leadership</li> <li>* ESOL Endorsement</li> <li>*Certified in Varying Exceptionalities K-12</li> </ul>	5	5	<p>2011-2012 Sunrise Middle School "A" school grade 61% meeting high standards in Reading; 59% meeting high standards in Math; 85% meeting high standards in Writing; 46% meeting high standards in Science. Students in all subgroups need improvement in Reading/Math/Science/Writing. AMO Report 2012: All students 58% proficient in Reading 2011; 61% proficient in Reading 2012; AMO Reading Target 2012 62%. All students 59% proficient in Math 2011; 59% proficient in Math 2012; AMO Math target 2012 62%.</p> <p>2010-2011 Sunrise Middle School "A" school grade. 67% meeting high standards in Reading; 68% meeting high standards in Math; 93% meeting high standards in Reading; 42% meeting high standards in Science. 72% met criteria for AYP. All subgroups need improvement in Reading/Math/Science.</p> <p>2009-2010 Sunrise Middle School "A" School Grade 71% Meeting High Standards in Reading; 66% in Math; 93% in Writing 67% Learning Gains in Reading; 68% in Math AYP improved from 74% to 79% in 2009-2010 Black, Economically Disadvantaged, English Language Learners and Students with Disabilities need improvement in Reading</p> <p>2008-09 Sunrise Middle School. Completed Broward County's Interim Assistant Principal program "B" School Grade</p>

					68% Meeting High Standards in Reading; 65% in Math; 98% in Writing 68% of Students Making Learning Gains in Reading; 66% in Math School did not make AYP; Black, Economically Disadvantage
Assis Principal	Robert J. Pappas	* Master's Degree in Educational Leadership *Certified in Ed Leadership *Certified in Varying Exceptionalities K-12 *ESOL Endorsement	3	3	2011-2012 Sunrise Middle School "A" school grade 61% meeting high standards in Reading; 59% meeting high standards in Math; 85% meeting high standards in Writing; 46% meeting high standards in Science. Students in all subgroups need improvement in Reading/Math/Science/Writing. AMO Report 2012: All students 58% proficient in Reading 2011; 61% proficient in Reading 2012; AMO Reading Target 2012 62%. All students 59% proficient in Math 2011; 59% proficient in Math 2012; AMO Math target 2012 62%. 2010-2011 Sunrise Middle School "A" school grade. 67% meeting high standards in Reading; 68% meeting high standards in Math; 93% meeting high standards in Writing; 42% meeting high standards in Science. 72% met criteria for AYP. All subgroups need improvement in Reading/Math/Science. 2009-2010 Sunrise Middle School "A" School Grade 71% Meeting High Standards in Reading; 66% in Math; 93% in Writing 67% Learning Gains in Reading; 68% in Math AYP improved from 74% to 79% in 2009-2010 Black, Economically Disadvantaged, English Language Learners and Students with Disabilities need improvement in Reading  2008-2009 Silver Lakes Middle School grade "C" 82% of criteria satisfied for AYP. Correct I school from a Correct II Reading 47% with 71% in the low quartile Math 46% with 76% in the low quartile Writing 95% Science 26%

## 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)
					2011-2012 Sunrise Middle School "A" school grade 61% meeting high standards in Reading; 59% meeting high standards in Math; 85% meeting high standards in Writing; 46% meeting high standards in Science. Students in all subgroups need improvement in

Reading	Blair Cochran	Masters Degree Reading Certification K-12 Reading ESOL Endorsement Elementary Education Certification Educational Leadership Certification	12	13	Reading/Math/Science/Writing. 2010-2011 Sunrise Middle School "A" school grade 67% meeting high standards in reading 65% making learning gains in reading 58% of lowest 25% making learning gains in reading School did not make AYP 2009-2010 Sunrise Middle School "A" school grade 30% meeting high standards in reading 67% of students making learning gains in reading School did not make AYP 2008-2009 Sunrise Middle School " B" school grade 67% of students meeting high standards in reading 64% of students making learning gains in reading School did not make 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	Create a mentoring plan	Teachers, Coaches, Leadership Team	ongoing	
2	Training, Professional Development, Buddy System	Teachers, Coaches, Support Staff	ongoing	
3	Provide support for those with new certification areas (i.e. integrated curriculum, ESOL, reading endorsement)	Peer teachers, Coaches, Leadership Team	ongoing	

## 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
5 (7%)	Peer mentoring (NESS), Professional Development, Buddy System, Training, Professional Learning Communities, provide support and opportunities for new certification (i.e. ESOL, Reading Endorsement), weekly meeting to cover basic survival skills

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
72	2.8%(2)	38.9%(28)	13.9%(10)	34.7%(25)	38.9%(28)	93.1%(67)	4.2%(3)	2.8%(2)	33.3%(24)

## 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
Horacio Rodriguez	Hilda Cabrera	New to school/returning from 2 year leave	New Teacher Learning Community, peer buddy for lesson plan development and presentation, provide new to school staff orientation
Lindsay Alarcron	Sari Carp	New to teaching	NESS coach, aid in completion of COC checklist, facilitate development of lesson plans and delivery of lessons. new teacher learning community, provide new to school staff orientation
Emily Gonzalez	Max Castillo	New to subject area/new to Montessori/new to school	New Teacher Learning Community, peer buddy for lesson plan development and presentation, provide new to school staff orientation
Dan Goldman	Ilana Rosen	New to subject area/new to school	New Teacher Learning Community, peer buddy for lesson plan development and presentation, provide new to school staff orientation
Neka Scatliffe	Sarah Stressing	New to teaching	NESS coach, aid in completion of COC checklist, facilitate development of lesson plans and delivery of lessons. new teacher learning community, provide new to school staff orientation
Allison Grainger	Deon Stupart	New to county/new to school	New Teacher Learning Community, peer buddy for lesson plan development and presentation, provide new to school staff orientation
Blair Cochran	Erika Timms	New to school	New Teacher Learning Community, peer buddy for lesson plan development and presentation, provide new to school staff orientation
Blair Cochran	Randi Reichel	New to county/new to school	New Teacher Learning Community, peer buddy for lesson plan development and presentation, provide new to school staff orientation
John Lane	Natalie Guy	New to school	New Teacher Learning Community, peer buddy for lesson plan development and presentation, provide new to school staff orientation

## 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.

Services provide funding for additional teachers during the instructional day. Title I also provides funding for parent involvement events and materials as well as professional development activities for all faculty and staff.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Silence Hurts, Bullying Prevention Programs through guidance and Peer Counseling, Crime Watch, Safe & Civil School Programs, host graduate level discipline assemblies quarterly and Cyberbullying guest speakers.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Infused through the Social Studies classes, 8th grade students will complete the Career Education program (Choice Planner). This program allows students to explore the world of work in their career interest, and a four year high school plan. Furthermore, all eighth graders will attend a career explorations field trip at Junior Achievement world.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.  
Michael W. Walker, Principal  
Mitshuca Moreau, Assistant Principal  
Evan Moody, Assistant Principal  
Robert Pappas, Assistant Principal

Linda Judd, ESE Specialist  
Blair Cochran, Reading Coach  
Victor Calderon, Guidance Director  
Marc Sokol, Guidance Counselor  
Shalonda Griggs, Guidance Counselor  
Melanie Acton, School Psychologist  
Eder Petit-Clair, Social Worker

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

The function of the RtI Leadership Team is to evaluate the needs of the students and determine whether it is academic and/or behavioral in nature. The team meets twice a month under the leadership of the Guidance Director. Grade level administrators participate in meetings when a student in their grade level is being discussed. The RtI coordinator is responsible for the coordination of meeting and record keeping. Each grade level counselor is responsible for the case management of students in their grade level. Records are kept in the File Maker Pro database. Administrators and team leaders are invited to all meetings, and provide information for students of concern.

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 team meets to discuss the student's strengths, weaknesses, current interventions, level of intervention(s) needed and provides resources for parents and children. Tier 1 interventions are used and data is collected in all subject areas. Then the data is used to make the necessary modifications for academics and behavior. If Tier 1 interventions are not successful then Tier 2 interventions will be implemented and data will be collected for 6-8 weeks. If sufficient progress is not occurring then more intensive interventions are created and Tier 3 starts FBA and a PBIP. Throughout the process the team then works with the teachers to implement the tiers. If after 6-8 more weeks, the data collected is showing insufficient improvement then a referral to psychological services may be created. Evidence based interventions are Struggling Reader and Struggling Math charts.

#### 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.

Data: FCAT data 2012, BAT Test (I and II for Reading, Math at all levels, and Science and Writing at the 8th grade level).  
Progress Monitoring: PMRN, mini assessments,  
Midyear testing: Florida Assessment for Instruction in Reading (FAIR)  
End of the year: FCAT  
Data analysis will be once a month with the entire team  
Functional Behavioral Assessment (FBA)  
Positive Behavior Intervention Plan (PBIP)  
Graphic devices currently used to note data trends include: scatter plot charts, frequency charts, and ABC charts.

Describe the plan to train staff on MTSS.

We will provide staff development training at the beginning of the year and continue to do small session training throughout the year. The staff will be trained on each tier and interventions of the RTI process. Administration and guidance will view the illuminate sessions via the BEEP portal and continue to facilitate critical information and interventions through school wide Professional Learning Communities.

Describe the plan to support MTSS.

As stated previously, the Multi-Tiered System of Supports team will meet twice a month. The team will provide on-going training to staff. The team will also consult with district Psychological Services personnel on an as needed basis.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

School-Based Literacy Leadership Team

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

Mr. Cochran/Reading Coach/Dept Chair; Mr. Michael W. Walker/Principal; Mrs. Perez/Magnet Director; Reading Teachers: Ms. Fair/ESOL Reading, Ms. Villalobas, Mrs. Grainger: Social Studies teacher/Dept Chair; Mrs. Blakely/ESE; Ms. Magio/Media/Dept Chair; Ms. Gonzalez/L.Arts teacher/Dept Chair; Mr. Scipio/Science teacher/Chair; Mrs. J. Calderon/Dept Chair; Mr. V. Calderon/Guidance

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

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

The LLT is guided by Mr. Walker (Principal), Mrs. Moreau (Assistant Principal over Reading) and Mr. Cochran (Reading Coach/Chair). The team meets monthly to review data from BAT/FAIR/Pre and Post Impact Assessments. The data will be used to redesign the instruction process through modeling and demonstration in the classroom, analysis of the effectiveness of instruction, and redesign of instruction and resources to meet student learning and intervention needs. Monitoring and support will be on-going to insure the implementation of the Comprehensive Intervention Reading Programs, Impact for Intensive Reading Levels and reading strategies with fidelity. This team will also lead and support Professional Learning Communities and study groups, create and share school-wide initiatives and activities that promote literacy. Information will be disseminated during Professional Opportunity Program meetings with staff.

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

Accelerated Reader development during the school day with after-school incentives for students to enhance their reading. Use the Secondary Struggling Reader Chart to align reading data with the reading School Improvement Plan goals. We will address the reading gaps and struggling readers by focused reading training.

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Sunrise Middle has opportunities to teach teachers how to instruct reading strategies to children. We conduct Professional Learning Communities and Teacher Workshops twice a month. Reading strategies are taught across all content curriculum. The strategies include scaffolding, comprehending and evaluating complex texts across the disciplines. All teachers are instructed to discern a speaker's key points, require clarification, and ask relevant, higher order questions. We are moving from FCAT 2.0 toward the Common Core standards.

### \*High Schools Only

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

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

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



## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 28% of the students will score level 3 on the FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (260)	28% (290)

#### 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 of technical writing (written response to essential question)	Montessori - use of portfolios to show text support from article - use of literary conventions (reading & language arts)	Classroom teacher, Montessori Coordinator, Reading Coach	Analyze data from BAT 1 Writing & Reading	BAT 1 & 2 – Reading & Writing  Classroom self made tests from articles
2	Underdeveloped vocabulary	-interactive word wall - graphic organizers (i.e. Frayer Model, V.I.S., word maps)	Reading Coach, Classroom teacher, Administrator	Analyze the data from pre & post test on the BAT 1 & 2 serie	FAIR, Pre/Post assessment on BAT 1 & 2
3	Lack of inferencing skills	Differentiated instruction using essential questions	Classroom teacher	Use of question stems and essential questions in teacher conferencing	Classroom created tests and BAT 1 & 2

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 3% of the student's will score level 4,5,6 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	3% (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
	Students identified as having Significant Cognitive Impairments that inhibit their ability to	Activities leading to the development of a cookbook, creating social time with other classes	Team leaders in classroom	Unique learning template of questions to ask students	Graded product based on a rubric established in cooperation by the

1	make learning gains, even with allowable course accommodations and modifications	monthly, relating vocabulary and answering questions relating to the cooking activity			reading committee and teachers weekly, FAA Concepts of Print Checklist
2	Students in this population are often frequently ill.	Classroom teachers will closely monitor the students who are identified as medically fragile and report any signs of illness to caregivers in a timely manner	ESE Specialist and Administrator	IMT will monitor closely to look for patterns of non-attendance and report results to the ESE Specialist and the AP in charge	Attendance records, customized home-notes
3	Many students in this population demonstrate aberrant behavior as a result of ineffective attempts to communicate with others their displeasure, wants and needs.	Classroom structure and alternative communication systems will be in place in all environments on campus. Communication systems will be individualized to meet the needs of each student.	Speech/ Language Pathologists ESE Specialist	Data collection regarding communication goals on the IEP and communication targets will be collected by the SLPs. Consultation will take place between ESE teachers and SLPs regarding communication for students experiencing difficulty	IEP data and SLP data collection

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 June 2013, 38% of the students will score level 4 or above on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (365)	38% (393)

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	Unfamiliar with American Literature and Authentic literary criticism	Expose Advance Literature curriculum in 6/7/8 grade in both Montessori and Traditional	Reading Coach -Montessori Director -Classroom Teacher	Use of rubrics on end of novel projects and tests  Presentation in groups in class	End of Novel Tests, FCAT, Montessori portfolio
2	Difficulty synthesizing	Model essential/ guiding questions Utilize two literary articles	Classroom teacher	Cross content projects synthesizing Pre AP curriculum	Observation in classroom BAT 1 & 2 Montessori portfolios
3	Difficulty paraphrasing	Technical writing to summarize thoughts	Classroom teacher	Analyze Pre AP reading using essential/ leading questions	Observation in 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	By June 2013, 71% of the students will score at or above level 7 on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:

68% (11)			71% (11)		
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 identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications	Activities leading to the development of a cookbook, creating social time with other classes monthly, relating vocabulary and answering questions relating to the cooking activity	Team leaders in classroom	Unique learning template of questions to ask students	Graded product based on a rubric established in cooperation by the reading committee and teachers weekly, FAA Concepts of Print Checklist
2	Students in this population are often frequently ill.	Classroom teachers will closely monitor the students who are identified as medically fragile and report any signs of illness to caregivers in a timely manner	ESE Specialist and administrator	IMT will monitor closely to look for patterns of non-attendance and report results to the ESE Specialist and the AP in charge	Attendance records, customized home-notes
3	Many students in this population demonstrate aberrant behavior as a result of ineffective attempts to communicate with others their displeasure, wants and needs	Classroom structure and alternative communication systems will be in place in all environments on campus. Communication systems will be individualized to meet the needs of each student	Speech/Language Pathologist, ESE Specialist	Data collection regarding communication goals on the IEP and communication targets will be collected by the SLPs. Consultation will take place between ESE teachers and SLPs regarding communication for students experiencing difficulty	IEP data and SLP data collection

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 June 2013, 74% of the students will make a learning gain on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (704)	74% (738)

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	Unfamiliar with classical literature dialect, idioms, syntax and lack of ability to paraphrase	Exposure to literature in different genres using essential questions to paraphrase an answer for the text	Classroom teacher and Literacy Team (Reading Coach, Language Art Chair, Media Specialist)	Teachers use of graphic organizers Teacher generated rubrics for answering text	BAT 1 & 2 FOCUS FAIR Teacher created test
2	Creating main idea	Utilize main idea graphic organizers with details Write one sentence	classroom teacher	Compare BAT 1 to BAT 2 Compare pre to post assessment in the Impact	FAIR BAT 1 & 2 Pre/Post Impact

		summary		program	
3	Unfamiliar with multiple meaning vocabulary	Write sentence that vocabulary was used- create definition for text- write the other meaning for word from different text	classroom teacher	Teacher generated rubrics for vocabulary maps	FAIR FCAT BAT 1 & 2

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	By June 2013, 57% of the students will make a learning gain on the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (8)	57% (8)

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	Families of students in this population do not understand the consequences of students not attending on a regular basis	Regular messages regarding attendance will be placed in the school's newsletter and disseminated to families via SAC/ SAF meetings	ESE Specialist, Administrator	IMT will monitor closely to look for patterns for non-attendance and report results to the ESE Specialist and Assistant Principal	Attendance records, customized home-notes
2	Students identified as having Significant Cognitive Impairments that inhibit their ability to make learning gains, even with allowable course accommodations and modifications	Tie into Thematic-based learning by introducing vocabulary and answering questions related to our recycling theme	Literacy Leadership Team and Classroom teacher	Copies and samples of graded student products will be kept in student portfolio	Graded product based on rubric established in cooperation by reading committee and teachers to be completed weekly. FAA printed checklist
3	Many students in this population demonstrate aberrant behavior as a result of ineffective attempts to communicate with others their displeasure, wants and needs	Classroom structure and alternative communication systems will be in place in all environments on campus. Communication systems will be individualized to meet the needs of each student.	. Speech/ Language Pathologists ESE Specialist	Data collection regarding communication goals on the IEP and communication targets will be collected by the SLPs. Consultation will take place between ESE teachers and SLPs regarding communication for students experiencing difficulty	IEP data and SLP data collection

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 June 2013, 69% of the lowest 25% quartile will demonstrate learning gains on the Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (169)	69% (177)

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 exposure to literacy across the curriculum	Utilize graphic organizer, question stems, essential questions in all content areas	Classroom teacher Literacy Team Reading Coach, Language Art Chair, Media Specialist	Checklist-Students using graphic organizers across the content areas	Results of the checklist BAT 1 & 2 FAIR Pre & Post test from Impact
2	Understanding reference and research	Create semantic feature analysis Utilize question stems	Classroom teacher and Reading Coach	Compare data from BAT 1 to 2 Compare data from FAIR 1,2,3	Data from FAIR 1,2,3 and BAT 1 & 2
3	Vocabulary in text/ content areas	Define/ write antonyms, write synonyms Define words with multiple meaning	Classroom teacher Literacy team (Reading coach, Language Arts Chair, Media Specialist)	Compare data from BAT 1 to 2 Compare data from FAIR 1,2,3	Data from FAIR 1,2,3 and BAT 1 & 2

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 June 2017, we will decrease the achievement gap by 3% annually				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	3%	3%	3%	3%	3%	

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 June 2013, the number of students not making satisfactory progress in reading will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 14% Black: 59% Hispanic: 36% Asian: 9% American Indian: 0	White: 11% Black: 56% Hispanic: 33% Asian: 6% American Indian: 0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In all subgroup a lack of exposure to across curriculum in literary devices and genres	Train teachers and students how to cross graphic organizers, complex text and reading strategies in all content areas	Literary Team (Reading Coach, Language Arts Chair, Media Specialist) All Classroom teachers	End of chapter tests in all content areas Analyze data from BAT & FAIR	BAT 1 & 2 FAIR Chapter Tests
	Lack of comprehension skills	Use graphic organizers focusing on the standards	All classroom teachers Literary Team	Analyze and compare pre/post assessment on Impact program	Pre/Post Impact Assessment, BAT 1 & 2,

2		Answer essentials questions from the text by underlining and numbering the text for the question	(Reading Coach, Language Arts Chair, Media Specialist)		FAIR
3	Decoding words - Phonics	Study root words, prefixes, suffixes, origin of words	All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Focus on FAIR word analysis section One time reads	FAIR- word analysis section Teacher one on one readings

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 June 2013, the number of ELL students not making satisfactory progress in reading will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (-44)	88% (-39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers needing training in Differentiated Instruction in all content areas to address student's lack of basic skills	Teachers collaborating to develop lessons with more discussion and visual representation across content areas.	All classroom teachers Literacy Team (Reading Coach, Language Arts Chair, Media Specialist)	Analyze DAR word list and fluency tests	FAIR – word analysis section, CELLA, DAR word list
2	Difficulty decoding words - phonics	Computer websites using letter sounds Utilize self made graphic organizers	All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Teacher one on one with word list, short story with questions and sequencing	FAIR CELLA Teacher one-on-one test
3	Articulation	Short simple sentences with clear articulation Peer reading with chart	All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Check peer reading charts Classroom teachers listening to students charting misconceptions in speech	CELLA, FAIR

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	By June 2013, the number of Students With Disabilities not making satisfactory progress in reading will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (-83)	64% (-79)

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	Smaller class size	Modify the curriculum and make accommodations  A program that best fits the child's needs Individualized work	ESE Specialist Support Facilitators All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Analyze DAR Rewards program Impact program	DAR FAIR Pre/post assessment on Impact
2	Mainstreamed into regular reading classes	Utilize a program that best fits each child's needs, individualized work, one-on-one instruction	ESE Specialist Support Facilitators All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Data chats/work samples in folders	DAR FAIR Pre/post Impact assessment
3	Lack of comprehension	Read and re-read short segments of a story	ESE Specialist, Support Facilitators, all classroom teachers, Literacy team (Reading Coach, Language Arts Chair, Media Specialist)	Evaluate pre/post Impact assessment tests, evaluate FAIR	DAR FAIR Pre/post Impact assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	By June 2013, the number of Economically Disadvantaged students not making satisfactory progress in reading will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% -(360)	48% -(339)

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 exposure in cross curriculum (content areas) utilizing reading strategies and implementing said strategies in every area	Training teachers and students to implement reading strategies in every aspect of school curriculum	All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Graphic organizers across curriculum Informal team meeting Use of anticipation guides	FAIR BAT 1 & 2 Pre/post assessment on Impact
2	Teachers sensitivity to urban poverty on learning processes	Create cultural awareness throughout the faculty	All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Monitor progress of economically disadvantaged students (bubbles, sliders and bonus students)	FAIR BAT 1 & 2 Pre/post assessment on Impact



			Specialist		
3	Lack of motivation or interest in reading	Accelerated reading incentives, classroom challenges	All classroom teachers Literary Team (Reading Coach, Language Arts Chair, Media Specialist)	Monitor number of books read and accelerated reader points gained	FAIR BAT 1 & 2 Pre/post Impact assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training to develop Higher Order Questions	All subject areas 6-8	Literacy Team	Whole Staff	Two Early Release days	Department Chair	Reading Coach
Common Core training in Reading across the curriculum	All subject areas 6-8	Literacy team (Reading Coach, Language Arts Chair, Media Specialist)	Whole staff	Once a month	Given a article each content area develops questions and essential questions to use in their class	Literacy Team (Reading Coach, Language Arts Chair, Media Specialist)
CRISS training	All subject area 6-8	Reading Coach	Staff not yet trained	Three Saturdays	Teacher observation by Reading Coach with teacher portfolio	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Cross curricular reading strategies/CRISS	In school facilitator	SAC Accountability	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ELMO Document Cameras (3 each)	Xerox Business Solution	SAC Accountability	\$1,560.00
Speakers for classroom (3 sets)	AVS Inc	SAC Accountability	\$90.00
Laptop chargers for students (10 each)	Blue Raven Technology	SAC Accountability	\$320.00
			Subtotal: \$1,970.00
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: \$4,970.00

## 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 June 2013, 28% of students will be proficient in listening and speaking		
2012 Current Percent of Students Proficient in listening/speaking:					
25% (17)					
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	Articulation/pronunciation	Interactive phonics	ELL Coordinator, ELL Assistant, Classroom teacher	Print rich rooms, portfolios	CELLA FAIR Mini-benchmark assessments
2	Processing and communication	Interactive websites	ELL Coordinator, ELL Assistant, Classroom teacher	Oral responses, one-on-one with teacher	CELLA
3	Practicing second language	Discussion groups, literature circles	ELL Coordinator, ELL Assistant, Classroom teacher	Student portfolios	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:			By June 2013, 16% of ELL students will be proficient in reading		
2012 Current Percent of Students Proficient in reading:					
13% (9)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fluency	Partner reading, timed reading	ELL Coordinator, ELL Assistant, Classroom teacher	Averaging pre-post timed readings	CELLA FAIR
2	Comprehension	Utilize CLOSE activity	ELL Coordinator, ELL Assistant, Classroom teacher	Graphic organizers	BAT 1/2
	Phonemic awareness	Interactive websites,	ELL Coordinator,	Teacher generated	CELLA

3		teacher one-on-one	ELL Assistant, Classroom teacher	phonics maps	
---	--	--------------------	--	--------------	--

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 June 2013, 10% of ELL students will be proficient in Writing
--	---

2012 Current Percent of Students Proficient in writing:

7% (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	Vocabulary	Implementing six traits of writing, graphic organizers to enhance vocabulary	ELL Coordinator, ELL Assistant, classroom teacher	Student writing portfolios	Monthly school-wide writing prompt, CELLA, BAT 1/2 Writing, FCAT Writing 2.0
2	Grammar	Implementing six traits of writing, daily grammar warmups/homework	ELL Coordinator, ELL Assistant, classroom teacher	Student writing portfolios	Monthly school-wide writing prompt, CELLA, FCAT Writing 2.0, BAT 1/2 Writing
3	Organization of essay	Implementing six traits of writing in both extended response answers to literature and essay writing	ELL Coordinator, ELL Assistant, classroom teacher	Student writing portfolios	Monthly school-wide writing prompt, CELLA, BAT 1/2 writing, FCAT Writing 2.0

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Spanish Language Dictionaries (10)	Hansson Office Supply	SAC Accountability	\$130.00
Creole Language Dictionaries (10)	Hansson Office Supply	SAC Accountability	\$130.00
Portuguese Language Dictionaries (5)	Hansson Office Supply	SAC Accountability	\$60.00
Subtotal:			\$320.00
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: \$320.00

*End of CELLA Goals*

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, the number of students scoring a level 3 on the FCAT will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
247 (24%)	254 (25%)

### 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	Inadequate problem solving skills	Embed instruction in relevant contexts, use problem solving techniques for making connections and flexibility of thinking, strategy journals	Classroom teacher, Department Head	Review of student Math Journal, anticipation guides	Monthly informal assessment
2	Lack of understanding of mathematical terminologies	Infuse vocabulary strategies during mathematics instruction to build and/or enhance mathematics comprehension through the use of graphic organizers	Classroom teacher, Department Head	Teachers sharing and critiquing best practices for vocabulary in professional learning community, revising best practice and re-implementation of revised strategy	Student products (i.e. powerpoints, graphic organizers, picture notes)
3	Poor measurement unit conversion skills	Align math curriculum with science to do labs on measurements for visual representation	Department Heads for Science/Math, classroom teacher, Administration	Teacher observation, evaluation of student work and/or assessment	Results from chapter test quizzes and common assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	By June 2013, the number of alternate students scoring a level 4 and 5 on the FCAT will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 (12%)	3 (19%)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of motivation	Provide extrinsic methods	Teachers, Math	Student will create a	Informal

1		for progress and demonstration of skills using Falcon Dollars	Coach, Department Head, Grade Level Administrator	lesson plan and teach the class	observation, accuracy of lesson plan Monthly informal assessment
2	Understanding Word Problems	Selective underlining, color-coding. Clues recognition techniques	Math Teachers, Math Coach, and Department Head	FCAT day Practice, Review of student's notes	Weekly mini assessments
3	Attention Difficulties: Missed steps in problem solving	Use visual, auditory, tactile, kinesthetic cues to point out important parts of a concept	Math Teachers and Department	Math Teachers will review student homework and quizzes	Homework and quiz

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 June 2013, the number of students scoring a level 4 & 5 on the FCAT will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
358 (35%)	369 (36%)

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	Short attention span: missed steps in problem solving	Use visual, auditory, tactile, kinesthetic cues to point out important parts of a concept	Department Head, Grade Level Administrator, classroom teacher	Math Teachers will review students' homework and quizzes	Homework and quizzes
2	Probability is part of the curricula after FCAT according to district pacing guide	Modify Instructional Focus Calendar to provide sufficient time to cover concept prior to FCAT	Department Head, Administrators	Teacher observation/ evaluation of student work and/or assessment	Monthly mini assessments, chapter tests
3	Comprehension in word problems	Selective underlining, color-coding. Clues recognition techniques	Department Chair, Administrators	FCAT day practice, review of student's notes	Weekly mini-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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	By June 2013, the number of students scoring at or above a level 7 on the FCAT will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
9 (56%)	10 (62%)

Problem-Solving Process to Increase Student Achievement

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

1	Lack of motivation	Provide extrinsic methods for progress and demonstration of skills using Falcon Dollars	Teachers, Math Department Chair, Grade Level Administrator	Student will create a lesson plan and teach the class	Informal observation accuracy of lesson plan. Monthly informal assessment
2	Understanding Word Problems	Selective underlining, color-coding. Clues, recognition techniques	Math teacher, Math Department Chair	FCAT day practice, review of student's notes	Weekly mini assessments
3	Attention difficulties: Missed steps in problem solving	Use visual, auditory, tactile, kinesthetic cues to point out important parts of a concept	Math teacher and Math Department Chair	Math teacher will review student homework and quizzes	Homework and quiz

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 June 2013, the number of students making learning gains in the FCAT will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
672 (67%)	692 (69%)

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	Processing deficits: may require more time for processing	Multimodal instruction- both teacher input and student response. Provide wait time. Train with timed assignments	Math Department Chair, classroom teacher	Informal observation, assistance with instructional delivery by Department Chair	Chapter tests
2	Difficulty remembering sequencing and problem solving	Graphic organizers, anticipation guide	Math Department Chair, classroom teacher	Review of corrections on anticipation guide after lesson has been taught. Review of student notebooks	Guided practice in class, informal observation by administration
3	Lack of understanding math term	Variety of vocabulary strategies including Frayer model, picture notes, word maps	Math Department Chair and classroom teacher	Students will create a Power Point presentation explaining math terminologies as assigned by the teacher	Section quizzes

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	By June 2013, the number of alternate students making learning gains in the FCAT will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
11 (76%)	12 (80%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-homogenous group settings	Differentiated instruction, assistance from ESOL coordinator, pull out by Math Coach	Department Head, Teachers, ELL Coordinator, Administration	Quarterly and teacher assessments: BAT I, BAT II and teacher observation	Informal observation, BAT I, BAT II and teacher made assessment
2	Cognitive/Meta-cognitive Thinking Deficits: absence of ability to monitor their own learning	Teach self-monitoring and problem solving strategies	Teachers, Administration, Math Department Chair	Teachers will review student's journal	Students will keep a math journal and make daily entries on their learning experience
3	Deficits in other subject areas that impact math	Cross-curriculum – Math & Science	Administration, Department Head and Teachers	Team conference, progress notes	Unit assessment, informal observation

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By June, 2013 the number of students in the lowest quartile making learning gains in mathematics will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
146 (56%)	150 (58%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with analyzing and understanding word problems.	Infusing selective underlining, color-coding strategies during mathematics instruction to build and/or enhance mathematics comprehension	Department Chair, classroom teacher	Random check of student's FCAT daily practice portfolio	Guided practice in class of word problems
2	Students lacking number sense skills	Computer software programs to teach mathematical concepts	Classroom teacher, Department Head	Department Chair will analyze data from the BAT I, BAT II. & data from computer software programs	Informal observation, BAT I, BAT II, and FOCUS assessments
3	Students lacking measurement skills	Align math and science curriculum for labs on measurement, weekly pull-outs by Math Coach	Classroom teacher, Department Chair	Student pull-out logs, random oral assessment by the Department Head to test knowledge and progress	Informal observation, portfolios, informal assessments

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 June 2017, we will decrease the achievement gap by 3% annually 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	3%	3%	3%	3%	3%	



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 June, 2013 , the number of ELL student in all ethnicity sub groups not making satisfactory progress will decrease by 3%.
---	---

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

White: 57 Black: 297 Hispanic: 61 Asian: 1 American Indian: 3	White: 55 Black: 288 Hispanic: 59 Asian: 1 American Indian: 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	White: Math Anxiety Black: Low Academic Achievement Hispanic: Language Barrier Asian: language Barrier American Indian: Language Barrier	Provide opportunity to learn and practice math in a nonthreatening, risk-free environment. Use language that is relevant, understandable, and tied to concepts	Math Coach, Department Head, ESOL Coordinator, Administrator	Effective use of strategies, review of student Math journals and portfolio	Student Math journals and portfolio Monthly informal assessments
2	Insufficient student motivation toward learning mathematics	Provide opportunities for students to build confidence in their mathematics abilities with assistance of the ESOL coordinator and math coach by doing push-in in the classroom.	Math Coach, Department Head, ESOL Coordinator, Administrator	Effective use of strategies , students samples, sharing during PLC meetings	Student samples and assessment
3	Holes in knowledge base	Make connections to previous learning Multiple opportunities for practice. Periodic review of previously mastered concepts	Math Coach, Department Head, ESOL Coordinator, Administrators	Effective use of strategies, student notes and work samples	Student notes and work samples, monthly 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	By June,2012, the number of proficient ELL students will increase by 7%.
---	--

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

33% (36)	40% (44)
----------	----------

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of teacher knowledge or experience in dealing with ELL	- Professional Development for differentiated instruction	ELL Coordinator, Administrators, Math Coach	Observation of classes by Administrator, Math Coach, ELL Coordinator,	BAT 1&2, one-one assessments, mini-assessments,

1	student's language acquisition A1/A2	specifically for ELL's through the school's ELL Coordinator during in-house Professional Opportunity Program meetings - Professional Development for understanding ELL's language acquisition of A1/A2 - one-on-one teacher support from ELL Coordinator - Professional Learning Community designed to support teacher use of ELL strategies		data chats with teachers, one-on-one with teachers	daily assignments, tests, quizzes
2	Difficulty understanding mathematical vocabulary	Infusing Vocabulary strategies during mathematics instruction to build and/or enhance mathematics comprehension	Math Coach, Department Chair, ESOL Support Staff, Administrators	Effective use of strategies , students samples, sharing during PLC meetings	Student products. Graphic organizer e.g frayer Model and picture notes
3	Large group setting	Differentiated instruction, assistance from ESOL coordinator and pull out by Math Coach	Math Coach, administration, ESOL Coordinator, Department Chair	Effective uses of strategies, sharing during leadership meetings	Student work samples
4	Processing deficits: may require more time for processing	Provide sufficient wait time, train with timed assignments, pull-out/push-in	Teachers, Math Coach, Department Chair, ESOL Coordinator	Student portfolios and logs from pull out and push in	Review of portfolio, conference with student on learning experience

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 June, 2012, the number of proficient SWD students will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (51)	46% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty remembering sequencing and problem solving	a Visual organizers. b. Repeated rehearsal c. Connect to existing knowledge	ESE Specialist, Administrator, Math Coach, Math Department Chair	students samples, sharing during PLC meetings	Students sample work and notebooks Graphic organizer e.g picture notes .
2	Large group setting: mainstreamed into traditional classroom	Differentiated instruction by breaking down the lesson, proximity, and assistance from ESE support staff and push in by Math Coach	ESE Specialist Administration Math Coach, Department Head	Effective use of strategies , students notes and work samples and sharing during PLC meetings	Review of logs and progress report and Student products
3	Cognitive/Meta-cognitive Thinking Deficits: absence of ability to monitor their own learning	Teach self-monitoring and problem solving strategies	ESE Specialist, Administration, Math Coach, Math Department Chair	Review of logs and progress report and Student products	Student journals

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 June, 2012, the number of proficient ED students will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (410)	59% (448)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty contacting parents for conferences	Use of agenda to communicate with parents. Call out to inform parents of quarterly assessments. One "Parent Night" workshop before FCAT	Grade level administrator, Math Coach, Math Department Chair, Title I Coordinator	Require parent signature on documents sent home	Student agenda
2	Deficits in other subject areas that impact math such as reading	Infuse reading strategies e.g selective underlining, frayer model	Administration, Math Coach, Department Head	Team sharing meeting, progress notes, student work	Student product e.g frayer model
3	Students' lack of motivation to increase academic achievement	Use of a reward system to celebrate small success.	Administration, Math Coach, Department Head	Effective use of strategy, student work and sharing during PLC meeting	Student Product and Informal assessment

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 June 2013, the number of students scoring a level 3 on the End of Course exam will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (9)	15% (8)

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	Course readiness	Provide in-house tutoring, outside tutoring, opportunities for practice beyond class time (pull-outs)	Math Department Chair, classroom teacher, administration	Practice End of Course on-line, class average on tests	End of Course exam
	Parent waivers into	Conference with parents	Math Department	Parent updates on	End of Course

2	course	to inform them of curriculum, provide syllabus and pacing guide	Chair, classroom teacher, administration	student progress	exam
---	--------	---	--	------------------	------

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 June 2013, the number of students scoring a level 4 or higher on the End of Course exam will increase by 85%
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (42)	85% (55)

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	Course readiness	Provide in-house tutoring, outside tutoring, opportunities for practice beyond the classroom, pull-outs	Math Department Chair, classroom teacher, administration	Practice End of Course exam on-line, class average on tests	End of Course exam
2	Parent waivers into course	Conference with parents to provide sufficient background information on course, provide syllabus and pacing guide	Math Department Chair, classroom teacher, administration	Parent updates on student progress	End of Course exam

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 June 2013, 100% of all students in all subgroups will be proficient in the End of Course exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (29) white were successful 100% (10) black were successful 100% (7) hispanic were successful N/A Indian	100% (65) all subgroups will be successful

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	Course readiness	Provide in-house tutoring, outside tutoring, opportunities for practice beyond classroom, pull-outs	Math Department Chair, classroom teacher, administration	Practice End of Course on-line, class average on tests	End of Course exam
2	Parent waivers into course	Conference with parents to provide curriculum, syllabus and pacing guides	Math Department Chair, classroom teacher, administration	Parent updates on student progress	End of Course exam

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	By June 2013, 100% of all students with disabilities will be proficient in the End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (2)	0% (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	Course readiness	Provide in-house tutoring, outside tutoring, opportunities for practice beyond classroom, pull-outs	Math Department Chair, classroom teacher, administration	Practice End of Course exam on-line, class average on tests	End of Course exam
2	Parent waivers into course	Conference with parents to provide curriculum, syllabus and pacing guides	Math Department Chair, classroom teacher, administration	Parent updates on student progress	End of Course exam

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:	By June 2013, 100% of all student subgroups will demonstrate proficiency on the End of Course exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (52)	100% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Course readiness	Provide in-house tutoring, outside tutoring, opportunities for practice beyond classroom, pull-outs	Math Department Chair, classroom teacher, administration	Practice End of Course exam on-line, class average on tests	End of Course Exam
2	Parent waivers into course	Conference with parents to provide curriculum, syllabus, and pacing guides	Math Department Chair, classroom teacher, administration	Parent updates on student progress	End of Course Exam

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:	By June 2013, the number of students scoring a level 3 on the End of Course exam will decrease by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (3)	3% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Course readiness	Provide in-house tutoring, outside tutoring, opportunities for practice beyond classroom, pull-outs	Math department chair, classroom teacher, administration	Practice End of Course exam on-line, class average on tests	End of Course exam
2	Parent waivers into course	Conferencing with parents prior to signing waivers, provide syllabus and pacing guides	Math department chair, classroom teacher, administration	Parent updates on student progress	End of Course exam

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 June 2013, the number of students scoring a level 4 and 5 on the End of Course exam will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (53)	97% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Course readiness	Provide in-house tutoring, outside tutoring, opportunities for practice beyond classroom, pull-outs	Math Department Chair, classroom teacher, administration	Practice End of Course exam, class average on tests	End of Course exam
2	Parent waivers into course	Conferencing with parents prior to waiver to provide syllabus and pacing guides	Math Department Chair, classroom teacher, administration	Parent updates on student progress	End of Course exam

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # By June 2017, we will decrease the achievement gap by .5% annually 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	.5%	.5%	.5%	.5%	

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:	By June 2013, 0% of all subgroups will not make satisfactory progress in Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (38) white 0% (5) black 0% (5) hispanic 0% (1) asian	0% (18) 0% (3) 0% (3) 0% (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
	Course readiness	Provide in-house tutoring, outside	Math Department Chair, classroom	Practice End of Course exam, class averages	End of Course exam

1		tutoring, opportunities for practice beyond classroom, pull-outs	teacher, administration	on tests	
2	Parent waivers into course	Conferencing with parents to provide syllabus and pacing guides	Math Department Chair, classroom, administration	Parent updates on student progress	End of Course exam

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
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in 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
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By June 2013, 100% of students on free or reduced lunch will be proficient on the End of Course exam
---	--



2012 Current Level of Performance:		2013 Expected Level of Performance:		
0% (8)		0% (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
No Data Submitted				

*End of Geometry EOC Goals*

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

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

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

Mathematics Budget:

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

*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 June 2013, 37% (131) of the students will score a level 3 on FCAT Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
34% (119)		37% (131)			
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 with poorly developed vocabulary skills in content area	Break words into prefixes, suffixes, and roots, interactive word walls, Frayer model, word maps, use of differentiated instruction working in small groups. Interdisciplinary units with Language Arts and Reading. Student Data chats every 4 weeks	Department Chair, Administrator	Teacher/administration analyze and disaggregate data. Extrapolate information from assessments w/focus on bubble & slider students. Follow up analysis with teacher data chats with Administrators and then with students every 4 weeks Mini Assessment Test after each unit.	Informal observation by Administration. Mini-quizzes to assess student progress. Pre and post Science Diagnostic Tests. District Mini Assessment test. Mid year Assessments
2	Students with low Math skills	Differentiate instruction to include: measurement and algebraic formulas, data analysis, extrapolate information from graphs, cross curriculum units with Math Dept. Create extended learning opportunities calendar to include Math and Science. Student data chats every 4 weeks	Department Chair, Administrators	Mini quizzes, Math warm ups. Pre/post Science /Math diagnostic test, mid-year assessments	Informal observation by Administration. Mini Quizzes to assess student progress. Pre and Post Science /Math Diagnostic Test, Mid Year Assessments
3	Students lacking fluency and comprehension in Reading	Differentiate instruction, word mapping, interactive word walls, Frayer model, word recognition, context clues. Use Science content related reading stories. cross curriculum Reading and Science. Student Data Chats every 4 weeks	Department Chair, Administrators	Mini quizzes, warm ups, pre/post Science diagnostic test	Informal observation by Administration, mini quizzes to assess student progress, pre and post Science diagnostic test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	By June 2013, 60% (5) of all students scoring at the

Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Emergent Level (Levels 1,2, and 3) on the 2012 Florida Alternate Assessment (FAA) will improve one proficiency level on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	3% (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	Student's profound cognitive disabilities inhibit their ability to achieve proficiency and demonstrate learning gains on the Florida Alternative Assessment (FAA).	Center-based learning to provide individualized instruction, multi-sensory approach, manipulatives, real-life experiences, use of assistive technology	ESE Specialist and Administrator	Unique assessments Teacher-created materials Walk-throughs Tracking forms demonstrating student progress	Unique curriculum, benchmarks FAA
2	Students are in need of a multi-sensory approach curriculum based on profound cognitive disabilities	Multi-sensory curriculum approach to include: Scholastic, News/Weekly Reader, center-based learning to provide individualized instruction, manipulatives, real-life experiences, use of assistive technology	ESE Specialist, classroom teacher and Administrator	Increase teacher/parent/school correspondence, monitoring of daily attendance in class	Unique curriculum, benchmarks, FAA
3	Severe/profound/cognitive disabilities/degenerative conditions of students/medically fragile students/autism	Increase awareness of illness affecting those with severe/profound/cognitive disabilities/medically fragile	ESE Specialist, classroom teacher and Administrator	Increase teacher/parent/school correspondence, monitoring of daily attendance in class	9 weeks 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013 15% (53) of the students will score level 4&5 on the Science FCAT Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (42)	15% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lacking opportunity to provide students with enriched, enhanced rigorous Science curricula	Create rigorous enrichment activities using differentiated instruction, cooperative learning groups, independent study opportunities for developing reference and research skills.	Department Chair, Administrators	Informal observation, analyze and disaggregate data from projects and assessments, mini assessments after each unit, teacher/student data chats	Informal observation, mini quizzes and assessments Pre/Post Science skill test, special projects, ongoing teacher/student

	Field trips, and STEM competitions		data chats
--	------------------------------------	--	------------

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 June 2013, 3% (2) of students will score at the Proficient Level on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	3% (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 profound cognitive disabilities inhibit their ability to achieve proficiency and demonstrate learning gains on the Florida Alternate Assessment	Center based learning to provide individualized instruction, multi-sensory approach, manipulatives, real-life experiences, use of assistive technology	ESE Specialist, classroom teacher, administration	Unique assessments, teacher created materials, informal observations, tracking forms demonstrating student progress	Unique curriculum benchmarks, Florida Alternative Assessment
2	Students are in need of a multi-sensory approach curriculum based on profound cognitive disabilities	Multi-sensory curriculum approach to include: Scholastic News, Weekly Reader, center-based learning to provide individualized instruction, manipulatives, real-life experiences, use of assistive technology	ESE Specialist, classroom teacher, administration	Unique assessments, teacher created materials, informal observations, tracking forms demonstrating student progress	Unique curriculum benchmarks, Florida Alternative Assessment
3	Severe, profound, cognitive disabilities, degenerative conditions of students, medically fragile students, autism	Increase awareness of illness affecting those with severe, profound, cognitive disabilities, medically fragile	ESE Specialist, classroom teacher, administration	Increase teacher, parent, school correspondence; monitoring of daily attendance in classrooms	9 week reviews

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
Common Core Training	6-8 Science	District	Science teachers	Fall 2012	Observe teachers incorporating CCSS in instructional delivery	Department Chair & Administration
					Observe teachers	

GIZMOS Training	6-8 Science	District	Science teachers	Fall 2012	using GIZMOS in instructional delivery	Department Chair & Administration
ESOL training for teachers with A1/A2 students	6-8 Science	ELL coordinator	Science teachers	School year 2012-2013	Observe teachers using ELL strategies in their instructional delivery	Department Chair & Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Essential Labs	Sarjent Welch	SAC Accountability	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ROBOTIC software	Lego Robotics	SAC Accountability	\$375.00
Digital Lab	Lego Robotics	SAC Accountability	\$4,000.00
LCD replacement bulbs (5 each)	BECON	SAC Accountability	\$1,285.00
Speakers for classroom (5 sets)	AVS Inc	SAC Accountability	\$150.00
Laptop chargers for student laptops (10 each)	Blue Raven Technology	SAC Accountability	\$320.00
Laptop chargers for teacher MAC's (5 each)	Blue Raven Technology	SAC Accountability	\$285.00
DVD players with TV tuners (5 each)	Xerox Business Solutions	SAC Accountability	\$1,375.00
			Subtotal: \$7,790.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lego Robotics Training	District Facilitator	SAC Accountability	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,090.00

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 June 2013, 89% (322) of all students will achieve a level 3.0 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (311)	89% (322)
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 focus in writing main idea paragraphs	Implementation of the Six Traits in Writing, Differentiated Instruction, Six Traits Warm-Ups for writing, pre-writing & main idea practice with emphasis on focus and main idea	Department Chair, classroom teacher	Analyze and disaggregate data by grade level and adjust/revise focus lesson based on data, share graded work samples, peer edit of student work	Monthly school-wide writing prompts, writing samples, rubrics, writing portfolios, BAT I and BAT II
2	Poorly developed organizational skills	Differentiated instruction, elaboration strategies, organization strategies, implementation of the Six Traits in Writing	Department Chair, classroom teacher	Analyze and disaggregate data by grade level, adjust/revise focus lesson based on data, share graded work samples, peer edit and review of student work	Monthly school-wide writing prompts, writing samples, rubrics, writing portfolios, BAT I and BAT II
3	Poorly developed basic grammar and convention skills	Differentiated Instruction, self-editing and peer-editing and review, review of conventions, daily warm-ups in grammar and conventions	Department Chair, classroom teacher	Analyze and disaggregate data by grade level, adjust/revise focus lesson based on data, share graded work samples, peer edit and review of student work	Monthly school-wide writing prompts, writing samples, rubrics, writing portfolios, BAT I and BAT II

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 June 2013, 66% (6) of all taking the Florida Alternative Assessment will achieve a level 4.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5)	66% (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	Lack of focus in writing main idea paragraphs	Implementation of the Six Traits in Writing, Differentiated Instruction, Six Traits Warm-Ups for writing, pre-writing & main idea practice with emphasis on focus and main idea	Department Chair; classroom teacher, ESE facilitator	Analyze and disaggregate data by grade level, adjust/revise focus lesson based on data, share graded work samples, peer edit and review of student work Monthly school-wide writing prompts, writing samples, rubrics, writing portfolios, BAT I and BAT II	Monthly school-wide writing prompts, writing samples, rubrics, writing portfolios, BAT I and BAT II
2	Poorly developed organizational skills	Differentiated instruction, elaboration strategies, organization strategies, implementation of the Six Traits in Writing	Department Chair; classroom teacher, ESE facilitator	Analyze and disaggregate data by grade level, adjust/revise focus lesson based on data, share graded work samples, peer edit and review of student work.	Monthly school-wide writing prompts, writing samples, rubrics, writing portfolios, BAT I and BAT II
	Poorly developed basic	Differentiated	Department Chair;	Analyze and	Monthly school-

3	grammar and convention skills	Instruction, self-editing and peer-editing and review, review of conventions	classroom teacher, ESE facilitator	disaggregate data by grade level, adjust/revise focus lesson based on data, share graded work samples, peer edit and review of student work.	wide writing prompts, writing samples, rubrics, writing portfolios, BAT I and BAT II
---	-------------------------------	--	------------------------------------	--	--

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
Lesson Study of the Traits and Teaching the Writing Process	6-8 Language Arts	Department Chair	Professional Learning Community members	Monthly Professional Learning Communities	Administrative classroom visits and observations, peer observations	Department Chair/Administration
Best Practices	6-8 Language Arts	Department Chair	Language Arts Department	Monthly Department Meetings	Administrative classroom visits and observations, peer observations	Department Chair/Administration
Grammar & Conventions	6-8 Language Arts	Department Chair	Language Arts Department	Monthly Department Meetings	Administrative classroom visits and observations, peer observations	Department Chair/Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Novels by grade level	Common Core Texts	SAC Accountability	\$3,500.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promethean Active Slates	Promethean Inc	SAC Accountability	\$2,000.00
LCD replacement bulbs (5)	BECON	SAC Accountability	\$1,285.00
Speakers for classroom (10 sets)	AVS Inc	SAC Accountability	\$300.00
			Subtotal: \$3,585.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Six Traits Training	County Facilitator	SAC Accountability	\$1,760.00
			Subtotal: \$1,760.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Camps and Pull-outs	Sunrise Middle School classroom teachers	SAC Accountability	\$3,500.00
			Subtotal: \$3,500.00
			<b>Grand Total: \$12,345.00</b>

## 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:	By June 2013, 33% ( 121) will score level 3 on the Civics End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	33% (121)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new subject matter and concepts	Professional development, use of professional learning communities and effective use of planning	Department Chair and classroom teacher	Informal observation of modeled lessons for peers, demonstration of best practices in use, clearly written lesson plans	Informal observation
2	Students will be unfamiliar with vocabulary	Interactive word walls, context clues, word maps, CRISS strategies	Classroom teacher and Department Chair	Clear evidence of students using interactive word walls, exemplary student work on display	Mini-assessments, End of Course Exam
3	Students with poorly developed reference and research skills	Use of current events, research projects corresponding to current events and extended learning opportunities	Classroom teacher and Department Chair	Exemplary student projects on display, informal observation	Mini-assessments, End of Course Exam

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:	By June 2013, 11% (40) will score level 4 and 5 on the Civics End of Course Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	11% (40)

### 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 adjusting to new subject matter and concepts	Differentiated instruction, guided practice, graphic organizers to organize concepts	Classroom teacher and Department Chair	Informal observation	Mini-assessments, End of Course Exam
	Lack of strategic	Summarizing	Classroom	Assessments aligned	Mini-



2	thinking skills		teacher and department chair	with Common Core Standards, History Fair Projects	assessments, End of Course Exam
3	Lack of reference and research skills	-Research projects (History Fair) -Cross-curriculum projects requiring reference and research skills	Classroom teacher and department chair	Rubrics created from and aligned with Common Core Standards	Mini-assessments, End of Course Exam

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
Textbook Training	6-8 Social Studies	District	Social Study Department	September 22, 2012	Teacher best practices as observed by administrative informal observations and shared at department meetings	Department Chair/Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
LCD Epsons9 (3 each)	Xerox Business Solutions	SAC Accountability	\$1,260.00
LCD Replacement bulbs (5 each)	BECON	SAC Accountability	\$1,285.00
Laptop chargers for staff MAC's (5 each)	Blue Raven Technology	SAC Accountability	\$285.00
ELMO TT-12 Document Camera (3 each)	Xerox Business Solution	SAC Accountability	\$1,560.00
Speakers for classrooms (5 sets)	AVS Inc	SAC Accountability	\$150.00
Laptop chargers for students (10 each)	Blue Raven Technology	SAC Accountability	\$320.00
DVD player with TV tuners (5 each)	Xerox Business Solution	SAC Accountability	\$1,375.00
			Subtotal: \$6,235.00
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
			<b>Grand Total: \$6,235.00</b>

## 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 the end of the academic year 2012-2013, Sunrise Middle School average daily student attendance will improve to 95%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.7%	95.2%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
81	77
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
19	15

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier	Parent link and website attendance information in student's native language	Guidance Director, Grade Level Guidance Counselors	Analyze the BTIP notification report monthly	- Pinnacle - Opti-spool Report - BTIP Notification - Monthly Average Report
2	Lack of knowledge of attendance policy	Educate parents on attendance policy through Open House, Title 1 Parent Night and monthly SAC meetings	Guidance team & Administration	Analyze the BTIP notification monthly	- Pinnacle - Opti-spool Report - BTIP Notification - Monthly Average Report
3	Inaccuracy in record keeping by teachers	Training in attendance record keeping	Grade level attendance liaison	Analyze daily attendance report	- Pinnacle - Opti-spool Report - BTIP Notification - Monthly Average Report

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
Parent University	6-8 grade	Leadership Team	School-wide	New student orientation, SAC meetings, Open House, Parent Nights	Analyze daily attendance report	Victor Calderon and Ruth Perez
Training attendance policy and procedure	6-8 grade	Leadership Team	School-wide	Week of August 13, September 24, 2012 and January 14, 2013	Monthly attendance review at faculty, grade level and department meetings	Victor Calderon and Ruth Perez

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Falcon Dollar Incentive Program	Target	SAC Accountability	\$5,000.00
Quarterly Honor Roll Recognitions	Office Depot	SAC Accountability	\$2,000.00
Academic Improvement Recognitions	Office Depot	SAC Accountability	\$1,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,000.00

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013, all school suspensions will be reduced by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
677	609

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
316	284
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
353	318
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
184	166

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	Insufficient communication to parents regarding our school-wide discipline policy	Offer parents more opportunities to be part of the school community	Parent Involvement contact person and school staff	parent meeting groups, conferences	Parent surveys, sign in sheets for events, feedback from parents
2	Funding for in-school suspension and Saturday school	Develop a discipline committee to evaluate discipline plan to include our Falcon Dollar incentive program	Administrator, teachers	Track the number of students recognized for good behavior	teacher surveys for effectiveness of program, student assemblies

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
Teacher training in positive & proactive interventions to address student behaviors	6-8 grades	Guidance department, grade level administrator	School-wide	Fall 2012	Classroom observation, reduction in referrals	Grade level administrator

Suspension Budget:

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

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

*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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		By June 2013, 43% of parents will participate in the decision-making process and attend parent activities regarding their child's education as documented by sign-in-sheets, agendas, and parent surveys.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
40% (450)		43% (486)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Send materials and information home in different languages. Send parent links home in different languages. Reach out to neighboring community and faith-based organizations.	SAC/SAF, members, Administration, and leadership team	Sign in sheets and agendas	Parent surveys, feedback, and parent conferences
2	Economically disadvantaged families	Provide refreshments and babysitting	FFEA, administration and leadership team	Sign in sheets and agendas	Parent surveys, feedback, and parent conferences

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
Professional development to train teachers in conferencing skills with parents	6-8 all grades	Guidance Director	All teachers, all grade levels	On-going	Review of the guidance conference sheets	Administration and guidance

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Annual parent involvement seminar	Admission fee	Title One	\$120.00
Parent University Nights (curriculum and assessment)	Teacher resources	Title One	\$345.00
Effective school/parent training	Student agendas, materials on middle school	Title One	\$3,734.00
Parent University Nights	Teacher leader salaries	Title One	\$563.00
			Subtotal: \$4,762.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Pinnacle Training	Teacher leader salaries	Title One	\$61.00
			Subtotal: \$61.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Impact Training	Registration fees	Title One	\$80.00
			Subtotal: \$80.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,903.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Cross curricular reading strategies/CRISS	In school facilitator	SAC Accountability	\$3,000.00
CELLA	Spanish Language Dictionaries (10)	Hansson Office Supply	SAC Accountability	\$130.00
CELLA	Creole Language Dictionaries (10)	Hansson Office Supply	SAC Accountability	\$130.00
CELLA	Portuguese Language Dictionaries (5)	Hansson Office Supply	SAC Accountability	\$60.00
Science	Essential Labs	Sarjent Welch	SAC Accountability	\$4,000.00
Writing	Core Novels by grade level	Common Core Texts	SAC Accountability	\$3,500.00
Attendance	Falcon Dollar Incentive Program	Target	SAC Accountability	\$5,000.00
Attendance	Quarterly Honor Roll Recognitions	Office Depot	SAC Accountability	\$2,000.00
Attendance	Academic Improvement Recognitions	Office Depot	SAC Accountability	\$1,000.00
Parent Involvement	Annual parent involvement seminar	Admission fee	Title One	\$120.00
Parent Involvement	Parent University Nights (curriculum and assessment)	Teacher resources	Title One	\$345.00
Parent Involvement	Effective school/parent training	Student agendas, materials on middle school	Title One	\$3,734.00
Parent Involvement	Parent University Nights	Teacher leader salaries	Title One	\$563.00
				Subtotal: \$23,582.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ELMO Document Cameras (3 each)	Xerox Business Solution	SAC Accountability	\$1,560.00
Reading	Speakers for classroom (3 sets)	AVS Inc	SAC Accountability	\$90.00
Reading	Laptop chargers for students (10 each)	Blue Raven Technology	SAC Accountability	\$320.00
Science	ROBOTIC software	Lego Robotics	SAC Accountability	\$375.00
Science	Digital Lab	Lego Robotics	SAC Accountability	\$4,000.00
Science	LCD replacement bulbs (5 each)	BECON	SAC Accountability	\$1,285.00
Science	Speakers for classroom (5 sets)	AVS Inc	SAC Accountability	\$150.00
Science	Laptop chargers for student laptops (10 each)	Blue Raven Technology	SAC Accountability	\$320.00
Science	Laptop chargers for teacher MAC's (5 each)	Blue Raven Technology	SAC Accountability	\$285.00
Science	DVD players with TV tuners (5 each)	Xerox Business Solutions	SAC Accountability	\$1,375.00
Writing	Promethean Active Slates	Promethean Inc	SAC Accountability	\$2,000.00
Writing	LCD replacement bulbs (5)	BECON	SAC Accountability	\$1,285.00
Writing	Speakers for classroom (10 sets)	AVS Inc	SAC Accountability	\$300.00
Civics	LCD Epsoms9 (3 each)	Xerox Business Solutions	SAC Accountability	\$1,260.00
Civics	LCD Replacement bulbs (5 each)	BECON	SAC Accountability	\$1,285.00
Civics	Laptop chargers for staff MAC's (5 each)	Blue Raven Technology	SAC Accountability	\$285.00
Civics	ELMO TT-12 Document Camera (3 each)	Xerox Business Solution	SAC Accountability	\$1,560.00
Civics	Speakers for classrooms (5 sets)	AVS Inc	SAC Accountability	\$150.00

Civics	Laptop chargers for students (10 each)	Blue Raven Technology	SAC Accountability	\$320.00
Civics	DVD player with TV tuners (5 each)	Xerox Business Solution	SAC Accountability	\$1,375.00
Parent Involvement	Parent Pinnacle Training	Teacher leader salaries	Title One	\$61.00
				Subtotal: \$19,641.00
<b>Professional Development</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Lego Robotics Training	District Facilitator	SAC Accountability	\$300.00
Writing	Six Traits Training	County Facilitator	SAC Accountability	\$1,760.00
Parent Involvement	Impact Training	Registration fees	Title One	\$80.00
				Subtotal: \$2,140.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Writing Camps and Pull-outs	Sunrise Middle School classroom teachers	SAC Accountability	\$3,500.00
				Subtotal: \$3,500.00
				Grand Total: \$48,863.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/15/2012)

## 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
Funds to be used to: a) improve and enhance classroom technology for the benefit of all students in all subgroups b) provide training and professional development for teachers to enhance delivery of classroom instruction and prepare teachers for implementation of Common Core Standards c) provide additional opportunities in pull-out and Saturday Camps for students to improve reading, math, science and writing skills	\$43,640.00

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

Monthly monitoring of the implementation of the 2012-2013 School Improvement Plan during SAC meetings  
 Revisit SAC composition of membership for compliance purposes  
 Recruit new members for parent involvement  
 Promote activities that increase current member involvement  
 Maintain and increase our Partners in Education  
 Develop School Improvement Plan for 2013-2014 school year  
 Develop and maintain high quality academic programs  
 Invite guest speakers to address the needs of our community

Provide resources which address that meet the specific needs of our community

# 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 SUNRISE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	68%	93%	42%	270	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	65%	73%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	67% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SUNRISE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	66%	93%	48%	278	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	67%	68%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	60% (YES)			119	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					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested