

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH DADE MIDDLE SCHOOL

District Name: Dade

Principal: Brian Hamilton

SAC Chair: Emily Baron

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/8/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Brian Hamilton	PHYS ED, MIDDLE GRADES, SCHOOL PRINCIPAL	6	15	'12 '11 '10 '09 '08 School Grade NA C C B C AYP NA N N N N High Standards Rdg. NA 57 60 66 61 High Standards Math NA 57 65 67 58 Lrng Gains-Rdg. NA 58 57 40 58 Lrng Gains-Math NA 52 61 67 56 Gains-Rdg-25% NA 61 62 64 55 Gains-Math-25% NA 58 62 69 59
Assis Principal	ILEANA I. HERNANDEZ	ELEM ED, ED LEADERSHIP	2	15	'12 '11 '10 '09 '08 School Grade NA A A A A AYP NA Y Y Y N High Standards Rdg. NA 92 89 94 94 High Standards Math NA 86 83 91 87 Lrng Gains-Rdg. NA 67 71 77 73 Lrng Gains-Math NA 73 66 72 68 Gains-Rdg-25% NA 71 61 69 74 Gains-Math-25% NA 62 61 59 60
					'12 '11 '10 '09 '08 School Grade NA C C D A

Assis Principal	JANET ARGILAGOS	ELEM EDUCATION, SPANISH, ED LEADERSHIP	3	3	AYP NA N N N N High Standards Rdg. NA 57 51 44 87 High Standards Math NA 57 60 47 85 Lrng Gains-Rdg. NA 58 60 16 70 Lrng Gains-Math NA 52 66 43 70 Gains-Rdg-25% NA 61 65 57 55 Gains-Math-25% NA 58 65 60 61
Assis Principal	ALONZA PENDERGRASS	EXCEPTIONAL STUDENT EDUCATION, ED LEADERSHIP	2	2	'12 '11 '10 '09 '08 School Grade NA X D C B AYP NA N N N N High Standards Rdg. NA 36 35 50 54 High Standards Math NA 65 64 61 66 Lrng Gains-Rdg. NA 42 44 29 58 Lrng Gains-Math NA 71 69 58 67 Gains-Rdg-25% NA 42 61 56 60 Gains-Math-25% NA 61 50 80 72

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	ILIANA HERRERA	ELEM ED, READING, ESOL	3	3	'12 '11 '10 '09 '08 School Grade NA C C D C AYP NA N N N N High Standards Rdg. NA 57 48 49 49 High Standards Math NA 57 60 55 61 Lrng Gains-Rdg. NA 58 58 20 56 Lrng Gains-Math NA 52 67 55 60 Gains-Rdg-25% NA 61 75 46 58 Gains-Math-25% NA 58 75 45 69
Mathematics	MATTHEW ST AUBIN	ELEM ED, PHYS ED, ESOL, MG MATH, ED LEADERSHIP	1	2	'12 '11 '10 '09 '08 School Grade C D C C B AYP N N N N N High Standards Rdg. 35 58 45 50 54 High Standards Math 48 68 56 61 66 Lrng Gains-Rdg. 62 56 60 60 58 Lrng Gains-Math 64 64 58 58 67 Gains-Rdg-25% 66 46 56 56 60 Gains-Math-25% 72 64 72 72 75

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	Provide leadership opportunities for teachers.	Principal	June 2013	
2	Partnering new teachers with veteran instructional personnel.	Assistant Principals	June 2013	
3	Recognition and celebration of achievements.	Principal Assistant Principals Department Chairs	June 2013	

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
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13 TEACHING OUT OF FIELD	PUT TOGETHER A MASTER SCHEDULEING COHORT TO SEE IF TEACHERS CAN BE PLACED IN TEACHING ASSINGMENTS WHICH LIE WITHIN THEIR AREAS OF CERTIFICATION.
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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
82	3.7%(3)	39.0%(32)	48.8%(40)	8.5%(7)	34.1%(28)	64.6%(53)	8.5%(7)	0.0%(0)	43.9%(36)

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
MONICA PRADO	SASHA R. SALVA	EXCEPTIONAL STUDENT EDUCATION	MONTHLY MEETINGS
MONICA PRADO	FANNY C. ROMERO	EXCEPTIONAL STUDENT EDUCATION	MONTHLY MEETINGS
MONICA PRADO	JAYASHREE NARAIN	EXCEPTIONAL STUDENT EDUCATION	MONTHLY MEETINGS

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

At South Dade Middle School (SDMS), Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Involvement Program; Title I CHES; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

South Dade Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

NA

Title II

The district uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at CRMS focusing on Professional Learning Community (PLC) development and facilitation.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)

The above services will be provided should funds become available for this school year and should the FLDOE approve the application.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

SDMS offers:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, guidance counselors, and TRUST Specialist
- Training and technical assistance for elementary and middle school teachers, administrators, counselors, TRUST Specialist, and Safe School Specialists is also a component of this program
- TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises

Nutrition Programs

- South Dade Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy
- Nutrition education, as per state statute, is taught through physical education
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

At South Dade Middle School:

1. MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

2. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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?

At South Dade Middle School:

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular department and team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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?

At South Dade Middle School:

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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.

At South Dade Middle School:

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students

- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic:

- FAIR assessment
- PMRN data
- Edusoft reports for ongoing progress monitoring assessments
- Edusoft reports for District Interim assessments
- FCAT data
- CELLA data
- Student grades

Behavior:

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals per quarter
- Attendance

Describe the plan to train staff on MTSS.

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- Student grades

Behavior:

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals per quarter
- Attendance

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. organizing a network of ongoing support for RtI organized through feeder patterns

Describe the plan to support MTSS.

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Plans to support MTSS include:

1. Regular meetings of the MTSS leadership team
2. Professional development to support the MTSS

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The South Dade Middle School Literacy Leadership Team will include:

- Mr. Brian Hamilton, Principal
- Ms. Janet Argilagos, Assistant Principal
- Ms. Yamberli Cruz, Lead Teacher
- Ms. Iliana Herrera, Reading Coach
- Ms. Kimberly Berkey, Language Arts Department Chair

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

The SDMS Literacy Leadership Team will meet monthly to:

- Create capacity of reading knowledge with the school
- Focus on areas of literacy concern across the school

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

The major initiatives of the SDMS LLT, in alignment with the CCRP, will include:

- Instructional Focus Calendars (Reading, Mathematics, and Science)
- Vocabulary Word of the Day
- Implementation of Writing across disciplines

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

The school will implement the use of daily Instructional Focus lessons where every teacher will provide instruction of targeted reading benchmarks.

Administrative Team members will conduct regular walkthroughs of classes to review lesson plans and to monitor implementation and delivery of SIP mandates.

*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?

NA

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?

NA

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](#)

NA

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:	Reading Goal #1A: The results of the 2012 FCAT Reading Test indicate that 25% (326) of students achieved Level 3 proficiency. Our goal for the 2012 – 2013 school year is to increase Level 3 student proficiency by 6 percentage points to 31% (397)
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (326)	31% (397)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. These students lacked the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of Information within and across texts.	1A.1. Use project-based learning in order to move students from guided learning to more independent learning. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	1A.1. Administration Reading Coach Literacy Leadership Team Department Chairs	1A.1. Following the FCIM model, the reading coach will review formative assessment data weekly and adjust instruction as needed.	1A.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work Summative Assessment: 2013 FCAT 2.0

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:	Reading Goal #1B: The results of the 2012 Florida Alternate Assessment Reading Assessment indicate that 30% (10) of the students scored at achievement Level 4, 5, and 6. Our goal for the 2012-2013 school year is to increase the number of students scoring level 4, 5, and 6 to 35% (12)
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% (10)			35% (12)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1B.1. An area of deficiency as noted on the 2012 administration of the FAA Reading test was Standard 5: Fluency in the Access Point strand Reading Process.</p> <p>Students lack the skills to Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities.</p>	<p>1B.1. The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p>	<p>1B.1. Administration Reading Coach Literacy Leadership Team Department Chairs</p>	<p>1B.1. Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals.</p> <p>Classroom Observations /Walkthroughs and review of student work folders.</p> <p>Coaching Logs.</p>	<p>1B.1. Formative Assessments: District Interims Tri-Weekly Access Point Assessments</p> <p>Student work</p> <p>Summative Assessment: 2013 FAA</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	<p>Reading Goal #2A:</p> <p>The results of the 2012 FCAT Reading Test indicate that 15% (193) of students achieved levels 4 and 5 proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 17% (218)</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (193)	17% (218)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.</p> <p>These students lacked the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.</p>	<p>2A.1. Use reciprocal teaching, opinion proofs, question-and answer relationships, note-taking skills, summarization skills, questioning the author, and encourage students to read from a wide variety of texts.</p> <p>Students will be grouped to participate in push-ins with coaches and highly effective teachers utilizing high-interest novels graphic organizers during Language Arts enrichment and</p>	<p>2A.1. Administration Reading Coach Literacy Leadership Team Department Chairs</p>	<p>2A.1. Following the FCIM model, the reading coach will review formative assessment data weekly and adjust instruction as needed.</p>	<p>2A.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

	<p>Content Areas accompanied by correlating activities in deficient benchmarks.</p> <p>Develop a Professional Learning Community and increase collaboration between Language Arts and Social Studies teachers utilizing core standards to increase students' exposure to inquiry based learning.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	<p>Reading Goal #2B: The results of the 2012 Florida Alternate Assessment Reading Assessment indicate that 58% (19) of the students scored at achievement Level 7, 8, and 9.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring level 7,8, and 9 to 61% (20)</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>58% (19)</p>	<p>61% (20)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2B.1. An area of deficiency as noted on the 2012 administration of the FAA Reading test was Standard of Phonics/Reading Analysis Access Point strand Reading Process.</p> <p>Students lack the skills to recognize high frequency words with regular spellings.</p>	<p>2B.1. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.</p> <p>Students must have continuous review/practice when learning reading concepts.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p>	<p>2B.1. Administration Reading Coach Literacy Leadership Team Department Chairs</p>	<p>2B.1. Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals.</p> <p>Classroom Observations /Walkthroughs and review of student work folders. Coaching Logs.</p>	<p>2B.1. Formative Assessments: District Interims Tri-Weekly Access Point Assessments</p> <p>Student work Summative Assessment: 2013 FAA</p>

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>Reading Goal #3A: The results of the 2012 FCAT Reading Test indicate that 60% (694) of students made learning gains.</p> <p>Our goal for the 2012 - 2013 school year is to increase students achieving learning gains by 10 percentage points to 70% (810)</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

60% (694)			70% (810)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.</p> <p>These students lacked the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.</p>	<p>3A.1. Update computer lab schedule and increase number of student computer stations per classroom in order to optimize student usage of computers to increase the implementation of Reading Plus to a minimum of 90 minutes per week per student.</p> <p>Increase a rewarding and challenging system utilizing Reading Plus contest, Accelerated Reader-Independent Reading Program and Homeroom Prize Patrol.</p>	<p>3A.1. Administration Reading Coach Literacy Leadership Team Department Chairs</p>	<p>3A.1. Following the FCIM model, the reading coach will review formative assessment data weekly and adjust instruction as needed.</p> <p>Review the Reading Plus reports to ensure students are making adequate progress.</p>	<p>3A.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>Reading Goal #3B: The results of the 2012 FAA Reading Assessment indicate that 74% (20) of the students made learning gains in reading.</p> <p>Our goal for the 2012-2013 school year is to increase students making learning gains to 79% (22)</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (20)	79% (22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3B.1. An area of deficiency as noted on the 2012 administration of the FAA Reading test was Standard 5: Fluency in the Access Point strand Reading Process.</p> <p>Students lack the skills to Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities.</p>	<p>3B.1. Administer the Unique Learning System monthly checkpoints that are aligned with various benchmarks and content that are assessed on the Florida Alternate Assessment test.</p>	<p>3B.1. Administration Reading Coach Literacy Leadership Team Department Chairs</p>	<p>3B.1 Review the Unique learning System monthly checkpoints that are aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test to ensure students are making adequate progress.</p>	<p>3B.1 Formative Assessments: District Interims Unique Learning System monthly checkpoints Student work</p> <p>Summative Assessment: 2013 FAA</p> <p>Unique learning System</p>

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

of improvement for the following group:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>Reading Goal #4:</p> <p>The results of the 2012 FCAT Reading Test indicate that 64% (196) of students in the lowest 25% made learning gains</p> <p>Our goal for the 2012 - 2013 school year is to implement interventions and remediation opportunities in order to increase the percentage points of students in the lowest 25% making learning gains by 5 percentage points to 69% (211)</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>64% (196)</p>	<p>69% (211)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.</p> <p>This was due to limited opportunities for interventions and remediation. Tutoring opportunities were limited; therefore, students require a structured supplemental tool implemented with fidelity.</p>	<p>4A.1. Students will utilize SuccessMaker and Reading Plus programs a minimum of three times per week.</p> <p>Develop a computer lab schedule to facilitate student use of Reading Plus program at home and through the Social Sciences.</p> <p>Utilize McDougal Language Arts Workbooks to support instruction in Informational Text/Research Process.</p> <p>Increase a rewarding and challenging system utilizing Reading Plus contest and Homeroom Prize Patrol.</p>	<p>4A.1. Administration MTSS/RTI Reading Coach Literacy Leadership Team Department Chairs</p>	<p>4A.1. Following the FCIM model, the reading coach will review formative assessment data weekly and adjust instruction as needed.</p> <p>Review SuccessMaker and Reading Plus data reports to monitor adequate progress.</p>	<p>4A.1. Formative Assessments: District Interims SuccessMaker Data Tri-Weekly Benchmark Assessments Student work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Reading Goal #</p> <p>Reading Goal #5A: The focus for South Dade Middle School is to increase the proportion of students scoring at levels 3 and above and to reduce the proportion of students scoring at levels 1 and 2</p>					
<p>Baseline data 2010-2011</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>
<p></p>	<p>45%</p>	<p>50%</p>	<p>55%</p>	<p>60%</p>	<p>65%</p>	<p></p>

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

	<p>Reading Goal #5B:</p>
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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2012 FCAT Reading Test indicate that 34% (55) of the students in the Black subgroup achieved proficiency.</p> <p>Our goal for the 2012 -2013 school year is to increase student proficiency by 14 percentage points to 48% (77).</p> <p>The results of the 2012 FCAT Reading Test indicate that 41% (400) of the students in the Hispanic subgroup achieved proficiency.</p> <p>Our goal for the 2012 -2013 school year is to increase student proficiency by 7 percentage points to 48% (468).</p> <p>In addition, 52% (65) of the students in the White subgroup achieved proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 8 percentage points to 60% (75).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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<p>White: 52% (65) Black: 34% (55) Hispanic: 41% (400) Asian: 58% (5) American Indian: NA</p>	<p>White: 60% (75) Black: 48% (77) Hispanic: 48% (468) Asian: 62% (7) American Indian: NA</p>
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. The area of deficiency as noted on the 2012 FCAT Reading Test, for the Black AYP subgroup was reporting Category 4: Informational Text/Research Process. Appropriate and timely placement of students in interventions has been an obstacle.</p> <p>The area of deficiency as noted on the 2012 FCAT Reading Test, for the Hispanic AYP subgroup was Reporting Category 4: Informational Text/Research Process. Appropriate and timely placement of students in interventions has been an obstacle.</p> <p>The area of deficiency as noted on the 2012 FCAT Reading Test, for the White AYP subgroup was Reporting Category 4: Informational Text/Research Process. Appropriate and timely placement of students in interventions has been an obstacle.</p>	<p>5B.1. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>Teachers should emphasize instruction that helps students build stronger arguments to support their answers.</p> <p>Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • reciprocal teaching; • opinion proofs; • question- and- answer relationships; • note-taking skills; • summarization skills; • questioning the author; <p>and</p>	<p>5B.1. Administration Reading Coach Literacy Leadership Team Department Chairs</p>	<p>5B.1. Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using FAIR assessment data.</p>	<p>5B.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

	• encouraging students to read from a wide variety of texts		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Reading Goal #5C: The results of the 2012 FCAT Reading Test indicate that 23% (54) of the students in the English Language Learners Subgroup achieved proficiency. Our goal for the 2012 - 2013 school year is to increase student proficiency by 18 percentage points to 41% (96).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (54)	41% (96)

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	5C.1. The area of deficiency as noted on the 2012 FCAT Reading Test, for the ELL subgroup was Reporting Category 1: Vocabulary. The deficiency for the ELL students are due to limited small group differentiated instruction.	5C.1. Students will be participating in small group differentiated instruction to provide extensive guided practice.	5C.1. Administration Reading Coach Department Chairs	5C.1. Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using FAIR assessment data.	5C.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work Summative Assessment: 2013 FCAT 2.0

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:	Reading Goal #5D: The results of the 2012 FCAT Reading Test indicate that 26% (50) of the students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012 - 2013 school year is to increase student proficiency by 7 percentage points to 33% (64).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (50)	33% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 FCAT Reading Test, for the SWD subgroup was Reporting Category 1: Vocabulary.	5D.1. Students will be participating in small group differentiated instruction to provide extensive guided practice as stipulated by their	5D.1. Administration Reading Coach Department Chairs	5D.1. Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using FAIR assessment data.	5D.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments

The deficiency for the SWD students are due to limited small group differentiated instruction.	Individualized Educational Plan (IEP).		Student work Summative Assessment: 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading Goal #5E: The results of the 2012 FCAT Reading Test indicate that 40% (464) of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012 - 2013 school year is to increase student proficiency by 8 percentage points to 48% (556).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (464)	48% (556)

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	5E.1. The area of deficiency as noted on the 2012 FCAT Reading Test, for the Economically Disadvantaged subgroup was Reporting Category 1: Vocabulary. This deficiency is due to limited use of technology and limited exposure to a vocabulary rich environment.	5E.1. Increase access of student station computers per classroom to facilitate student access to Reading Plus program. Develop a computer lab schedule to facilitate student use of Reading Plus program at home and through the Social Sciences. Increase a rewarding and challenging system utilizing Reading Plus contest and homeroom Prize Patrol.	5E.1. Administration Reading Coach Literacy Leadership Team Department Chairs	5E.1. Literacy Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using FAIR assessment data. Ongoing classroom observation and computer lab rotation schedule.	5E.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work Computer lab schedules Summative Assessment: 2013 FCAT 2.0

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 Learning Communities in Content Areas	4-8 Content Areas	Reading Coach	All Teachers	August 20, 2012-ongoing monthly	Meeting minutes and sign	Reading Coach
Differentiated Instruction	4-8 Reading	Reading Coach	All Teachers	August 23, 2012-ongoing monthly	Classroom Visitations	Reading Coach

Success Maker	4-5 Reading	District	Language Arts	TBA	Success Maker Data Reports	Success Maker Data Reports
Professional Learning Communities in Secondary Language Arts	6-8 Language Arts	Reading Coach	Language Arts	August 20, 2012-ongoing monthly	Meeting minutes and sign-in sheets	Reading Coach
Professional Learning Communities in Reading	4-8 Reading	Reading Coach	Reading Department	August 20, 2012-ongoing monthly	Meeting minutes and sign	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
McDougal Language Arts Workbooks	On and below grade level workbooks for secondary Language Arts	Title I	\$2,265.00
Small group intervention	Interventionist	Title I	\$20,000.00
Accelerated Reader	Incentives	EESAC	\$500.00
Reading Plus	Incentives	EESAC	\$1,000.00
			Subtotal: \$23,765.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology based Reading programs SuccessMaker, Reading Plus, Voyager SOLO	Headphones	EESAC	\$500.00
			Subtotal: \$500.00
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
Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
District Interim Assessment	Incentives	EESAC	\$1,000.00
			Subtotal: \$1,500.00
			Grand Total: \$25,765.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA Goal #1: The results of the 2012 CELLA Assessment indicates that 63% (155) of students achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 4 percentage points to 67%

2012 Current Percent of Students Proficient in listening/speaking:

63% (155)

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	1.1. ESOL students are placed in self-contained Reading and Language Arts classes. Modeling will be limited to the teacher and computer based programs.	1.1. Students will be participating in small group differentiated instruction to provide extensive guided practice. The teacher will demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.	1.1. Administration Reading Coach Department Chairs MTSS/RTI	1.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.	1.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work Summative Assessment: 2013 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:

CELLA Goal #2:

The results of the 2012 CELLA Assessment indicate that 35% (87) of students achieved proficiency.

Our goal for the 2012 – 2013 school year is to increase student proficiency by 6 percentage points to 41%

2012 Current Percent of Students Proficient in reading:

35% (87)

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	2.1. ESOL students are placed in self-contained Reading and Language Arts classes. Modeling will be limited to the teacher and computer based programs.	2.1. Students will be participating in small group differentiated instruction to provide extensive guided practice. The Comprehensive Research-based Reading Plan (CRRP) task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher	2.1. Administration Reading Coach Department Chairs MTSS/RTI	2.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.	2.1.. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work Summative Assessment: 2013 CELLA

	in structuring the lesson and making it meaningful for the students.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Goal #3: The results of the 2012 CELLA Assessment indicate that 30% (74) of students achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by 4 percentage points to 34%.
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2012 Current Percent of Students Proficient in writing:

30% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. ESOL students are placed in self-contained Reading and Language Arts classes. Modeling will be limited to the teacher and computer based programs.	3.1. Students will be participating in small group differentiated instruction to provide extensive guided practice in these writing steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.	3.1. Administration Reading Coach Department Chairs MTSS/RTI	3.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.	3.1. Formative Assessments: District Interims Tri-Weekly Benchmark Assessments Student work Summative Assessment: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention/Small Groups	On and below grade level workbooks as applicable to ELL students	Title I	\$5,000.00
Subtotal:			\$5,000.00
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: \$5,000.00

End of CELLA Goals

Elementary 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:	Mathematics Goal #1A: The results of the 2012 FCAT Mathematics Assessment indicates that 28% (366) of students achieved Level 3 proficiency. Our goal for the 2012 - 2013 school year is to increase Level 3 student proficiency by 3 percentage points to 34% (437)
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (366)	34% (437)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1A.1. 4th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.</p> <p>This deficiency is due to the students' limited utilization of manipulative through differentiated instructions to facilitate learning relative to geometry terms, properties, measurement and application of geometry and measurement in real world context.</p> <p>5th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number: Base Ten and Fractions.</p> <p>This deficiency is due to limited utilization of manipulative during mathematics instruction to facilitate student learning relative to integers, size of numbers, and operations involving fractions.</p> <p>Students lack of exposure to FCAT formatted questions.</p>	<p>1A.1. 4th Grade: Develop and utilize FCAT focus lessons that involve Geometry and measurement and understanding geometrical properties.</p> <p>5th Grade: Develop lessons that help students to understand the properties of numbers. Develop hands on activities that help students to understand operations with fractions. Use virtual manipulative to graphically demonstrate, explore, and practice multiplying fractions and identifying problems that can be solved using a proportion. Develop and utilize FCAT focus lessons that involve number sense and understanding properties of numbers. Students will use interactive websites, such as BrainPop and Gizmos, to introduce and develop new concepts.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction accordingly to the needs of the student.</p>	1A.1. Administration Mathematics Coach Department Chair	<p>1A.1. The mathematics coach will review formative assessment data weekly and adjust instruction as needed.</p> <p>Review agenda and sign-in sheets to ensure active participation from all participants.</p> <p>Observe teachers to ensure implementation of strategies.</p>	<p>1A.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Mathematics Goal #1B: The results of the 2012 Florida Alternate Assessment Mathematics Assessment indicate that 42% (14) of the students scored at achievement Level 4,5, and 6. Our goal for the 2012-2013 school year is to increase students scoring level 4,5, and 6 by 5% to 47% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (14)	47% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operation for 4th grade students.	1B.1. Provide students with opportunities to learn concepts using manipulative visuals, number lines and assistive technology for 4th grade students.	1B.1. Administration Mathematics Coach	1B.1. Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations /Walkthroughs and review of student work folders	1B.1. Tri-Weekly Access points Mini Assessments Summative Assessment: 2013 FAA folders
	An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operation for 5th grade students.	Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement for 5th grade students.			
	Students lack the skills to Solve problems involving addition and subtraction with sums to 50 using strategies such as representing and grouping objects or tallies.	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).			

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Mathematics Goal #2A: The result of the 2012 FCAT Mathematics Assessment indicates that 14% (180) of students achieved proficiency (Level 4 and 5). Our goal for the 2012 – 2013 school year is to maintain and/or increase student proficiency by 2 percentage points to 16% (206).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (180)	16% (206)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2A.1. 4th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.</p> <p>This deficiency is due to the students' limited utilization of manipulative and enrichment through differentiated instructions to facilitate learning relative to geometry terms, properties, measurement and application of geometry and measurement in real world context.</p> <p>5th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.</p> <p>This deficiency is due to the students' limited utilization of manipulative and enrichment through differentiated instructions to facilitate learning relative to geometry terms, properties, measurement and application of geometry and measurement in real world context.</p>	<p>2A.1. 4th Grade: Develop thematic projects that involve geometry, measurement and real world application of geometrical properties. Students will have the opportunity to learn and improve their knowledge of geometry and measurement relations through enrichment activities that increase rigor and relevance.</p> <p>Develop and utilize FCAT focus lessons that involve Geometry and measurement and understanding geometrical properties.</p> <p>Implement mathematics Problem Solving Guide.</p> <p>5th Grade: Utilize the Go Math Enrichment resources (grades 4-5). Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and-three dimensional shapes/objects.</p> <p>Allow for common planning across all grade levels to plan differentiated activities for mathematical blocks.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction according to the needs of the students.</p>	2A.1. Administration Mathematics Coach Department Chair	<p>2A.1. The mathematics coach will review formative assessment data weekly and adjust instruction as needed.</p> <p>Review agenda and sign-in sheets to ensure active participation from all participants.</p> <p>Observe teachers to ensure implementation of strategies.</p>	<p>2A.1 Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Mathematics Goal #3A: The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 61% (709) of students made learning gains. Our goal for the 2012 - 2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order increase the percentage of students making learning gains by 5 percentage points to 66% (767).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (709)	66% (767)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3A.1. 4th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.</p> <p>This decrease is due to limited interventions and remediation opportunities.</p> <p>5th Grade: As noted on the 2012 FCAT Mathematics Assessment the current area of deficiency is Number: Base Ten and Fractions.</p> <p>The deficiency is due to limited interventions, remediation, and/or enrichment opportunities.</p>	<p>3A.1. 4th Grade: Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and-three dimensional shapes/objects.</p> <p>Allow for common planning across all grade levels to plan differentiated activities for mathematical blocks.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction according to the needs of the students.</p> <p>5th Grade: Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of</p>	3A.1. Administration Mathematics Coach Department Chair	3A.1 The mathematics coach will review formative assessment data weekly and adjust instruction as needed.	<p>3A.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

	<p>manipulatives and engaging opportunities for practice. Data Chat with each student.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction accordingly to the needs of the student.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>Mathematics Goal #3B: The results of the 2012 FAA Mathematics Assessment indicate that 66% (18) of the students made learning gains in math.</p> <p>Our goal for the 2012-2013 school year is to increase students making learning gains by 5% percentage points to 71% (20).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (18)	71% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3B.1. Area of deficiency as noted on An the 2012 administration of the FAA Math test was Number Operation for 4th grade students.</p> <p>An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operation for 5th grade students.</p> <p>Students lack the skills to Recognize when items have been added to or taken away from sets of objects to 5.</p>	<p>3B.1. Administer the Unique learning System monthly checkpoints that are aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test for 4th and 5th grade students.</p>	<p>3B.1. Administration Mathematics Coach</p>	<p>3B.1. Review the Unique learning System monthly checkpoints that are aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test to ensure students are making adequate progress.</p>	<p>3B.1. Tri-Weekly Access points Mini Assessments</p> <p>Unique learning System monthly checkpoints</p> <p>Summative Assessment: 2013 FAA</p>

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>Mathematics Goal #4: The results of the 2012 FCAT Mathematics Assessment indicates that 62% (188) of students in the lowest 25% made learning gains in mathematics.</p> <p>Our goal for the 2012 - 2013 school year is to implement interventions and remediation opportunities in order to maintain/increase the percentage points of students in the lowest 25% making learning gains by 5 percentage points to % 67% (203).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (188)	67% (203)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4A.1. 4th Grade: One area of deficiency as noted on the 2012 administration for students in the Lowest 25% was Geometry and Measurement.</p> <p>This decrease is due to limited interventions and remediation opportunities.</p> <p>5th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number: Base Ten and Fractions.</p> <p>This decrease is due to limited interventions and remediation opportunities.</p> <p>Lowest 25%: 2012: 62% 2011: 58% 2010: 62 % 2009: 69 %</p>	<p>4A.1. 4th and 5th Grade: Students will utilize the Go Math Mathematics Program and the Online resources for intervention. Students will be given the opportunity to receive one-on-one in class mathematics intervention and pullout tutoring facilitated by the mathematics coach. Success Maker will be used during pull-out tutoring. Data Chat with each student. Students will be given the opportunity to use manipulative to facilitate learning. Develop and utilize FCAT Focus Lessons.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction accordingly to the needs of the student.</p>	<p>4A.1. Administration Mathematics Coach Department Chair</p>	<p>4A.1. The mathematics coach will review formative assessment data weekly and adjust instruction as needed.</p>	<p>4A.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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%.	Elementary School Mathematics Goal #					
	<p>Mathematics Goal #5A: The focus of South Dade Middle School is to increase the proportion of students scoring at levels 3 and above and to reduce the proportion of students scoring at levels 1 and 2</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	50%	55%	60%	65%	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>Mathematics Goal #5B: The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 34% (55) of the students in the Black subgroup achieved proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 12 percentage points to 46% (75).</p> <p>The results also indicate 44% (430) of the students in the Hispanic subgroup achieved proficiency.</p>
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Mathematics Goal #5B:	Our goal for the 2012 - 2013 school year is to increase student proficiency by 6 percentage points to 50% (489). The results also indicate 57% (72) of the students in the White subgroup achieved proficiency. Our goal for the 2012 - 2013 school year is to increase student proficiency by 3 percentage points to 64% (81).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 34% (55) Hispanic: 44% (430) White: 57% (72)	Black: 46% (75) Hispanic: 50% (489) White: 64% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the Black AYP subgroup was Geometry and Measurement.</p> <p>The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the Hispanic AYP subgroup was Geometry and Measurement.</p> <p>The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the White AYP subgroup was Geometry and Measurement.</p> <p>The decreases can be attributed to untimely implementation of intervention and tutoring programs.</p>	<p>5B.1. Students will utilize Go Math Mathematics Program and the Online resources for intervention. Students will be given the opportunity to receive one-on-one in class mathematics intervention and pullout tutoring facilitated by the mathematics coach. Data Chat with each student. Students will be given the opportunity to use manipulative to facilitate learning. Develop and utilize FCAT Focus Lessons. Implement the Mathematics Problem Solving Guide.</p>	<p>5B.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>5B.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>5B.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2010-2011 FCAT Mathematics Assessment indicates that 43% (102) of the students in the English Language Learners subgroup achieved proficiency. Our goal for the 2011 - 2012 school year is to increase student proficiency by 6% percentage points to 49% (116).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (102)	49% (116)

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
	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

1	<p>The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the ELL subgroup was Geometry and Measurement.</p> <p>The decrease in proficiency for the ELL subgroup is due to limited small group differentiated instruction.</p>	<p>Implement "Differentiated Instruction Made Easy" Excel spreadsheet to facilitate data based small group differentiated instruction. Students will participate in differentiated instruction activities including cooperative groups.</p>	<p>Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>Mathematics Goal #5D: The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 31% (60) of the students in the Students with Disabilities subgroup achieved proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 6 percentage points to 37% (71).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>31% (60)</p>	<p>37% (71)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the SWD subgroup was Geometry and Measurement.</p> <p>This can be attributed to students having limited access to a mathematics program designed to address the needs of students with disabilities. Inconsistent implementation during small group instructions.</p>	<p>5D.1. Peer tutoring through inclusion classes, math coach in-class intervention, and exposure to FCAT formatted questions. Students will have the opportunity to utilize Go Math online resources. Students will be given the opportunity to use manipulative to facilitate learning. Develop and utilize FCAT Focus Lessons.</p>	<p>5D.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>5D.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>5D.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

<p>E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal E:</p>	<p>Mathematics Goal #5E: The results of the 2012 FCAT Mathematics Assessment indicates that 43% (501) of the students in the Economically Disadvantaged subgroup achieved proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 7 percentage points to 50% (582).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>43% (501)</p>	<p>50% (582)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5E.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the ED subgroup was Geometry and Measurement.</p> <p>The decrease for the ED subgroup is due to limited use of assistive technology, literacy, hands-on activities, and real-world experiences.</p>	<p>5E.1. Utilize Destination Math to increase the use of assistive technology, literacy, and hands-on activities in order to reinforce math concepts.</p> <p>Increase the use of common real world objects and applications in order for students to make connections and gain a deeper understanding of mathematics concepts.</p> <p>Develop and utilize FCAT Focus Lessons.</p> <p>Students will use interactive websites, such as BrainPop and Gizmos, to introduce and develop new concepts.</p>	<p>5E.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>5E.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>5E.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

End of Elementary School Mathematics 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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal #1a:</p>	<p>Mathematics Goal #1A: The results of the 2012 FCAT Mathematics Assessment indicates that 28% (366) of students achieved Level 3 proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase Level 3 student proficiency by 6 percentage points to 34% (437).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>28% (366)</p>	<p>34% (437)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>1A.1. 6th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was geometry.</p> <p>This deficiency is due to limited utilization of manipulative during</p>	<p>1A.1. 6th Grade: To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulative) will</p>	<p>1A.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>1A.1. The mathematics coach will review formative assessment data weekly and adjust instruction as needed.</p>	<p>1A.1. Formative Assessments: District Interims Benchmark Assessments Student Work PLC Sign-in sheets</p>

1	<p>mathematics instruction to facilitate student learning relative to understanding formula derivatives and solving high complexity geometry problems.</p> <p>7th Grade: The current area of deficiency is Number: Base Ten.</p> <p>The deficiency for the students not making learning gains is due to lack of in-class intervention or remediation opportunities.</p> <p>8th Grade: One area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.</p> <p>This deficiency is due to the students' limited utilization of manipulative and enrichment through differentiated instructions to facilitate learning relative to geometry terms, properties, measurement and application of geometry and measurement in real world context.</p>	<p>aid the variety of learning styles. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties.</p> <p>7th Grade: Students will continue to utilize the Holt Mathematics Program Online resources for intervention. Students will be given the opportunity to receive one-on-one in class mathematics intervention and pullout tutoring facilitated by the mathematics coach. Data Chat with each student. Students will be given the opportunity to use manipulative and computer assisted technology with targeted learning paths for each student to facilitate their learning.</p> <p>8th Grade: Develop thematic projects that involve geometry, measurement and real world application of geometrical properties. Students will have the opportunity to learn and improve their knowledge of geometry and measurement relations through enrichment activities that increase rigor and relevance.</p> <p>6th, 7th, and 8th Grade Teachers: Teachers will participate in monthly PLC's to analyze data and adjust instruction accordingly to the needs of the student.</p>			Summative Assessment: 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal #1b:</p>	<p>Mathematics Goal #1B:</p> <p>The results of the 2012 Florida Alternate Assessment Mathematics Assessment indicate that 42% (14) of the students scored at achievement Level 4, 5, and 6.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring level 4,5, and 6 by 5 percentage to 47% (16).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>42% (14)</p>	<p>47% (16)</p>

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1B.1. An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operations for students in the 6th grade.</p> <p>An area of deficiency as noted on the 2012 administration of the FAA Math test was BIG IDEA 3 for students in the 7th grade.</p> <p>An area of deficiency as noted on the 2012 administration of the FAA Math test was Number</p>	<p>1B.1. Provide students with opportunities to learn concepts using manipulative visuals, number lines and assistive technology for students in the 6th grade.</p> <p>Students must have continuous review/practice when learning math concepts for students in the 7th grade.</p> <p>Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement for students in the 8th grade.</p> <p>The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p>	<p>1B.1. Administration Mathematics Coach MTSS/RTI Leadership Team</p>	<p>1B.1. Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals.</p> <p>Classroom Observations /Walkthroughs and review of student work folders</p>	<p>1B.1. Tri-Weekly Access points Mini Assessments</p> <p>Summative Assessment: 2013 FAA</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	<p>Mathematics Goal #2A: The result of the 2012 FCAT Mathematics Assessment indicates that 14% (180) of students achieved proficiency (Level 4 and 5).</p> <p>Our goal for the 2012 – 2013 school year is to maintain and/or increase student proficiency by 2 percentage points to 16% (206).</p>
Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (180)	16% (206)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>2A.1. 6th Grade: One area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Fractions, Ratios/Proportional Relationships, &</p>	<p>2A.1. 6th Grade: Develop hands on activities that help students to understand operations with fractions. Use virtual manipulative to graphically demonstrate, explore, and practice</p>	<p>2A.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>2A.1. The mathematics coach will review formative assessment data weekly and adjust instruction as needed.</p>	<p>2A.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative</p>

1	<p>Statistics.</p> <p>This deficiency is due to limited utilization of manipulative during mathematics instruction to facilitate student learning relative to ratios/proportional relationships, statistics, and operations involving fractions.</p> <p>7th Grade: One area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.</p> <p>This deficiency is due to the students' limited utilization of manipulative through differentiated instructions to facilitate learning relative to geometry terms, properties, measurement and application of geometry and measurement in real world context.</p> <p>8th Grade: One area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Expressions, Equations, and Functions.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>multiplying fractions and identifying problems that can be solved using a proportion.</p> <p>7th Grade: Develop thematic projects that involve geometry, measurement and real world application of geometrical properties.</p> <p>8th Grade: A variety of instructional formats such as inquiry –based instruction, individual exploration, hands-on activities, and technology-based activities will be provided to develop exploration and inquiry.</p>		<p>Assessment: 2013 FCAT 2.0</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>Mathematics Goal #2B: The results of the 2012 Florida Alternate Assessment Reading Assessment indicate that 45% (15) of the students scored at achievement Level 7,8, and 9.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring level 7,8, and 9 by 3 percentage points to 48% (16).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>45% (15)</p>	<p>48% (16)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2B.1. An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operation for 4th grade students.	2B.1 Use guided discussion to engage students in real life math problems for 4th grade students. Students must have continuous repetition/practice when learning math concepts for 5th grade students.	2B.1. Administration Mathematics Coach	2B.1. Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Classroom Observations /Walkthroughs and review of student work folders	2B.1. Tri-Weekly Access points Mini Assessments Summative Assessment: 2013 FAA folders
	An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operation for 5th grade students.	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).			
	Students lack the skills to Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 25 using objects and pictures with numerals				

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:	Mathematics Goal #3A: The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 61% (709) of students in grades 4-8 made learning gains. Our goal for the 2012 - 2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order increase the percentage of students making learning gains by 5 percentage points to 66% (767).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (709)	66% (767)

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
	3A.1. 6th Grade: One area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was geometry. This deficiency is due to limited utilization of manipulative during mathematics instruction to facilitate student learning relative to understanding formula derivatives and solving high complexity geometry problems. 7th Grade: The current area of deficiency is	3A.1 6th Grade: To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulative) will aid the variety of learning styles. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. 7th Grade: Students will	3A.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team	3A.1. The mathematics coach will review formative assessment data weekly and adjust instruction as needed.	3A.1. Formative Assessments: District Interims Benchmark Assessments Student Work PLC Sign-in sheets Summative Assessment: 2013 FCAT 2.0

1	<p>Number: Base Ten.</p> <p>The deficiency for the students not making learning gains is due to lack of in-class intervention or remediation opportunities.</p> <p>8th Grade: One area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.</p> <p>This deficiency is due to the students' limited utilization of manipulative and enrichment through differentiated instructions to facilitate learning relative to geometry terms, properties, measurement and application of geometry and measurement in real world context.</p> <p>Students Making Learning Gains: 2012: 61% 2011: 52 % 2010: 61%</p>	<p>continue to utilize the Holt Mathematics Program Online resources for intervention. Students will be given the opportunity to receive one-on-one in class mathematics intervention and pullout tutoring facilitated by the mathematics coach. Data Chat with each student. Students will be given the opportunity to use manipulative and computer assisted technology with targeted learning paths for each student to facilitate their learning.</p> <p>8th Grade: Develop thematic projects that involve geometry, measurement and real world application of geometrical properties. Students will have the opportunity to learn and improve their knowledge of geometry and measurement relations through enrichment activities that increase rigor and relevance.</p> <p>6th, 7th, and 8th Grade Teachers: Teachers will participate in monthly PLC's to analyze data and adjust instruction accordingly to the needs of the student..</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>Mathematics Goal #3B: The results of the 2012 FAA Mathematics Assessment indicate that 66% (18)of the students made learning gains in math.</p> <p>Our goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points to 71% (20).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>66% (18)</p>	<p>71% (20)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3B.1. An area of deficiency as noted on the 2012 administration of the FAA	3B.1. Administer the Unique learning System monthly checkpoints that are	3B.1. Administration Mathematics Coach	3B.1. Review the Unique learning System monthly checkpoints that are	3B.1. Tri-Weekly Access points Mini

1	Math test was Number Operation for 6th grade students.	aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test for 6th, 7th, and 8th grade students.	aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test to ensure students are making adequate progress.	Assessments
	An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operation for 7th grade students.			Unique learning System monthly checkpoints
	An area of deficiency as noted on the 2012 administration of the FAA Math test was Number Operations for 8th grades students.			Summative Assessment: 2013 FAA
	Students lack the skills to compare the size of parts of objects to the whole to determine which is the largest or smallest for 6th grade students.			
	Students lack the skills to Identify quantity in sets to 8 using objects, pictures, symbols, or number names for 7th grade students.			
	Students lack the skills to Solve real-world problems involving addition facts with sums to 15 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs for 8th grades students.			

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Mathematics Goal #4: The results of the 2011-2012 FCAT Mathematics Assessment indicates that 62% (188) of students in the lowest 25% made learning gains in mathematics.
Mathematics Goal #4:	Our goal for the 2012 - 2013 school year is to implement interventions and remediation opportunities in order to maintain/increase the percentage points of students in the lowest 25% making learning gains by 5 percentage points to 67% (203).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (188)	67% (203)

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
	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.

1	<p>6th, 7th, and 8th Grade: One area of deficiency as noted on the 2012 administration for all middle grade students in the Lowest 25% was Geometry and Measurement.</p> <p>This decrease is due to limited interventions and remediation opportunities available to all students in the lowest 25%.</p> <p>Lowest 25%: 2012: 62% 2011: 58% 2010: 62 %</p>	<p>6th, 7th, and 8th Grade: Students will utilize the Holt Program and the Online resources for intervention. Students will be given the opportunity to receive one-on-one in class mathematics intervention and pullout tutoring facilitated by the mathematics coach. Success Maker, Compass Learning, Odyssey, and Florida Achieve will be used during pull-out tutoring. Data Chats with each student will be conducted.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction accordingly to the needs of the student.</p>	<p>Administration Mathematics Coach Department Chair</p>	<p>The mathematics coach will review formative assessment data weekly and adjust instruction as needed</p>	<p>Formative Assessments: District Interims Benchmark Assessments Student Work PLC Sign-in sheets</p> <p>Summative Assessment: 2013 FCAT 2.0</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	<p>Middle School Mathematics Goal #</p> <p>Mathematics Goal #5A: The focus for South Dade Middle School is to increase the proportion of students scoring at levels 3 and above and to reduce the proportion of students scoring at levels 1 and 2</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	52%	57%	61%	66%	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>Mathematics Goal #5B: The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 34% (55) of the students in the Black subgroup achieved proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 12 percentage points to 46% (75).</p> <p>The results also indicate 44% (430) of the students in the Hispanic subgroup achieved proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 6 percentage points to 50% (489).</p> <p>The results also indicate 57% (72) of the students in the White subgroup achieved proficiency.</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 7 percentage points to 64% (81).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 34% (55) Hispanic: 44% (430)	Black: 46% (75) Hispanic: 50% (489)

White: 57% (72)

White: 64% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test, for the Black AYP subgroup was Geometry and Measurement.</p> <p>The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test, for the Hispanic AYP subgroup was Geometry and Measurement.</p> <p>The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the White AYP subgroup was Geometry and Measurement.</p>	<p>5B.1. Students will utilize the Holt Program and the Online resources for intervention. Students will be given the opportunity to receive one-on-one in class mathematics intervention and pullout tutoring facilitated by the mathematics coach. Data Chat with each student. Students will be given the opportunity to use manipulatives to facilitate learning. Develop and utilize FCAT Focus Lessons. Implement the Mathematics Problem Solving Guide and STEP IT UP protocol.</p>	<p>5B.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>5B.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>5B.1. Formative Assessments: District Interims Benchmark Assessments Student Work PLC Sign-in sheets</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C:

Mathematics Goal #5C:

The results of the 2012 FCAT Mathematics Assessment indicates that 32% (75) of the students in the English Language Learners subgroup achieved proficiency.

Our goal for the 2012 - 2013 school year is to increase student proficiency by 11 percentage points to 43% (101).

2012 Current Level of Performance:

2013 Expected Level of Performance:

32% (75)

43% (101)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5C.1. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test, for the ELL subgroup was Geometry and Measurement.</p> <p>The decrease in proficiency for the ELL subgroup is due to limited small group differentiated instruction.</p>	<p>5C.1. Implement "Differentiated Instruction Made Easy" Excel spreadsheet to facilitate data based small group differentiated instruction. Students will participate in Differentiated instruction activities including cooperative groups.</p>	<p>5C.1. Administration Mathematics Coach Department Chair MTSS/RTI Leadership Team</p>	<p>5C.1. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>5C.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

Mathematics Goal #5D:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 31% (60) of the students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012 - 2013 school year is to increase student proficiency by 6 percentage points to 37% (71).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (60)	37% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the SWD subgroup was Geometry and Measurement.</p> <p>This can be attributed to students having limited access to a mathematics program designed to address the needs of students with disabilities. Inconsistent implementation during small group instructions</p> <p>5D.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the SWD subgroup was Geometry and Measurement.</p> <p>This can be attributed to students having limited access to a mathematics program designed to address the needs of students with disabilities. Inconsistent implementation during small group instruction.</p>	<p>5D.1. Peer tutoring through inclusion classes, math coach in-class intervention, and exposure to FCAT formatted questions. Students will have the opportunity to utilize the Holt "Success for all Learners" program (modified IDEA) and the Go Math online resources. Students will be given the opportunity to use manipulatives to facilitate learning. Develop and utilize FCAT Focus Lessons.</p>	<p>5D.1. Administration Mathematics Coach Department Chair MTSS/RtI Leadership Team</p>	<p>5D.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>5D.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.	<p>Mathematics Goal #5E: The results of the 2011-2012 FCAT Mathematics Assessment indicates that 43% (501) of the students in the Economically Disadvantaged subgroup achieved proficiency.</p>
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Mathematics Goal E:		Our goal for the 2012 - 2013 school year is to increase student proficiency by 7 percentage points to 50% (582).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
43% (501)		50% (582)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5E.1. The area of deficiency as noted on the 2012 FCAT Mathematics Test, for the ED subgroup was Geometry and Measurement.</p> <p>The decrease for the ED subgroup is due to limited use of assistive technology, literacy, hands-on activities, and real-world experiences.</p>	<p>5E.1. Utilize Destination Math to increase the use of assistive technology, literacy, and hands-on activities in order to reinforce math concepts.</p> <p>Increase the use of common real world objects and applications in order for students to make connections and gain a deeper understanding of mathematics concepts. Continue to utilize FCAT Focus Lessons and the Mathematics Problem Solving Guide.</p>	<p>5E.1. Administration Mathematics Coach Department Chair</p>	<p>5E.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using formative assessment data.</p>	<p>5E.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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 1 Goal #1: The results of the 2012 Algebra I Assessment indicates that 65% (68) of students achieved Level 3 proficiency.			
Algebra Goal #1:		Our goal for the 2012 - 2013 school year is to increase Level 3 student proficiency by 1 percentage point to 66% (69).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
65% (68)		66% (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
	1.1. The area of deficiency as noted on the 2012	1.1. Develop implementation of best practice	1.1. Administration Mathematics	1.1.. The mathematics coach will review formative	1.1. Formative Assessments:

1	Algebra 1 End-of-Course Test, was reporting category: Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack of exposure to EOC formatted questions.	instructional strategies. Continue to use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content.	Coach Department Chair	assessment data weekly and adjust instruction as needed. Observe teachers to ensure implementation of strategies.	District Interims Benchmark Assessments Student Work Summative Assessment: 2013 EOC Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Algebra Goal #2: The result of the 2011-2012 Algebra I Assessment indicates that 28% (29) of students achieved proficiency (Level 4 and 5). Our goal for the 2012 – 2013 school year is to maintain and/or increase student proficiency by 2 percentage points to 28% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (29)	28% (29)

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	2.1. The area of deficiency as noted on the 2012 Algebra 1 End-of-Course Test, was reporting category: Rationals, Radicals, Quadratics and Discrete Mathematics. Students lack of exposure to EOC formatted questions.	2.1. Provide inductive reasoning strategies that include discovery learning activities. Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle. Utilize Florida Achieves.	2.1. Administration Mathematics Coach Department Chair	2.1. The mathematics coach will review formative assessment data weekly and adjust instruction as needed. Observe teachers to ensure implementation of strategies.	2.1. Formative Assessments: District Interims Benchmark Assessments Student Work Summative Assessment: 2013 EOC 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Analyzing Data and Adjusting Instruction	All/Mathematics	Mathematics Coach	Mathematics Teachers	September 5, 2012	Classroom walk through, lesson plans, analyzing student data and notebooks.	Administration Mathematics Coach
Understanding the Potential of Gizmo: Teaching for Learning in Math	All/Mathematics	Mathematics Coach	Mathematics Teachers	November 14, 2012	Classroom walk through	Administration Mathematics Coach
Creating Targeted Learning Paths	All/Mathematics	Mathematics Coach	Mathematics Teachers	December 12, 2012	Classroom walk through	Administration Mathematics Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of manipulatives for Geometry reporting category	Patty Paper & Protractors	Title 1	\$400.00
Intervention/Enrichment	Hourly personnel and materials	Title 1	\$2,500.00
			Subtotal: \$2,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker and Compass Learning Odyssey	Motivational Incentives	EESAC	\$500.00
			Subtotal: \$500.00
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
Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
District Interim Assessment	Incentives	EESAC	\$1,000.00
			Subtotal: \$1,500.00
			Grand Total: \$4,900.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Science Goal #1A: The results of the 2011-2012 FCAT Science Assessment indicates that 22% (120) of students achieved proficiency Level 3. Our goal for the 2012 - 2013 school year is to maintain and/or increase student proficiency by 6 percentage points to 28% (148).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
22% (120)		28% (148)			
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
	1A.1. One area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science. This deficiency is due to students needing instruction adjusted according to their data trends such as an	1A.1. Develop a master calendar outlining grade level, department and professional learning community meetings of Science teachers in order to research, collaborate, design and implement instructional	1A.1. Administration Department Chair	1A.1. The science department chair will review formative assessment data weekly and adjust instruction as needed. Observe teachers to ensure implementation of strategies.	1A.1. Formative Assessments: District Interims Benchmark Assessments Student Work Summative Assessment: 2013 FCAT 2.0

1	Instructional Focus Calendar.	<p>strategies and best practices to increase rigor and relevance and inquiry-based learning in science.</p> <p>Students will participate in instructional focused lessons that target annually assessed benchmarks and fair game benchmarks. Utilize the P-Sell program to Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.</p>		<p>Review meeting minutes and sign-in sheets to ensure active participation from all participants. Obtain monthly teacher feedback on effectiveness of grade level, department and professional learning community meetings.</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p> <p>Science Goal #1b:</p>	<p>Science Goal #1B: The results of the 2012 Florida Alternate Assessment Science Assessment indicate that 44% (7) of the students scored at achievement Level 4, 5, and 6.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring level 4, 5, and 6 by percent to 49% (8).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (7)	49% (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	<p>1B.1. One area of deficiency as noted on the 2012 administration of the FAA Science Test was Scientific Knowledge.</p> <p>This deficiency is due to students' inability to recognize objects and pictures related to science or recognize familiar topics in the study of science.</p>	<p>1B.1. Students need objects/ pictures for exploration and identification of key scientific concepts.</p> <p>Instruction must be hands on so students can manipulate and explore actions and outcomes.</p>	1B.1. Administration Department Chair	1B.1. Review the Unique learning System monthly checkpoints that are aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test to ensure students are making adequate progress.	<p>1B.1. Formative Assessments: District Interims Unique Learning System monthly checkpoints Student work</p> <p>Summative Assessment: 2013 FAA</p>

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.</p> <p>Science Goal #2a:</p>	<p>Science Goal #2A: The results of the 2011-2012 FCAT Science Assessment indicate that 3% (18) of students achieved proficiency (Levels 4 and 5).</p> <p>Our goal for the 2012 - 2013 school year is to increase student proficiency by 3 percentage points to 6% (30).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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3% (18)	6% (30)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2A.1. One area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science. This deficiency is due to students needing additional support to develop independent projects.</p>	<p>2A.1. Provide enrichment opportunities for teachers to integrate literacy in the science classroom through the use of an interactive science notebook and follow-up lab reports in order for students to enhance scientific meaning through writing, talking, and reading science.</p>	<p>2A.1. Administration Department Chair</p>	<p>2A.1. The science department chair will review formative assessment data weekly and adjust instruction as needed.</p> <p>Observe teachers to ensure implementation of strategies.</p> <p>Review meeting minutes and sign-in sheets to ensure active participation from all participants. Obtain monthly teacher feedback on effectiveness of grade level, department and professional learning community meetings.</p>	<p>2A.1. Formative Assessments: District Interims Benchmark Assessments Student Work</p> <p>Summative Assessment: 2013 FCAT 2.0</p>

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	<p>Science Goal #2B: The results of the 2012 Florida Alternate Assessment Science Assessment indicate that 38% (6) of the students scored at achievement Level 7, 8, and 9.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring level 7 to 41% (7).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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38% (6)	41% (7)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. One area of deficiency as noted on the 2012 administration of the FAA Science Test was Scientific Knowledge. This deficiency is due to students inability to Identify familiar topics included in the study of science.	2B.1. Students need to observe real time activities to determine outcomes. Students must have continuous review/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	2B.1. Administration Department Chair	2B.1. Review the Unique learning System monthly checkpoints that are aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test to ensure students are making adequate progress.	2B.1 Formative Assessments: District Interims Unique Learning System monthly checkpoints Student work Summative Assessment: 2013 FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities for Science	4-8 Science	Science Department Chair	4-8 Science Teachers	August 17, 2012-ongoing monthly	Meeting minutes and sign-in sheets	Administration, Department Chair
Essential Labs	6-8	Ava Rosales	Secondary Science	September 29, 2012	PLC Meetings, sign-in sheets	Administration, Department Chair
P-SELL	5 Science	Curriculum Support Specialist	5 Science Teachers and Science Coach	August 6, 2012-ongoing monthly	Monitor use of PSELL kits	Administration, Department Chair

Science Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	Writing Goal #1A: The results of the 2012 FCAT Writing Assessment indicate that 67% (350) of students achieved Level 4.0 or higher in writing. Our goal for the 2012 - 2013 school year is to maintain the amount of students who achieved Level 4.0 or higher at 70% (367).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (350)	70% (367)

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	1A.1. The area of area of deficiency as noted on the 2012 FCAT Writing were focus and elaboration in the area of narrative/expository essays that contain at least three paragraphs include a topic sentenced, supporting details, and relevant information.	1A.1. Develop a master calendar outlining grade level, department and professional learning community meetings of Writing teachers in order to research, collaborate, design and implement instructional strategies and best practices in writing. During skill-based writing mini-lessons students will utilize graphic organizers/plan to write a draft organized with a logical sequence of beginning, middle and end, using supporting details, of providing facts and or opinions through concrete examples, statistics, comparison and anecdotes and amazing facts.	1A.1. Administration Reading Coach Department Chair	1A.1. The reading coach will review formative assessment data weekly and adjust instruction as needed.	1A.1. Formative Assessments: District Interims Bi-monthly Writing Prompts Student Work (Writer's Toolbox) Summative Assessment: 2013 FCAT 2.0

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:

	Writing Goal #1B: The results of the 2012 Florida Alternate Assessment
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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Writing Assessment indicate that 82% (14)) of students achieved Level 4.0 or higher in writing. Our goal for the 2012 - 2013 school year is to maintain the amount of students who achieved Level 4.0 or higher at 87% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (14)	87% (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	1B.1. One area of deficiency as noted on the 2012 administration of the FAA Writing Assessment is This deficiency is due to students' inability to identify and segment initial, final, and medial phonemes in CVC, CCVC, and CVCC words.	1B.1. Students must use visuals with sentences to facilitate matching them to an appropriate topic. Students must use picture cards to create sentences and paragraphs on topic. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	1B.1. Administration Reading Coach Department Chair	1B.1. Review the Unique learning System monthly checkpoints that are aligned with various benchmarks and content that are assessed on the Florida Alternate assessment test to ensure students are making adequate progress.	1B.1. Formative Assessments: District Interims Unique Learning System monthly checkpoints Student work Summative Assessment: 2013 FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Secondary Writing Workshops	8th grade	Reading Coach	8th Grade	October 10, 2012 January 9, 2013	Classroom Observations Edusoft Data from coded checklists	Administration Reading Coaches
Elementary Writing Workshops	4th grade	Reading Coach	4th Grade	October 10, 2012 January 9, 2013	Classroom Observations Edusoft Data from coded checklists	Administration Reading Coaches

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Writing Workshops	Substitute/coverage	Title I	\$1,000.00
			Subtotal: \$1,000.00

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
Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,500.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Civics Goal #1: Our goal for the 2013 - 2014 school year is for 10% (17) of students to achieve at score of 3 or higher on the Civics 2014 EOC Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	1.1. Students will need exposure to EOC exam material.	1.1. Teachers in grades 4-6 will incorporate the "stand alone" Civics lessons created and provided by the District. Secondary Social Studies classes will incorporate the use of primary & secondary resources to supplement their lessons and expose students to material as it will be presented on the EOC exam. Teachers will incorporate content area reading strategies into their instructional routines in order to prepare their students	1.1. Administration Reading Coach Department Chair	1.1 The reading coach will review formative assessment data weekly and adjust instruction as needed	1.1. Formative Assessments: District Interims Benchmark Assessments Student work

	<p>for the Civics EOC, since it is a literacy-based assessment.</p> <p>Teachers will modify their lessons to increase critical thinking and real-world application using Webb's depth of Knowledge.</p> <p>The Civics Item Specs will be used along with the District's pacing guide to align instruction to the Civics EOC assessment.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Content Area Literacy	4-8	Reading Coach	Social Studies Dept	September 5, 2012- ongoing monthly	Meeting minutes and sign-in sheets Classroom Observations Student work folders	Reading Coach Administration
Content Area Writing	5-8	Reading Coach	Social Studies Dept	September 5, 2012- ongoing monthly	Classroom Observations	Reading Coach Administration

Using Civics Item Specs	6-8	Reading Coach	Social Studies Dept	September 5, 2012- ongoing monthly	Meeting minutes and sign-in sheets	Reading Coach Administration
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Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Time for Kids	Social Studies Content Area Informational Text	EESAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$2,500.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance Goal #1: Our goal this year is to increase the attendance rate from 94.84% (1315) to 95.34% (1322) In addition, our goal is to decrease the number of students with excessive absences from 466 to 443 And to decrease the number of Excessive Tardies from 244 to 232.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.84% (1315)	95.34% (1322)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
466	443
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

244						232
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	1.1. Students who do not have immunizations up to date are unable to attend school.	1.1. Identify students in need of immunizations and provide vaccination on school site with parental authorization.	1.1 Administration Student Services	1.1. Monitor attendance bulletins and present monthly reports to administration on homeroom attendance.	1.1. Daily attendance bulletin	

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Motivational Incentives	School Supplies	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

Suspension Goal(s)

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

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

<p>1. Suspension</p> <p>Suspension Goal #1:</p>	<p>Suspension Goal #1: Our goal for this year is to:</p> <p>Decrease the total number of suspensions from 24 to 22</p> <p>Decrease the total number of students suspended In-school from 20 to 18</p> <p>Decrease the total number of Out-of-school suspensions from 115 to 104</p> <p>Decrease the total number of students suspended Out-of-school from 77 to 69</p>
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2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
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24	22
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2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
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20	18
----	----

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
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115	104
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2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
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77	69
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The school lacks opportunities for recognition of positive behavior.	1.1 Implement a school wide behavioral incentive program to improve student attitudes towards school, promote positive behavior and reduce the number of students serving indoor/outdoor suspension.	1.1. Administrative Team Disciplinary Committee Team Leaders Grade Level Chairs	1.1. Monitor attendance bulletins and present monthly reports to administration on suspensions.	1.1. Suspension Report

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
Positive Behavioral Incentive Plan	4-8	Administration	School wide	August 2012 – ongoing monthly	Teacher feedback, monitoring school suspension reports.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Suspension Reports	Paper	EESAC	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

1. STEM		STEM Goal #1: To participate in the National Engineers Week Future City Competition.			
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	1.1. The school will need access to the SIM City software.	1.1. Students in the Engineering Academy will participate in an in-house Future City Competition. Students in the grade 7 Engineering Academy will participate in the National competition.	1.1. Administration Magnet Lead Teacher Academy Teacher	1.1. Magnet Lead Teacher will ensure students are completing the tri-weekly competition checkpoints.	1.1. Formative Assessment: Computer Model Essay Field Trip Report 3-D City Model Moving Part Presentation Summative Assessment: Entry in the January 2013 National Engineers Week Future City Competition.

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
Future City Training	6th and 7th Grade Engineering	Yamberli Cruz	Academy Teachers	September 29, 2012	Monitor completion of competition checkpoints	Lead Teacher

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Future City Competition	Registration Fee	EESAC	\$50.00
			Subtotal: \$50.00
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: \$50.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			CTE Goal #1: Increase enrollment in CTE courses by 10%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. CTE teacher needs additional support in exposing students to more advanced engineering concepts.	1.1. Work in conjunction with Florida International Universities Engineering Society to support classroom instruction.	1.1. Administration Magnet Lead Teacher	1.1. Administrators monitor the progress of students in the National Engineers Week Future City Competition.	1.1. Schedule of visits from FIU.

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
Engineering Standards for Middle School	6-8 Mathematics and Science	Yamberli Cruz	Engineering Academy Teachers	October 10, 2012	Competition Checkpoints	Administration and Lead Teacher

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)

NA Goal:

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

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

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

Budget:

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

End of NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	McDougal Language Arts Workbooks	On and below grade level workbooks for secondary Language Arts	Title I	\$2,265.00
Reading	Small group intervention	Interventionist	Title I	\$20,000.00
Reading	Accelerated Reader	Incentives	EESAC	\$500.00
Reading	Reading Plus	Incentives	EESAC	\$1,000.00
CELLA	Intervention/Small Groups	On and below grade level workbooks as applicable to ELL students	Title I	\$5,000.00
Mathematics	Increase use of manipulatives for Geometry reporting category	Patty Paper & Protractors	Title 1	\$400.00
Mathematics	Intervention/Enrichment	Hourly personnel and materials	Title 1	\$2,500.00
Writing	Teacher Writing Workshops	Substitute/coverage	Title I	\$1,000.00
Civics	Time for Kids	Social Studies Content Area Informational Text	EESAC	\$2,000.00
STEM	Future City Competition	Registration Fee	EESAC	\$50.00
				Subtotal: \$34,715.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology based Reading programs SuccessMaker, Reading Plus, Voyager SOLO	Headphones	EESAC	\$500.00
Mathematics	Success Maker and Compass Learning Odyssey	Motivational Incentives	EESAC	\$500.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
Reading	District Interim Assessment	Incentives	EESAC	\$1,000.00
Mathematics	Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
Mathematics	District Interim Assessment	Incentives	EESAC	\$1,000.00
Science	Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
Writing	Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
Civics	Quarterly and End of Year Awards	Certificates, medals and trophies	EESAC	\$500.00
Attendance	Motivational Incentives	School Supplies	EESAC	\$500.00
Suspension	Suspension Reports	Paper	EESAC	\$200.00
				Subtotal: \$5,200.00
				Grand Total: \$40,915.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Motivational incentives and student awards	\$2,500.00

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

The SAC committee will oversee the implementation of the approved School Improvement Plan for the 2012-2013 school year.

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

Dade School District SOUTH DADE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	57%	78%	29%	221	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	58%	52%			110	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?	61% (YES)	58% (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					450	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District SOUTH DADE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	65%	83%	33%	241	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	57%	61%			118	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?	55% (YES)	62% (YES)			117	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					476	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested