

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DEERFIELD BEACH MIDDLE SCHOOL

District Name: Broward

Principal: Ms. Francine Baugh

SAC Chair: Ms. Cynthia Sabatino-Thomas

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

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.*

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Francine Baugh	BS – English (Florida State University) MS -English Education, (Nova Southeastern University) Ed. S - Education Leadership (Nova Southeastern University)	1	1	2011-2012 – Blanche Ely High - Grade: pending Reading Mastery: 39% Math Mastery: 53% Writing Mastery: 81% Science Mastery: NA 2010-2011 - Deerfield Beach High - Grade: B Reading Mastery: 43% Math Mastery: 71% Writing Mastery: 83% Science Mastery: 34% AYP in Reading: Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did NOT make adequate yearly progress. AYP in Math: Black, Hispanic, and Economically Disadvantaged did NOT make adequate yearly progress. 2000-2010 - Deerfield Beach High - Grade:

		Certified: English 6-12, Educational Leadership (All Levels), and ESOL Endorsed			B Reading Mastery: 41% Math Mastery: 72% Writing Mastery: 88% Science Mastery: 33% AYP in Reading: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities did NOT make adequate yearly progress. AYP in Math: Hispanic, Economically Disadvantaged, and English Language Learners did NOT make adequate yearly
Assis Principal	Keietta Givens	Bachelors of Science – Criminal Justice Masters – Educational Leadership	3	8	2011 – 2012 – Grade C Reading Mastery: 47% Reading Learning Gains: 58% Math Mastery: 51% Math Learning Gains: 63% Science Mastery: 36% Writing Mastery: 70% 2010-2011 – Grade C Reading Mastery: 58% Reading Learning Gains: 56% Math Mastery: 61% Math Learning Gains: 62% Science Mastery: 44% Writing Mastery: 85% AYP: Black, Hispanic, ELL, SWD and ED did not make AYP in Reading and Math
Assis Principal	Cal Pantano	BA, Speech M.ED, Educational Leadership  Florida Certification: Speech 6-12 English 6-9 Educational Leadership	9	9	2011 – 2012 – Grade C Reading Mastery: 47% Reading Learning Gains: 58% Math Mastery: 51% Math Learning Gains: 63% Science Mastery: 36% Writing Mastery: 70% 2010-2011 – Grade C Reading Mastery: 58% Reading Learning Gains: 56% Math Mastery: 61% Math Learning Gains: 62% Science Mastery: 44% Writing Mastery: 85% AYP: Black, Hispanic, ELL, SWD and ED did not make AYP in Reading and Math 2009-2010 – Grade A Reading Mastery: 65% Reading Learning Gains: 66% Math Mastery: 67% Math Learning Gains: 70% Science Mastery: 49% Writing Mastery: 90 % AYP: Black, SWD and ED did not make AYP in Reading and Math Black, ELL, and ED did not make AYP in Math. 2010-2011 – Grade C Reading Mastery: 58% Reading Learning Gains: 56% Math Mastery: 61% Math Learning Gains: 62% Science Mastery: 44% Writing Mastery: 85% AYP: Black, Hispanic, ELL, SWD and ED did not make AYP in Reading and Math 2009-2010 – Grade A Reading Mastery: 65% Reading Learning Gains: 66% Math Mastery: 67% Math Learning Gains: 70% Science Mastery: 49% Writing Mastery: 90 % AYP: Black, SWD and ED did not make AYP in Reading and Math Black, ELL, and ED did not make AYP in Math.
Assis Principal	Devon O'Neal	BS Physical Education M.Ed Educational Leadership	3	3	2011 – 2012 – Grade C Reading Mastery: 47% Reading Learning Gains: 58% Math Mastery: 51% Math Learning Gains: 63% Science Mastery: 36% Writing Mastery: 70% 2010-2011 – Grade C Reading Mastery: 58% Reading Learning Gains: 56% Math Mastery: 61% Math Learning Gains: 62% Science Mastery: 44% Writing Mastery: 85%

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cheryl Akers	BS - Elem Ed, MA - Ed Ldsp; Certifications in: Elem Ed 1-6, Educational Leadership, Reading Endorsed, ESOL Endorsed	5	5	2011 – 2012 – Grade C Reading Mastery: 47% Reading Learning Gains: 58% 2010-2011: Grade C 58% of the students were proficient in Reading. AYP: Black, Hispanic, ELL, SWD and ED did not make AYP in Reading 2009-2010: Grade A 65% of the students were proficient in Reading. AYP: Black, SWD and ED did not make AYP in Reading 2008-2009: Grade B 59% of the students were proficient in Reading. AYP: Black, ED, ELL, and SWD did not make AYP in Reading.
Science	Lisa Livingston	BS - Biology BS Health Administration Certifications in: General Science Middle Years	6	4	2011 – 2012 – Grade C Science Mastery: 36% 2010-2011: Grade C 44% of the students were proficient in Science. 2009-2010: Grade A 49% of the students were proficient in Science. 2008-2009: Grade B 32% of the students were proficient in Science.

## 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	1.Partnering new teachers with veteran teachers	NESS Liaison, Nationally Board Certified Teachers, Principal	June 9, 2012	
2	2. New teachers meet with principal monthly to review needs, provide support and resources needed to empower the new teachers to succeed.	Principal, Leadership Team	June 9, 2012	
3	3.Staff Development	Principal, Instructional Coaches (Reading and Science)	June 9, 2012	

## 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	Provide the strategies that are being implemented to support the staff in becoming highly effective
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effective.	
4	Teachers are being counseled on the requirements of becoming highly qualified. Teachers are taking classes toward certification when necessary.

### 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
73	0.0%(0)	21.9%(16)	47.9%(35)	30.1%(22)	52.1%(38)	97.3%(71)	11.0%(8)	9.6%(7)	57.5%(42)

### 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
Donna Beal	Jennisca Howard	Ms. Howard is a new language arts teacher, and Ms. Beal is a highly qualified experienced language arts teacher.	To support Ms. Howard in school routines and expectations, lesson planning and implementation, and to assure that she has a successful year.
Lisa Livingston	Cheryl Beach	Ms. Beach is a new science teacher, and Ms. Livingston is the Science Instructional Coach.	To support Ms. Beach in school routines and expectations, lesson planning and implementation, and to assure that she has a successful year
Heide Garrett	Sumintra Andrews	Ms. Andrews is a new social studies teacher, and Ms. Garrett is the social studies department chair as well as a highly qualified and experienced social studies teacher.	To support Ms. Andrews in school routines and expectations, lesson planning and implementation, and to assure that she has a successful year.
Cheryl Akers	Darren Butcher	Mr. Butcher is a new reading teacher, and Ms. Akers is the Reading Instructional Coach.	To support Mr. Butcher in school routines and expectations, lesson planning and implementation, and to assure that she has a successful year.
Cheryl Akers	S. Williams	Dr. Williams is an experienced reading teacher, but is new to the district, and Ms. Akers is the Reading Instructional Coach.	To support Dr. Williams in school routines and expectations, lesson planning and implementation, and to assure that she has a successful year.

## Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I funds are used to provide extended learning opportunities for low performing students during the instructional day. Funds are also used to conduct parent workshops to assist the parents in helping their students improve their academic performance. Title I funds are also used to provide staff development activities for teachers and to pay teacher salaries.

Title I, Part C- Migrant

As migrant students are identified, collaboration with community agencies will take place to ensure that needed services such as health and nutrition are provided. Remediation and tutoring services will be provided as needed.

Title I, Part D

N/A

Title II

Funds will be used to provide substitute teachers for instructional staff who utilize staff development. Deerfield Beach Middle School Teachers will be trained in the following: Understanding Cultural Differences, CHAMPS Classroom Management Strategies, RTI, CSPT, Lesson Studies, Integrations of Technology into the Content Area, Data Disaggregation, Instructional Focus Calendars, Test Specifications, NGSSS and FCAT 2.0. Staff Development will continue throughout the 2011-2012 school year to continually improve teacher quality.

Title III

The district provides educational materials and support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to supplement the instructional program both during the school day as well as through after school tutoring.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Cal Pantano and Devon O'Neal, Assistant Principals and RtI Co-Coordinators  
Christine Flynn, Principal  
Keieta Givens, 8th Grade Assistant Principal  
Devon O'Neal, 7th Grade Assistant Principal  
Cal Pantano, 6th Grade Assistant Principal  
Rick Biard, 8th Grade Guidance Counselor  
Ruth Bean, 7th Grade Guidance Counselor  
Charles Negrea, School Psychologist  
, School Social Worker  
Cheryl Akers, Reading Coach  
Lisa Livingston, Science Coach  
Teacher(s) of the student referred to CPS  
Parent(s) of the student referred to CPS

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

- The RTI Leadership Team meets weekly to discuss students who have been identified by the Collaborative Problem Solving Team (CPST) as needing additional interventions and to discuss the progress of students already receiving interventions.
- The team analyzes data that reflects the student's problem behavior and formulates a goal for positive replacement behavior. At this time, a student's placement on the Tiered system is determined, based on the severity of the student's problem behavior.
- The team collaborates to develop interventions based on the student's problem behavior.
- A team member is assigned to monitor the progress of the student and the success of interventions. Data is collected which will either support the use of the intervention or identify the need for a different intervention.
- Members report back to the team the progress of the monitored students. Changes to interventions are discussed if necessary.

Unique Roles/Functions by Title

Administration: provide insights on students' patterns of behavior and discipline history

Guidance Counselors: monitor progress of intervention implementation and provide emotional support for students

ESE Specialist: serve as a consultant for topics related to special needs students

School Psychologist: serve as a consultant for topics related to psychological testing and students with special needs

School Social Worker: serve as resource for information about outside agencies that can assist individuals or families in need

Representative Academic Teacher: implement interventions in the classroom setting and collect data regarding the student's response to the interventions

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

The RtI team worked collaboratively throughout the summer to contribute to the development of the School Improvement Plan. Key RtI team members examined assigned sections of the school improvement plan, facilitated dialogue with their departments, gained consensus on goals and objectives, and submitted input for review by the Principal, Leadership Team, and School Improvement Committee.

### 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.

Tier 1 Data Sources for Reading, Math, Writing, and Science:

Baseline data: 2011 FCAT and September 2011 administration of Benchmark Assessment Test

Monitoring data: December 2011 administration of Benchmark Assessment Test and periodic content-area Mini-benchmark assessments

Summative data: 2011 FCAT

Tier 2 and 3 Data Sources for Reading, Math, Writing, Science, and Behavior:  
Intervention records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Staff will be trained during Pre-Planning Week by the ESE Specialist and ESE Support facilitator, and thereafter, training will be conducted on an ongoing basis to assure that staff, students, and parents understand the RtI process and purpose.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Christine Flynn, Principal  
Cal Pantano, Assistant Principal  
Cheryl Akers, Reading Coach  
Lisa Livingston, Science Coach  
Ruth Bean, ESOL Coordinator  
Leslie Starr, Media Specialist  
Catherine Sanghera, Reading teacher  
Rodney Wilkinson, Social Studies Teacher/Department Chair  
Cyndee Sabatino-Thomas, Language Arts Teacher/Department Chair

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

The Literacy Leadership team will meet on a monthly basis per the staff development calendar for the purpose of school-wide critical issue discussion, FCAT/benchmark assessment data analysis, review of respective instructional focus calendar implementation, as well as planning/review of on-going staff development opportunities. The Leadership team will also work to develop model/demonstration classrooms that promote literacy.

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

Increase literacy throughout the content areas  
Increase use of Accelerated Reader  
Battle of the Books competition  
After School Book Clubs  
Novel Studies

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/19/2012)

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

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

- \*Content area teachers meet weekly to learn new reading strategies, share best practices and to assess those strategies already in practice. (Department Dialogues)
- \*All content area teachers have a weekly reading focus that aligns with the reading IFC.
- \*Word of the Day uses words from each content area, and is reviewed daily in all content area classes.
- \* Silent Sustained Reading daily in the content area class.

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 6-8, 30% (316) of the students will achieve a level 3 on the 2013 FCAT Reading Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (216)	30% (316)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional support in Effective Instructional Delivery that fosters a High Yield learning environment.	* Instructional Coaches to model Effective Instructional Delivery methods.	* Assistant Principals * Instructional Coaches	* Classroom observation of teacher incorporating the Effective Instructional Delivery methods modeled.	* FCAT Data * BAT i & II data
2	Lack of consistency among content area teachers incorporating reading strategies.	* Teachers will teach their course with fidelity because ELA Common Core Standards are being taught * Teachers will participate in PLCs to understand the process of unwrapping the benchmark. * Content area teachers will collaborate to assure all students' needs are being met through the academic areas.	* Principal * Assistant Principals * Reading Coach	* Observation of Reading Strategies in class lessons. * Weekly Classroom Walkthroughs with individual teacher follow-up	FAIR test data * BAT 1 & 2 data * FCAT data * Mini-BAT assessments
3	Lack of Exposure to Literature and a variety of informational text	* School wide Reading Incentive Program (AR) * Expose students to a variety of text pattern/features. * Teachers will meet weekly by content area to plan and create Weekly PLC Template * Students will access current events and real world news stories through the digital edition of the Sun-Sentinel as well as through cnn.com.	* Assistant Principals * Reading Coach	* AR Reports * Informal Observation * Mini-BAT assessment data review * Submission and review of Weekly PLC Planning sheet	* STAR and AR Results * An Increase of Lexile Level as measured on the FAIR test * BAT 1 & 2 * Mini-BAT assessments

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	In grades 6-8, 40% (10) of the students will achieve a level 4, 5, or 6 on the 2013 Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(8)	40%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized Educational Plan).	<ul style="list-style-type: none"> <li>* Review and Analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.</li> <li>* Differentiated Instruction based on students' IEP.</li> <li>* Use of DAR to determine students' deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>* Principal</li> <li>* Assistant Principal</li> <li>* ESE Specialist</li> </ul>	<ul style="list-style-type: none"> <li>* Informal classroom observation</li> <li>* IEP Review and Present Level of Performance</li> </ul>	<ul style="list-style-type: none"> <li>* Mastery of IEP goals</li> <li>* FAIR Test</li> </ul>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	In grades 6-8, 35% (369) of the students will achieve a level 4 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (277)	35% (369)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not scheduled into a reading class.	<ul style="list-style-type: none"> <li>*Students will be scheduled into a Critical Thinking class that will incorporate reading strategies.</li> <li>*Teachers will meet weekly by content area to plan and create Weekly PLC Template</li> <li>*All content areas will incorporate the ELA Common Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>*Principal</li> <li>*Assistant Principals</li> <li>*Reading Coach</li> <li>*Master Scheduler</li> </ul>	<ul style="list-style-type: none"> <li>*Documentation of reading strategies in lesson plans</li> <li>*Submission and review of Weekly PLC Planning sheet</li> <li>*Weekly Classroom Walkthroughs with individual teacher follow-up</li> </ul>	<ul style="list-style-type: none"> <li>*FAIR test data</li> <li>*BAT 1 and BAT 2 data</li> <li>*FCAT data</li> <li>*Student projects, class test scores, and grades.</li> </ul>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In grades 6-8, 60% (15) of the students will achieve a level 7 on the 2013 Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (13)	60% (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	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized Educational Plan).	<ul style="list-style-type: none"> <li>* Review and Analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.</li> <li>* Differentiated Instruction based on students' IEP.</li> <li>* Use of DAR to determine students' deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>* Principal</li> <li>* Assistant Principal</li> <li>* ESE Specialist</li> </ul>	<ul style="list-style-type: none"> <li>* Informal classroom observation</li> <li>* IEP Review and Present Level of Performance</li> </ul>	<ul style="list-style-type: none"> <li>* Mastery of IEP goals</li> <li>* FAIR Test</li> </ul>

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 6-8, 65%(662) of the students will achieve a learning gain on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (589)	65% (662)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of endurance for sustained reading	<ul style="list-style-type: none"> <li>*Student will keep weekly Reading Logs in Reading or Language Arts class.</li> <li>*School wide Reading Incentive Program (AR)</li> </ul>	<ul style="list-style-type: none"> <li>*Principal</li> <li>*Assistant Principals</li> <li>*Reading Coach</li> </ul>	<ul style="list-style-type: none"> <li>*AR Reports</li> <li>* Informal Observation</li> <li>*Monitor Pinnacle grades to assure student participation and success.</li> </ul>	<ul style="list-style-type: none"> <li>*STAR and AR Results</li> <li>*An Increase of Lexile Level as measured on the FAIR test</li> </ul>

		*All content areas will incorporate reading passages that increase in length as the year progresses.			
2	Students lack in their exposure to a variety of life experiences, as well as their oral language skills.	<p>*Teachers will activate student's background knowledge to facilitate the comprehension process.</p> <p>*Teachers will incorporate more Genre studies, Poems and Non-Fiction text in the reading and content area classes.</p> <p>*Students will access current events and real world news stories through the digital edition of the Sun-Sentinel as well as through cnn.com.</p> <p>*Teachers will use SCOPE Magazine and Readers Theatre to develop oral</p>	<p>*Principal</p> <p>*Assistant Principals</p> <p>*Reading Coach</p>	<p>*Weekly Classroom Walkthroughs with individual teacher feedback.</p> <p>*Results of monthly fluency assessments</p>	<p>*FAIR test data</p> <p>*BAT 1 and BAT 2 data</p> <p>*FCAT data</p>
3	Teachers lack of understanding of test data.	*Administrators and Instructional Coaches will share, discuss and chart academic progress and benchmark assessment data. This data will be used to pinpoint academic needs of the students	<p>*Principal</p> <p>*Assistant Principals</p> <p>*Instructional Coaches</p>	*Monthly data chats with Teachers	<p>*Virtual Counselor</p> <p>*FAIR Data/PMRN</p> <p>*Data chat worksheets</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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	In grades 6-8, 80%(20) of the students will achieve a learning gain on the 2013 Florida Alternate Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(19)	80% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized Educational Plan).	<p>* Review and Analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.</p> <p>* Differentiated Instruction based on students' IEP.</p>	<p>* Principal</p> <p>* Assistant Principal</p> <p>* ESE Specialist</p>	<p>* Informal classroom observation</p> <p>* IEP Review and Present Level of Performance</p>	<p>* Mastery of IEP goals</p> <p>* FAIR Test</p>

\* Use of DAR to determine students' deficiencies.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In grades 6-8, 60% (164) of the students in the lowest 25% will achieve a learning gain on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (148)	60% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking in basic reading skills. (limited phonemic awareness and oral language skills)	*Rewards or Wilson reading programs  *Small group instruction	*Principal  *Assistant Principals  *Reading Coach	*Informal Classroom Walkthroughs  * Results of monthly fluency assessments  *Use of assessment results to create fluid reading groups	*Results of mini-BAT assessments  *Weekly teacher assessments
2	Students lack in their exposure to a variety of life experiences, as well as their oral language skills.	*Teachers will activate students background knowledge to facilitate the comprehension process  *Differentiated instruction  *Students participating in after school extended learning opportunities will have an opportunity to expand their reading skills.  *Teachers will utilize lessons and activities from BEEP (United Streaming).	*Principal  *Assistant Principals  *Reading Coach	*Informal Classroom Walkthroughs  *Use of assessment results to create fluid reading groups	*FAIR test data  *BAT 1 and BAT 2 data  *FCAT data
3	Students lack the strategies to assist with the comprehension of text.	*Students are scheduled into an extended reading block.  *Students participate in small group instruction.  *Students will participate in literacy stations.  *Frequent progress monitoring.	*Principal  *Assistant Principals  *Reading Coach	*Informal classroom walkthroughs.  *Use of assessment results to create fluid reading groups.	*FAIR test data  *BAT 1&2 data  *FCAT data

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

In grades 6-8, 74% (779) of the students will achieve a level 3 on the 2017 FCAT Reading test.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73% (769)	57% (600)	61% (642)	65% (684)	70% (737)	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

In grades 6-8, 45% (249) of the Black students will make satisfactory progress on the 2013 FCAT Reading test.

In grades 6-8, 58% (124) of the Hispanic students will make satisfactory progress on the 2017 FCAT Reading test.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

White: 76%(183)  
Black: 32%(177)  
Hispanic: 47% (101)  
Asian: 79%(4)  
American Indian: 0

White: 80%(193)  
Black: 45% (249)  
Hispanic: 58% (124)  
Asian: 82%(3)  
American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack in their exposure to a variety of life experiences as well as their oral language skills.	<p>*Teacher will activate students background knowledge to facilitate the comprehension process.</p> <p>*Students participating in after school extended learning opportunities will have an opportunity to expand their reading skills.</p> <p>*Teachers will incorporate differentiated instruction strategies in their classes.</p> <p>*Teachers will utilize lessons and activities from BEEP (united streaming)</p>	<p>*Principal</p> <p>*Assistant Principal</p> <p>*Reading Coach</p>	<p>*Informal Classroom Walkthroughs</p> <p>*Use of assessment results to create fluid reading groups</p>	<p>*FAIR test data</p> <p>*BAT 1&amp;2 data</p> <p>*FCAT data</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 reading.

In grades 6-8, 10% (7) of the ELL students will make satisfactory progress on the 2013 FCAT Reading Test

Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

97% (66)

90% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of language acquisition inhibits the students ability to comprehend the reading text.	*ESOL paraprofessional will assist the classroom teachers. *ESOL paraprofessional will pull small groups of students to work on basic reading skills. *Students participating in after school extended learning opportunities will have an opportunity to expand their reading skills. *Implement English Now! This is a curriculum program designed for the Developmental Language Arts reading class. *Students will use computer software to assist in the transition to English. (Starfall, Rosetta Stone, and Compass Learning Odyssey) *Students will use picture dictionaries to facilitate language acquisition. *Teachers will use differentiated instruction based on student ability as noted by their ELL classification.	*Reading Coach *AP's	*Informal Classroom observations *ESOL Folders *Use of data analysis *Informal teacher evaluation tools (ie: ticket out the door, student portfolio, and tests and quizzes)	*Mini-BAT assessments *FAIR tests *CELLA test *IPT

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:	In grades 6-8, 79% (105) of the SWD students will make satisfactory progress on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (114)	79% (105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized Educational Plan)	* Push-in or Pullout instruction provided by the ESE Support Facilitator. *Students participating	*Principal *Assistant Principals *Reading Coach	*Informal Classroom observations *IEP Review and Present Level of Performance	*Mastery of IEP goals *FAIR test

1	<p>in after school extended learning opportunities will have an opportunity to expand their reading skills.</p> <p>*Review and analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.</p> <p>*Differentiated instruction</p> <p>*Use of DAR to determine students specific deficiencies.</p> <p>*Ongoing systematic communication and collaboration between ESE Providers, General Education Teachers and Coaches.</p>	*ESE Specialist	
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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:	In grades 6-8, 51% (416) of the ED students will make satisfactory progress on the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (519)	56% (465)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack life experiences in order to facilitate text to self connections	<p>*Students participating in after school extended learning opportunities will have an opportunity to expand their reading skills.</p> <p>* Teachers will activate students background knowledge to facilitate the comprehension.</p> <p>*Teachers will utilize lessons and activities from BEEP (United Streaming).</p> <p>*Teachers will provide concrete examples when possible to help the students make the connection to the text.</p>	<p>*Principal</p> <p>*Assistant Principals</p> <p>* Reading Coach</p>	<p>*Informal Classroom Walkthroughs</p> <p>*Lesson Plans</p>	<p>* FAIR test data</p> <p>*BAT 1 and BAT 2 data</p> <p>*FCAT data</p>
	Students lack exposure to current events	*Students will access current events and real	*Social Studies Department Chair	*Analysis of student reports	* FAIR test data



2	world news stories through the digital edition of the Sun-Sentinel as well as through cnn.com.  *Teachers will use SCOPE Magazine to make connections to Non-Fiction text as well as Current Events.	*Reading Coach	*PINNACLE grades	*BAT 1 and BAT 2 data  *FCAT data
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accelerated Reader Program	6 - 8	Reading Coach	Reading and L. A. Teachers	Preplanning and Quarterly Updates	AR Reports	Principal and Assistant Principals
Cross Curricular PLC's	6 - 8	Various Teachers	Reading and L. A. Teachers	Weekly	PLC Planning Sheets	Principal and Assistant Principals
Reading PLC's	6 - 8	Reading Coach	Reading Teachers	Monthly	Classroom Observation, Sharing of Best Practices, Departmental Discussion	Principal and Assistant Principals
Common Core State Standards	6 - 8	Reading Coach	Reading Teachers	Monthly Reading PLC's	Classroom Observation, Sharing of Best Practices, Departmental Discussion	Principal and Assistant Principals

Reading 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
Monthly PLC's	Substitutes	Title I	\$2,800.00
Weekly PLC's	Stipends	Title I	\$3,600.00
			Subtotal: \$6,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Conferences	Registrations and Travel Expenses	Title I	\$8,000.00
			Subtotal: \$8,000.00

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	In grades 6-8, 79% (105) of the ELL students will be proficient in the area of listening/speaking on the 2013 CELLA test.
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2012 Current Percent of Students Proficient in listening/speaking:

21% (41)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of language acquisition inhibits the student's ability communicate with fluency	<p>*ESOL paraprofessional will assist the classroom teachers.</p> <p>* English Now will be used, which is a curriculum program designed for the Developmental Language Arts reading class.</p> <p>*Students will use computer software to assist in the transition to English. (Starfall, Rosetta Stone, and Compass Learning Odyssey)</p> <p>*Teachers will use differentiated instruction based on student ability as noted by their ELL classification.</p>	<p>*Reading Coach</p> <p>*AP's</p>	<p>*Informal Classroom Observations</p> <p>*ESOL Folders</p> <p>*Use of data analysis</p> <p>*Informal teacher evaluation tools (ie: ticket out the door, student portfolio, and tests and quizzes)</p>	<p>*Mini-BAT Assessments</p> <p>*FAIR tests</p> <p>*CELLA test</p> <p>*IPT</p>

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:	In grades 6-8, 79% (105) of the ELL students will be proficient in the area of reading on the 2013 CELLA test.
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2012 Current Percent of Students Proficient in reading:

11% (11)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of language acquisition inhibits the student's ability to comprehend the reading text.	<ul style="list-style-type: none"> <li>*ESOL paraprofessional will assist the classroom teachers.</li> <li>*Pilot English Now! Program through the Developmental Language Arts reading class.</li> <li>*Students will use picture dictionaries to facilitate language acquisition.</li> <li>*Teachers will use differentiated instruction based on student ability as noted by their ELL classification</li> </ul>	<ul style="list-style-type: none"> <li>*Reading Coach</li> <li>*AP's</li> </ul>	<ul style="list-style-type: none"> <li>*Informal Classroom Observations</li> <li>*ESOL Folders</li> <li>*Use of data analysis</li> <li>*Informal teacher evaluation tools (ie: ticket out the door, student portfolio, and tests and quizzes)</li> </ul>	<ul style="list-style-type: none"> <li>*Mini-BAT Assessments</li> <li>*FAIR tests</li> <li>*CELLA test</li> <li>*IPT</li> </ul>

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of language acquisition inhibits the student's ability to comprehend the reading text.	<ul style="list-style-type: none"> <li>*Visual Aids should be reproduced for ELL learners</li> <li>*Use Visuals from Beep</li> <li>*Daily support from ESOL contact</li> <li>*Students will use picture dictionaries to facilitate language acquisition.</li> <li>*Teachers will use differentiated instruction based on student ability as noted by their ELL classification.</li> </ul>	<ul style="list-style-type: none"> <li>*Assistant Principal</li> <li>*Language Arts Chair</li> </ul>	<ul style="list-style-type: none"> <li>*Weekly classroom walkthroughs with individual teacher feedback.</li> <li>*L.A. PLC discussion</li> <li>*Use of student portfolios to assess student writing.</li> </ul>	<ul style="list-style-type: none"> <li>*FCAT writing rubrics</li> <li>*Classroom writing assessments</li> </ul>
2	Students lack sufficient writing skills	<ul style="list-style-type: none"> <li>*Daily use of the Rewards Writing Program</li> <li>*Weekly support from ESOL contact</li> <li>*Use of writing rubric</li> </ul>	<ul style="list-style-type: none"> <li>*Assistant Principal</li> <li>*Language Arts Chair</li> </ul>	<ul style="list-style-type: none"> <li>*Weekly classroom walkthroughs with individual teacher feedback.</li> <li>*L.A. PLC discussion</li> <li>*Use of student</li> </ul>	<ul style="list-style-type: none"> <li>*FCAT writing rubrics</li> <li>*Classroom writing assessments</li> </ul>

portfolios to assess student writing.

CELLA Budget:

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

End of CELLA Goals

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 6-8, 29% (308) of the students will achieve a level 3 on the 2013 FCAT Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (222)	29% (308)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional support in Effective Instructional Delivery that fosters a High Yield learning environment.	*Instructional Coaches to model Effective Instructional Delivery methods.	*Assistant Principals *Instructional Coaches	*Classroom observation of teacher incorporating the Effective Instructional Delivery methods modeled.	*FCAT Data *BAT i & II data
2	Students lack mathematical fluency	*Teachers will use department wide, "moving up Fridays" for remediation and enrichment activities to encourage fluency development.  *PLC's will share best practices used to develop fluency	*Assistant Principals *Mathematics Dept. Head *PLC Leaders	* Weekly Classroom walk-through with individual teacher follow up.	*Lesson / Chapter Vocabulary assessments  *Quarterly standards assessments
3	Students lack vocabulary and reading skills.	*Emphasis on high yield strategies that include vocabulary development.  *Use of newly adopted online textbook technology which includes multi-lingual development Mathematics – "word of the week"  * Interactive Vocabulary word wall	*Assistant Principals *Mathematics Dept. Head *PLC Leaders	*Weekly Classroom walk-through with individual teacher follow up.	*Quarterly standards assessments  *BAT testing  *FCAT assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In grades 6-8, 52% (13) of the students will achieve a level 4, 5 or 6 on the 2013 Florida Alternative Assessment in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(13)	60%(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	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized Educational Plan).	<ul style="list-style-type: none"> <li>* Review and Analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.</li> <li>* Differentiated Instruction based on students' IEP.</li> <li>* Use of DAR to determine students' deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>* Principal</li> <li>* Assistant Principal</li> <li>* ESE Specialist</li> </ul>	<ul style="list-style-type: none"> <li>* Informal classroom observation</li> <li>* IEP Review and Present Level of Performance</li> </ul>	<ul style="list-style-type: none"> <li>* Mastery of IEP goals</li> <li>* FAIR Test</li> </ul>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In grades 6-8, 36%(382) of the students will achieve a level 4 or higher on the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(323)	36%(382)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of specific standards prep since most high achievers are in course specific classes.	* Teachers will be trained and share, in PLC's, strategies for "parallel curriculum" to help students maintain benchmark understanding and competency skills.	<ul style="list-style-type: none"> <li>*Assistant Principals</li> <li>*Mathematics Dept. Head</li> <li>*PLC Leaders</li> </ul>	<ul style="list-style-type: none"> <li>*Weekly Classroom Walkthroughs with individual teacher feedback</li> <li>*Documentation of parallel curriculum and secondary benchmark practice in lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly standards assessments</li> <li>BAT testing</li> <li>FCAT testing</li> </ul>
2	Lack of enrichment opportunities due to pacing of courses.	* Enrichment opportunities will be provided using software Microsoft Excel for spreadsheets and SpringBoard, and/or other grade level curriculum resources for afterschool use either at home or on established days in the schools media center or teachers classrooms.	<ul style="list-style-type: none"> <li>*Assistant Principals</li> <li>*Mathematics Dept. Head</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher lesson plans</li> <li>* Weekly PLC document</li> <li>*Classroom walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>BAT 1 &amp; 2</li> <li>FCAT 2013</li> </ul>

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	
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mathematics. Mathematics Goal #2b:	In grades 6-8, 48% (12) of the students will achieve a level 7 on the 2013 Florida Alternative Assessment in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (9)	48% (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	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized Educational Plan).	<ul style="list-style-type: none"> <li>* Review and Analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.</li> <li>* Differentiated Instruction based on students' IEP.</li> <li>* Use of DAR to determine students' deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>* Principal</li> <li>* Assistant Principal</li> <li>* ESE Specialist</li> </ul>	<ul style="list-style-type: none"> <li>* Informal classroom observation</li> <li>* IEP Review and Present Level of Performance</li> </ul>	* Mastery of IEP goals

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:	In grades 6-8, 68% (697) of the students will achieve a learning gain on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (648)	68% (697)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to comprehend contextual information and decode the process needed to perform the task.	*Use of "openers" and "warm-ups" to address contextual deficiencies.	<ul style="list-style-type: none"> <li>*Assistant Principals</li> <li>*Mathematics Dept. Head</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation and reflection</li> <li>*Informal teacher assessments (ticket out the door, portfolios, and classwork)</li> </ul>	<ul style="list-style-type: none"> <li>*Quarterly Benchmark Exams</li> <li>*BAT 1 &amp; 2</li> <li>*FCAT 2012</li> </ul>
2	Students lack of understanding of test data	*Teachers and Administrators will share, discuss and chart academic progress and benchmark assessment data. The students will then be able to target their strengths and weaknesses.	<ul style="list-style-type: none"> <li>*Principal</li> <li>*Assistant Principals</li> <li>*Instructional Coaches</li> </ul>	*Quarterly data chats with students	<ul style="list-style-type: none"> <li>*Virtual Counselor</li> <li>*FAIR data/PMRN</li> <li>*Data chat worksheets</li> </ul>
	Teachers lack of	*Administrators and	*Principal	*Monthly data chats with	*Virtual Counselor

3	understanding of test data	Instructional Coaches will share, discuss and chart academic progress and benchmark assessment data. This data will be used to pinpoint the academic needs of the student.	*Assistant Principals *Instructional Coaches	teachers	*FAIR data/PMRN *Data chat worksheets
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	In grades 6-8, 88% (22) of the students will make learning gains on the 2013 Florida Alternative Assessment in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (20)	88% (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	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized Educational Plan).	* Review and Analyze individual student and classroom assessment data to determine appropriate curriculum, instruction and schedules.  * Differentiated Instruction based on students' IEP.  * Use of DAR to determine students' deficiencies.	* Principal * Assistant Principal * ESE Specialist	* Informal classroom observation  * IEP Review and Present Level of Performance	* Mastery of IEP goals

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:	In grades 6-8, 55% (150) of the students in the lowest 25% will achieve a learning gain on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (131)	55% (150)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have a lack of mathematical fluency	*Teachers will use department wide,	*Assistant Principals	* Weekly Classroom walk-throughs with	*Quarterly standards



1		"moving up Friday" enrichment and remediation activities to encourage fluency development.  *PLC's will share best practices used to develop fluency.	*Mathematics Dept. Head  *PLC Leaders	individual teacher follow up.	assessments  *BAT testing  *FCAT assessment
2	Students lack strategies to assist with the comprehension of text.	*Teachers will use small group instruction and collaboration to assist with understanding gaps  *High-Yield note taking and organizers will be shared in PLC's as Best Practice work	*Assistant Principals  *Mathematics Dept. Head  *PLC Leaders	* Weekly Classroom walk-through with individual teacher follow up.	*Quarterly benchmark assessments  *BAT testing  *FCAT assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In grades 6-8, 76% (780) of the students will achieve a level 3 on the 2017 FCAT Math test.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65% (667)	59% (605)	63% (646)	67% (687)	71% (728)	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In grades 6 - 8, 48% (268) of Black students will make satisfactory progress on the 2013 FCAT mathematics test.  In grades 6 - 8, 63% (135) of Hispanic students will make satisfactory progress on the 2013 FCAT mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80%(193) Black: 45% (249) Hispanic: 58% (124) Asian: 82%(3) American Indian: 0	White: 88% (214) Black: 50% (278) Hispanic: 44% (85) Asian: 89 (17) American Indian: 0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 88% (214) Black: 50% (278) Hispanic: 44% (85) Asian: 89 (17) American Indian: 0:  Standardized tests use "real world" assumptions that do not always translate across ethnicities.	*Dynamic vocabulary development will include circumstantial and situational alternate meanings to words.  *PLC's will include ways to translate contextual questions into vernacular common to our demographics.	*Assistant Principals  *Mathematics Dept. Head  *PLC leaders	* Weekly Classroom walk-throughs with individual teacher follow up.	*BAT 1 and 2  *Quarterly Standard Assessment  *FCAT 2013
2	Students lack strategies to assist with the comprehension of text.	*Teachers will use small group instruction and collaboration to assist with understanding gaps	*Assistant Principals  *Mathematics Dept. Head	* PLC report reviews	*Quarterly standards assessments  *BAT testing

	*High-Yield note taking and organizers will be shared in PLC's as Best Practice wor	*PLC Leaders		*FCAT assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 6-8, 21% (14) of the ELL students will make satisfactory progress on the 2013 FCAT mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (58)	79% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of language acquisition inhibit the students ability to read and understand mathematical problems.	* Teachers and aides will be trained in the use of Manipulatives and nonlinguistic vocabulary representations for ELL students and put strategies into effect  * Teachers will use planning time and TDA's for Peer Observation of ELL sheltered classes  * Teachers will differentiate instruction based on students ability as noted by their ELL classification	* Mathematics Dept. Head  * Assistant Principals	* ELL Folders  * Weekly classroom walkthroughs with individual teacher feedback.  * Informal teacher evaluation tools (ie: ticket out the door, students portfolios, and tests and quizzes)	* Quarterly benchmark assessments  * BAT testing  * FCAT assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 6-8, 30% (41) of the SWD students will make satisfactory progress on the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (110)	70% (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
	Students have individual barriers to overcome based upon their disability as noted in their IEP (Individualized	* Pullout instruction provided by the ESE Support Facilitator  * Review and Analyze	* Principal  * Assistant Principal's	* IEP Review and Present Level of Performance  * Weekly Classroom walk-through with	* Quarterly Benchmark Assessments  * BAT 1 & 2

1	Educational Plan)	individual student and classroom assessment data t determine appropriate curriculum, instruction and schedules.  * Teachers will provide opportunities for students to participate in small group and Differentiated Instruction * Use of DAR to determine students' deficiencies.	*ESE pECIALIST	individual teacher follow up.	*FCAT 2012  *Mastery of IEP Goals
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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 mathematics.  Mathematics Goal #5E:	In grades 6-8, 35% (293) of the ED students will make adequate progress on the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (438)	65% (545)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack life experiences in order to facilitate text to self connections	*Students participating in after school extended learning opportunities with gain additional experiences with math texts and concepts.  *Teachers will provide opportunities for students to participate in small group and Differentiated instruction	*Principal  *Assistant Principals  *Mathematics Dept. Head	*Weekly Classroom walk-through with individual teacher follow up.	Quarterly Benchmark Assessments  BAT 1 & 2  FCAT 2012
2	Lack of access to technology	*Strategic scheduling of Media center access both before, during and after school.	*Media Specialist  *Classroom Teachers  *Administration	*Weekly Classroom walk-through with individual teacher follow up.	Quarterly Assessment Data Analysis    BAT Testing Analysis

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	In grades 6-8, 30%(20) of the students will achieve a level 3on the 2013 Algebra EOC Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (16)	30% (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	Teacher level of comfort with creating higher level instruction	Training on creating effective teacher made test that targets specific standards and grade levels  Problem Solving academic competitions, encouraging students to perform higher level mathematical thinking process	Assistant Principal Math Dept. Chair	Lesson plan review, data analysis and development of action plan.  The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	* Student work from Project Based Learning  *Data evaluation from BAT I and II results
2	Teachers limited knowledge of differentiated instruction	Training teaching on integrating Tabula Digita, Algebra Ready, and Hands on Standard strategies into daily mathematics instruction	Assistant Principal Math Dept. Chair	Lesson plan review, data analysis and development of action plan to monitor the use of differentiated instruction. Also Classroom Walk Through data will be collected to analyze the use of various methods of instructions	*Project Based Assessment data analysis  District Quarterly mini-benchmark assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	In grades 6-8, 36%(382) of the students will achieve a level 4 or higher on the 201 Algebra EOC Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (57)	85% (63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher level of comfort with creating higher level instruction	Training on creating effective teacher made test that targets specific standards and grade levels  Problem Solving academic competitions, encouraging students to perform higher level mathematical thinking process	Assistant Principal Math Dept. Chair	Lesson plan review, data analysis and development of action plan.  The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	* Student work from Project Based Learning  *Data evaluation from BAT I and II results

2	Teachers limited knowledge of differentiated instruction	Training teaching on integrating Tabula Digita, Algebra Ready, and Hands on Standard strategies into daily mathematics instruction	Assistant Principal Math Dept. Chair	Lesson plan review, data analysis and development of action plan to monitor the use of differentiated instruction. Also Classroom Walk Through data will be collected to analyze the use of various methods of instructions	*Project Based Assessment data analysis  District Quarterly mini-benchmark assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
<input type="text"/>			<input type="text"/>	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
<input type="text"/>			<input type="text"/>	
Problem-Solving Process to Increase Student Achievement				

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

## 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:	In grades 6-8, 100% (30) of the students will achieve a level 3 on the 2013 Geometry EOC test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (30)	100% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher level of comfort with creating higher level instruction	Training on creating effective teacher made test that targets specific standards and grade levels  Problem Solving academic competitions, encouraging students to perform higher level mathematical thinking process	Assistant Principal Math Dept. Chair	Lesson plan review, data analysis and development of action plan.  The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	*Student work from Project Based assessment  * Data evaluation from BAT I and II results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	In grades 6-8, 30% (10) of the students will achieve at or above a level 4 on the 2013 Geometry EOC test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	30% (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	Teacher level of comfort with creating higher level instruction	Training on creating effective teacher made test that targets specific standards and grade levels  Problem Solving academic competitions, encouraging students to perform higher level mathematical thinking process	Assistant Principal Math Dept. Chair	Lesson plan review, data analysis and development of action plan.  The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	*Project Based Assessment data evaluation.  *District Quarterly mini-benchmark assessment.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal # 3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal # 3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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



in need of improvement for the following subgroup:				
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.				
Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.				
Geometry Goal #3E:				
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				

*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
New State Standards and Common Core	6-8	Math Department Head	Math Teachers	Monthly PLC's	CWT's Lesson Plans Data Chats	Principal Assistant Principal
Parallel						

Curriculum And Secondary Benchmark Use	6-8	Math Department Head	Math Teachers	Monthly PLC's	CWT's Lesson Plans Data Chats	Principal Assistant Principal
Virtual and Tactile Manipulatives	6-8	Math Department Head	Math Teachers	Monthly PLC's	CWT's Lesson Plans Data Chats	Principal Assistant Principal
Content Area PLC's	6-8	Math Department Head	Math Teachers	Monthly PLC's	CWT's Lesson Plans Data Chats	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly PLC's	Substitutes	Title I	\$3,600.00
			Subtotal: \$3,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,600.00

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:		In grade 8, 40% (120) of the students will achieve a level 3 on the FCAT Science test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
21% (69)		40% (120)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Teachers need additional support in Effective Instructional Delivery that fosters a High Yield learning environment.	*Instructional Coaches to model Effective Instructional Delivery methods.	*Assistant Principals *Instructional Coaches	*Classroom observation of teacher incorporating the Effective Instructional Delivery methods modeled.	*FCAT Data *BAT i & II data
2	8th grade teachers targeting instruction that addresses science specifications.	*Instructional Coaches will model Effective Instructional Delivery methods.  Teachers will participate in PLCs to understand the process of unwrapping the benchmark.	*Assistant Principals *Instructional Coaches	*Classroom observation of teacher incorporating the Effective Instructional Delivery methods modeled.	*FCAT Data *BAT I & II
3	Teachers creating an Instructional Focus Calendar that vertically aligns curriculum in support of a comprehensive science teaching approach and the implementation of Common Core State Standards.	*Department training will be given to teachers in order to create a common IFC focusing on specific stems, hands on activities, and common core standards (reading/writing/speaking and listening).  *Teachers will participate in "Tuning Time" to enhance instructional practices.  *Teachers will incorporate grade level objectives based on Science IFC.  *Teachers will utilize Next Generation Standards for delivery of instruction  *Teachers will plan collaboratively	*Principal *Assistant Principal *Science Coach	*Observation of posted Objectives  *During department meetings, teachers will model instructional strategies and review IFC's.  *Monitoring the use of benchmarks in lessons through lesson plans, weekly PLC, and CWT's	*BAT I & II *Mini Assessments * Student work
4	Students lack real world application and hands on experience with low proficient strands (Nature of Science)	*Teachers, students, and administrator will use data chats to pinpoint student academic needs of the science content.  *Students attending extended learning opportunities will increase their master of the science content  *Weekly virtual lab simulations.  *Weekly hands on lab activities (frequently addressing the Nature of Science) and to include written lab reports and the use of rubrics.  *Quarterly Science Immersion Program  *Students will be invited to participate in Science Fair and Science Brain Bowl competitions..	*Principal *Assistant Principal *Science Coach	*Informal Observations *Weekly Classroom walk-through with individual teacher follow up  *Moving On Up Fridays for remediation and enrichment.	* Science Portfolio * Monthly Mini assessments *BAT I & II data  * Observation of students demonstrating science exploration

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	In grade 8, 20% (3) of students will achieve level 4, 5, or 6 on the 2013 Florida Alternate Assessment in Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (1)	25% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional support in Effective Instructional Delivery that fosters a High Yield learning environment.	*Instructional Coaches to model Effective Instructional Delivery methods.	* Principal * Assistant Principal	*Classroom observation of teacher incorporating the Effective Instructional Delivery methods modeled.	*FAA Data

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	In grade 8, 20% (100) of students will achieve level 4 or higher on the 2013 FCAT Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (51)	20% (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need enrichment activities to increase their level of performance.	Implementation of Common Core Standards to add rigor to current curriculum.  *Regular incorporation of S.T.E.M. activities to increase S.T.E.M. literacy and increase rigor and relevance in current curriculum.  *Project based learning activities	*Assistant Principal *Science Coach	*Presentation of Projects  *Participation in S.T.E.M. projects and competitions.  *Weekly Classroom Walkthroughs (CWTs) with individual teacher feedback.  *Teacher made assessments  *Moving on up Fridays for enrichment and remediation	Student Projects  Science Portfolio

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

areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:		In grade 8, 64% (7) of students will achieve level 7 or higher on the 201 Florida Alternate Assessment in Science Test			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
45% (5)			64% (7)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students accountability for keeping scores high	* Students will be rewarded and recognized for their attention to the assessment process.	*Assistant Principal *Science Coach	*Presentation of Projects  *Weekly Classroom Walkthroughs(CWTs) with individual teacher feedback.  *Moving on up Fridays for enrichment and remediation	Student Projects Science Portfolio

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
Inquiry Based Labs/ Projects High Yield Strategies	Science 6-8	District or Science Coach	All science teachers	Monthly PLC's	Lesson plans Weekly PLC Document Student work samples	Principal AP Science Coach
Technology: Use of technology to deliver instruction	Science 6-8	Technology Specialist Science Coach	All science teachers	Monthly PLC's	Student Presentations Weekly PLC Document Student work samples	Principal AP Science Coach
Teacher training of NGSS, S.T.E.M. and CCSS	Science 6-8	District or Science Coach	All science teachers	Sept., Oct., Nov.	Student Presentations Weekly PLC Document Student work samples	Principal AP Science Coach

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Inquiry Based Labs	Materials	FTE	\$1,608.00
			Subtotal: \$1,608.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry Based Labs	Teacher Training/Substitutes	School Accountability	\$1,500.00
Online textbook resources	Teacher Stioends	Title I	\$1,500.00
			Subtotal: \$3,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
PLC	Substitutes	Title I	\$2,700.00
Team collaboration - Immersion (substitutes needed)	Substitutes	School Budget	\$2,000.00
			Subtotal: \$4,700.00
			<b>Grand Total: \$9,308.00</b>

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:	In grade 8, 85% (288) of students will achieve level 3.0 or higher on the 2013 FCAT Writing Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (238))	85% (288)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a focus for their writing	* Establish target lessons biweekly to assure the students are receiving the content consistently	*L.A. Department Chairperson *Assistant Principal	*Weekly classroom walkthroughs with individual teacher feedback.  *Lesson Plans	*Portfolios  *Monthly Writing Prompts
	Students not elaborating due to their lack of background knowledge and exposures to multiple sources of information.	*Pre-Test will be given to students to access their knowledge in various topics  *Topics will be incorporated in daily writing literary pieces	*L.A. Department Chairperson  *Assistant Principal	*Monthly expository and Persuasive writing prompts  *Student conferencing and feedback	*Monthly Writing Prompts

2		<p>*LA teachers will be collaborate on students topics of interest through L.A. PLC's</p> <p>*Students will communicate in for various purposes and modes.</p> <p>*Students will participate in Writing Workshop where they will peer edit and revise work.</p>			
3	Students learning to use textual evidence to support responses.	<p>* Inclusion of common core standards in writing</p> <p>*High order questioning</p> <p>* Springboard Instructional strategies</p> <p>*Pre-Writing, Graphic Organizers, Guided writing, Peer Review, Weekly grammar Focus, SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject and Tone), Daily Literary pieces</p> <p>*6th and 7th grade school wide prompts and feedback</p> <p>*Portfolio Development 6th 7th and 8th/student feedback form</p> <p>*Student conferencing</p> <p>*Exposure to a variety of different genres (poems, Literacy text, fiction, non-fiction)</p>	<p>*L.A. Department Chairperson</p> <p>*Assistant Principal</p>	<p>*Monthly expository and Persuasive writing prompts on topics that are current and relevant to the students.</p> <p>*Student conferencing and feedback to focus on details, ideas and vocabulary.</p> <p>*LA teachers will monitor student progress and track improvements</p>	<p>*Writing prompts</p> <p>*FCAT writes</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 4 or higher in writing. Writing Goal #1b:	In grade 8, 90% (10) of students will achieve level 4.0 or higher on the 2013 Florida Alternate Assessment Writing Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (8)	90% (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
Students not elaborating due to their	* Establish target lessons biweekly to	*L.A. Department Chairperson	*Weekly classroom walkthroughs with	Writing Portfolios

1	lack of background knowledge and exposures to multiple sources of information.	assure the students are receiving the content consistently  *One on one Student – Teacher conferencing  *Use of writing rubric to assure consistency	*Assistant Principal	individual teacher feedback.  *Writing Portfolios
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Scoring Team	8th Grade - LA	LA Dept. Chair	Writing Cadre	August and November	Writing Portfolios	LA Dept. Chair AP
Writing in the Content Area	6-8 Content area teachers	District or school based	All content area teachers	Sept./Oct.	Student work samples	LA Dept. Chair AP
LA PLC	6-8th Grade - LA	LA Dept. Chair	LA Teachers	Monthly	Classroom Observations	AP

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology to share prompts	ELMO's and LCD's	School Recognition Funds	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writing Rubric	Substitutes	School budget	\$1,000.00
PLC	Substitutes	Title I	\$3,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Conferencing and Scoring	Substitutes	School budget	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$6,500.00</b>

End of Writing Goals

Civics End-of-Course (EOC) Goals

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



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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

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

End of Civics Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	DBMS will will increase their attendance rate to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
DBMS current attendance rate is 93.7%.	DBMS expected attendance rate will be 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
427	406
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
185	176
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The apathy of the students and family concerning attendance.	<ul style="list-style-type: none"> <li>*Parent phone calls by teachers, guidance counselors assistant principals</li> <li>*Parent link phone calls to advise parent of school attendance issues</li> <li>*Articles in the newsletter about attendance policy</li> <li>*Refer student to social worker</li> <li>*Refer student to Comprehensive Problem Solving Team (CPST)</li> <li>*Rewarding students for perfect attendance</li> </ul>	Grade Level Assistant Principal	<ul style="list-style-type: none"> <li>*Monitor bi-weekly attendance</li> <li>*Review tardies weekly</li> <li>*Review student absences</li> </ul>	<ul style="list-style-type: none"> <li>*Attendance bulletin</li> <li>*Data Warehouse</li> <li>*Pinnacle</li> </ul>
2	Transient Urban Population	<ul style="list-style-type: none"> <li>*Refer student to social worker to assist parents</li> <li>*Refer student to Comprehensive Problem Solving Team (CPST)</li> </ul>	Grade Level Assistant Principal	<ul style="list-style-type: none"> <li>*Review tardies weekly</li> <li>*Review student absences</li> </ul>	<ul style="list-style-type: none"> <li>*Attendance bulletin</li> <li>*Data Warehouse</li> <li>*Pinnacle</li> </ul>

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
School wide attendance and Tardy policy	All grades and subjects	Administrators	All subjects and grade levels	Pre-Planning week and monthly PLC meetings	Teacher feedback and data chats	Administrators

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Our goal is to reduce the number of students suspended in-school and externally by 10%(41). The amount of time out of the classroom for our students negatively affects student academic performance. Therefore, we will be providing additional classroom management training and behavioral strategies to support our teachers.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
612	551
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
275	248
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
289	261
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
147	134

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers and administrators implementing effective interventions to prevent students from repeating their same infraction.	<ul style="list-style-type: none"> <li>• Parent education seminars</li> <li>• Parent Meetings</li> <li>*Newsletter communication</li> </ul>	<ul style="list-style-type: none"> <li>*Assistant Principal</li> <li>*Guidance</li> </ul>	<ul style="list-style-type: none"> <li>*Parent conference sheets</li> <li>*Weekly/Daily progress notes</li> <li>*Weekly/Daily departmental dialogue meetings</li> </ul>	<ul style="list-style-type: none"> <li>*Suspension reports</li> <li>*Attendance Reports</li> </ul>

1		<ul style="list-style-type: none"> <li>*Parent conferences/Conflict Mediations</li> <li>*Referral to CPST</li> <li>*Dating Matters – A district initiative to teach students how to have healthy relationships</li> <li>*Life Skills – A program through the Urban League to help students making better choices regarding violence, drugs and alcohol</li> <li>*Referral to Social Worker</li> <li>*Initiation of FBA/PBIB</li> </ul>			
2	Ineffective Classroom Management strategies Enacted by teachers	<ul style="list-style-type: none"> <li>*Classroom Management training for teachers</li> <li>*Classroom Walkthroughs by administrators</li> <li>*Implementation of school-wide behavior plan</li> <li>*Weekly team meetings to discuss student effective interventions</li> <li>*Monthly Department Dialogue meetings</li> </ul>	<ul style="list-style-type: none"> <li>*Assistant Principal</li> <li>*Team Liaisons</li> </ul>	<ul style="list-style-type: none"> <li>*Monitor weekly suspension rates</li> <li>*Review Attendance rates</li> <li>*CHAMPS Rubric</li> </ul>	<ul style="list-style-type: none"> <li>*Suspension reports</li> <li>*Attendance Reports</li> </ul>

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
CHAMPS	All teachers/All Grades	District/School Based	All Teachers/ All Grades	Aug./Sept.	Classroom Visits	Assistant Principals Principal
Shared Team Discipline	All teachers/All Grades	Assistant Principals	All Teachers/ All Grades	Monthly	Classroom Visits Team Meetings	Assistant Principals Principal

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS training	Substitutes	School Budget	\$1,500.00
			Subtotal: \$1,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,500.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Deerfield Beach Middle School parental attendance and participation will increase by 10%(100) for the upcoming school year.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Deerfield Beach Middle School current parent involvement is 40%(400).		Deerfield Beach Middle School expected level of parent involvement will be 50%(500).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low and inconsistent levels of parental attendance	*Parents will be informed (via postcard, email and parent link) regarding school wide activities, monthly, meetings and academic performance  *The leadership team will make personal phone calls monthly inviting parents to attend school wide activities  * Parents attending all training will receive special recognition at the end of the year	Assistance Principal  Principal  Team leaders	Sign in sheets and parent feedback forms	Attendance monitored by assigned school personnel

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
Helping your child with FCAT strategies	All Grade levels and subjects	Instructional Coaches Teachers	All teachers/subject areas	August 26 , Monthly	Parent Survey	PLC coordinator
Moments for Teachers Help for Teachers Tackling Everyday Problems	All Grade levels and subjects	Instructional Coaches Teachers	All teachers/subject areas	August 26 , Monthly	Parent Survey	PLC coordinator
Nurturing the Educational Leader Within You	All Grade levels and subjects	Instructional Coaches Teachers	All teachers/subject areas	August 26 , Monthly	Parent Survey	PLC coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Curriculum Academies	Salary for Facilitator, and teacher leaders	Title I	\$500.00
Parent Curriculum Academies	Salary for Facilitator, and teacher leaders	Title I	\$100.00
			Subtotal: \$600.00
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
Parent Training for Student Agendas	Student Agendas	Title I	\$3,700.00
Parent Training for Student Agendas	Salary for teachers leaders, and facilitator	Title I	\$200.00
Guidance Informational training for Parents	Salary for teachers and facilitators.	Title I	\$200.00
6th Grade Transition for Parents	Salary for teachers and facilitators. Refreshments and supplies.	Title I	\$1,000.00
			Subtotal: \$5,100.00
			Grand Total: \$5,700.00

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:

<p>1. STEM</p> <p>STEM Goal #1:</p>	<p>Goal 1: Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.</p> <p>*Provide access to alternative STEM education—such as through museums, fieldtrips, or after-school clubs or programs</p> <p>*Science competitions available to Broward students          Envirothon          Science Fair          Week of the Ocean          EEC Stewardship          SECME</p> <p>*Mathematics competitions available to Broward students          Mu Alpha Theta          MATHCOUNTS (sponsored by Florida Engineering Society)          American Mathematics Competition          BCCTM          DimensionU          FAU Math</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	A rich environment of challenging STEM courses must be offered.	Enhance current science courses to include curriculum designed to combine science, engineering, technology, and mathematics into an interdisciplinary approach to learning	Lisa Livingston, Science Instructional Coach  Cal Pantano, Assistant Principal	.Observance and evaluation of curricula driven by problem – solving, discovery and exploratory learning that actively engage students  Monitoring of weekly PLC teacher documents that show collaborative efforts of an interdisciplinary approach to learning  Use of quarterly formative STEM assessments and other teacher made assessments.	Data from STEM assessments  Submission of Weekly PLC document by teachers
2	The implementation of the Common Core State Standards (CCSS) to provide a path to increased rigor in science/engineering curriculum.	Train teachers in the CCSS that will allow them to provide innovative instruction that promotes higher order thinking skills and greater depth of knowledge, and allows technology to be used in creative and innovative ways to solve problems and apply knowledge.	Lisa Livingston, Science Instructional Coach Cal Pantano, Assistant Principal	Teacher participation in weekly and monthly PLCs  Marzano staff development during early release days  CCSS staff development during teacher planning days	Observation
3	Current curriculum does not expose students to the reality that in STEM careers, workers use science, math, engineering, and technology to solve problems and generate	Opportunities for mentoring by businesses, industry, and research professionals.	Lisa Livingston, Science Instructional Coach  Angela Escobar, Math Department Co-Chairperson	Encourage students to participate in STEM clubs and competitions.  Encourage students to create new clubs and activities focused on STEM	Observance of the incorporation of CCSS through classroom walkthroughs  Club attendance records



new ideas that lead to new jobs and new industries.	Marissa Vessella	School's involvement in school/district/state STEM competitions
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interdisciplinary Approaches to Teaching	6-8 Science	Lisa Livingston District Personnel	6-8 Science	Monthly PLC Nov 2012	Sign-in sheets at training Observation of strategies learned during classroom walkthroughs Sharing of best practices during weekly PLCs Workshop Appraisal	Cal Pantano Lisa Livingston
Innovative use of Technology	6-8 Science	Gizmo Representative District Personnel	6-8 Science 6-8 Math	Quarterly PLC	Sign-in sheets at training Observation of strategies learned during classroom walkthroughs Sharing of best practices during weekly PLCs Workshop Appraisal	Cal Pantano Lisa Livingston Angela Escobar Marissa Vessella

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance current curriculum to include a STEM interdisciplinary approach	Science Scope Subscription Science and Health Magazine Subscription	Instructional Materials	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers in innovative approaches to instruction using technology	Document Cameras in science Digital cameras for student explorations in science Scientific Calculators Probeware	School budget	\$3,900.00
			Subtotal: \$3,900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Immersion	Substitutes for interdisciplinary unit planning 6-8 science and math teachers	School Budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

## CTE Budget:

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

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

*End of CTE Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Inquiry Based Labs	Materials	FTE	\$1,608.00
Parent Involvement	Parent Curriculum Academies	Salary for Facilitator, and teacher leaders	Title I	\$500.00
Parent Involvement	Parent Curriculum Academies	Salary for Facilitator, and teacher leaders	Title I	\$100.00
STEM	Enhance current curriculum to include a STEM interdisciplinary approach	Science Scope Subscription Science and Health Magazine Subscription	Instructional Materials	\$1,200.00
				Subtotal: \$3,408.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Use of Technology to share prompts	ELMO's and LCD's	School Recognition Funds	\$1,500.00
STEM	Train teachers in innovative approaches to instruction using technology	Document Cameras in science Digital cameras for student explorations in science Scientific Calculators Proeware	School budget	\$3,900.00
				Subtotal: \$5,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Monthly PLC's	Substitutes	Title I	\$2,800.00
Reading	Weekly PLC's	Stipends	Title I	\$3,600.00
Mathematics	Monthly PLC's	Substitutes	Title I	\$3,600.00
Science	Inquiry Based Labs	Teacher Training/Substitutes	School Accountability	\$1,500.00
Science	Online textbook resources	Teacher Stioends	Title I	\$1,500.00
Writing	FCAT Writing Rubric	Substitutes	School budget	\$1,000.00
Writing	PLC	Substitutes	Title I	\$3,000.00
Suspension	CHAMPS training	Substitutes	School Budget	\$1,500.00
STEM	STEM Immersion	Substitutes for interdisciplinary unit planning 6-8 science and math teachers	School Budget	\$2,000.00
				Subtotal: \$20,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Conferences	Registrations and Travel Expenses	Title I	\$8,000.00
Science	PLC	Substitutes	Title I	\$2,700.00
Science	Team collaboration - Immersion (substitutes needed)	Substitutes	School Budget	\$2,000.00
Writing	Conferencing and Scoring	Substitutes	School budget	\$1,000.00
Parent Involvement	Parent Training for Student Agendas	Student Agendas	Title I	\$3,700.00
Parent Involvement	Parent Training for Student Agendas	Salary for teachers leaders, and facilitator	Title I	\$200.00
Parent Involvement	Guidance Informational training for Parents	Salary for teachers and facilitators.	Title I	\$200.00
Parent Involvement	6th Grade Transition for Parents	Salary for teachers and facilitators. Refreshments and supplies.	Title I	\$1,000.00
				Subtotal: \$18,800.00
				Grand Total: \$48,108.00

# 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.

[View uploaded file](#) (Uploaded on 10/24/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Inquiry Based Science Labs	\$1,500.00
Elmos and LCD Projectors for classroom use	\$1,500.00

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

The School Advisory Council's will facilitate the implementation of the School Improvement Plan. Activities that will aid in the achievement of school improvement objectives:

- Monthly Family Nights (Focus: Core Content Areas)
- Facilitate parent workshops to increase Involvement and provide strategies to increase student success (academic and behavioral)
- Aid in parent recruitment at monthly SAC meetings

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District DEERFIELD BEACH MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	61%	85%	44%	248	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	56%	62%			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?	65% (YES)	61% (YES)			126	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					492	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District DEERFIELD BEACH MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	67%	90%	49%	271	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	66%	70%			136	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?	57% (YES)	68% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested