

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
Tallahassee, Florida 32399

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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: MURRAY MIDDLE SCHOOL

District Name: Martin

Principal: Mr. Doug Peterson

SAC Chair: Ms. Beverly Cross

Superintendent: Mrs. Nancy Kline

Date of School Board Approval: November 20, 2012

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Vicki Barrett	M.A., Ed. Leadership B.S., Exercise Sports Science  Certifications: Educational Leadership, Physical Education	6	12	Yr. School Grade AYP 2011 A N 2010 A N 2009 A N 2008 A N 2007 A N  Glades Central H.S. (Palm Beach County) 2006 D N Robert E. Lee H.S. (Duval County) 2005 C N 2004 D N 2003 D N  Matthew W. Gilbert M.S. (Duval County) 2002 F N
Assis Principal	Tami DeJames	M.S., Educational Leadership, B.S. Secondary Social Science Education  Certifications: Educational	5	5	Yr. School Grade AYP 2011 A N 2010 A N 2009 A N 2008 A N

		Leadership, Social Sciences 5-9 and 6-12			
Principal	Doug Peterson	M.Ed. – Ed. Leadership B.S. Recreation/Education  Certifications: Ed. Leadership, Physical Education		15	N/A

## 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	Patience Ciufo	M.A. – English B.A. – English  Certifications: English 6-12, Reading Endorsement, ESOL Endorsement	1	1	Yr. Sch. Grade AYP 2012 A N

## 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	Determine job openings, if any, and review resumes of applicants who are highly qualified, experienced teachers.	Doug Peterson	August 2012	
2	Review all applications received by the district and forward to Principals	Personnel	On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Teachers are afforded opportunities and encouraged to complete their coursework in Reading Endorsement and/or English Language Learners

## 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
52	0.0%(0)	19.2%(10)	48.1%(25)	32.7%(17)	36.5%(19)	11.5%(6)	23.1%(12)	0.0%(0)	32.7%(17)

### 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
Michelle Pletch	Kathy Worrell	First time teaching 6th grade science	Lesson plan collaboration, content support
Michelle Pletch	Stefanie Chasse	First time teaching 6th grade science.	Lesson plan collaboration, content support
Denise Swain	Donald Suess	First time teaching 6th grade math.	Lesson plan collaboration, content support
Douglas Peterson	Lauren Graff	Teacher is working on her Ed. Leadership Certification	Shadowing opportunities, increased leadership opportunities

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Doug Peterson-Principal  
 Tami DeJames - Assistant Principal,  
 Patience Ciufo- Reading Coach  
 Camille Aloï - RtI Coach  
 Charlene Campbell- Mainstream Consultant  
 Annie Galland- Guidance Counselor  
 TBA- Guidance Counselor  
 T. Cathy Cottle- Teacher  
 Aileen Flanagan- Teacher  
 Valerie Wright- Teacher  
 Kim Gray- Teacher  
 Stefanie Chasse- Teacher  
 Patricia Hamada- Speech/ Language Pathologist  
 Rengin Pecci - School Psychologist

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 team meets every other Wednesday at 8:20 am. The function of the team is to review current processes and to investigate new strategies that would be useful to meet the needs of the students discussed.

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

The team plays a role in developing the Improvement Plan through collaboration and brainstorming ideas. The topics or strategies are introduced for discussion and the supported ideas and strategies are considered for inclusion in the School Improvement Plan.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data will be collected via anecdotal records from teachers and feedback, as well as utilizing the RtI-b database for behavioral concerns. FCAT, FAIR and Benchmark data will be used also.

Describe the plan to train staff on MTSS.

The RtI team is familiar with the process. The grade-level representatives will present the information and training powerpoint to their members and facilitate questions. Teachers can seek clarification from Student Services on processes, should they need clarification

Describe the plan to support MTSS.

There are several teachers and staff members that are familiar enough with the process that they can guide teachers in the format. They will serve as helpers to teachers that need additional support in completing the RtI referral packets

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Patience Ciufo – Reading Coach  
Debbie Cairnes, Pat Lawson, Kathy Worrell, Stefanie Chasse, Jennifer Scheid, Susan Creber, Angela Gordon, Kimberly Gray, Mark Fisher, Tony Freddoso, Carol Forbes, June Valella, Carol Voelker, T. Cathy Cottle, Valerie Wright, Dana Bayer (Reading Teachers).

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

Members will meet bi-monthly as a department.

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

Common core integration, motivating struggling readers through technology (writing a grant to purchase a class set of tablets).

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Murray Middle School is a CRISS (Creating Independence through Student-owned Strategies) school in which all teachers are CRISS trained. CRISS focus is on teaching students how to independently learn using best practices especially in the areas of reading, writing, and comprehension.

Murray Middle is fortunate to host the second year of the Tiger Woods Learning Center (TWLC) this. Students will be able to participate in an after-school program that focuses on the Science, Technology, Engineering, and Mathematics (STEM) principles. Students will be exposed to forensic science, career exploration, building positive social relationships, developing academic skills and motivation, and promoting community service.

The Reading Coach works will all content area teachers to help them implement reading strategies in their classrooms.

All teachers are encouraged to seek the Reading Endorsement through the courses offered by the State and the District.

The Reading Coach works with all teachers to help them implement reading strategies in their classrooms.

All teachers are encouraged to seek Reading Endorsement via the Reading Endorsement Programs offered by the District and State.

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The goal for the 2013 Reading FCAT is to improve student scores in Grades 6-8 so that 69% (521) score a Level 3 or higher based on the enrollment of 756 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scored a Level 3 on the 2012 Reading FCAT: 6th Grade – 25% (61), 7th Grade -33% (80), 8th Grade- 21% (50).	Students will score a Level 3 on the 2013 FCAT: 6th Grade- 28% (66), 7th Grade- 36% (96), 8th Grade- 24% (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	Time for administration/teachers/guidance to meet individually with students	Mentor the lowest 25% of each subgroup to achieve learning gains. Small group instruction will provide targeted direct practice	Administration, Teachers, Guidance, Reading Coach, RtI /MTSS Coach	Benchmark Assessments	FCAT 2013 results
2	Lack of funding for new textbook/ teaching supplementary items for the Reading/Language Arts classes	Look for grants to purchase supplemental materials to enhance curriculum	Vicki Barrett, A.P., Curriculum, Patience Ciufu, Reading Coach	New materials to be available to teachers in an on-going basis for enrichment	Lesson Plans, Reading Committee notes.
3	The rigor of FCAT 2.0 challenges for students to move to a 4 or a 5.	Teachers meet with students individually after Benchmarks and assessments. Cross Curricular projects (STEM) to increase rigor. Small group work to differentiate instruction	Administration, Classroom Teachers	Students Benchmark scores improve	Benchmark results, FCAT 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The goal for the 2013 Reading FCAT is to improve student scores in Grades 6-8 so that 41% (310) score a 4 or higher based on the enrollment of 747 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 Reading FCAT, students scored a Level 4 or 5: 6th Gr.-41%(100), 7th Gr -35%(85), 8th Gr- 39%(94).	Students will score Level 4 or 5 on the 2013 Reading FCAT: 6th Gr-44%(103), 7th Gr -39%(104), 8th Gr- 42%(107).

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	Increased rigor of the FCAT 2.0 creates difficulty moving students to a level 4 or 5	Teachers meet with students individually after Benchmarks and assessments. Cross curricular projects (STEM) increase rigor. Small group instruction will provide targeted direct practice	Administration, Classroom Teachers	Assessment scores rise	Teacher logs, FCAT 2.0 results
2	Student not familiar or comfortable with higher order questioning on exams	Include higher order thinking questions on exams and classroom lessons, address information processing for students	Administrators, Classroom Teachers	Lesson plan review, focus calendars and classroom walk thoughts	Lesson plans, Focus calendars and assessments
3	Low interest in "outside" reading	Teachers to include high-interest, modern and popular fiction and non-fiction novels and works	Classroom Teachers	Lesson Plans, Focus Calendar	Lesson plans

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The goal for the 2013 Reading FAA is to maintain student scores in Grade 6-8 so the 100% ( 1) score a level 4 or higher .
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	The goal for the 2013 Reading FAA is to maintain student scores in Grade 6-8 so the 100% ( 1) score a level 4 or higher .

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor of curriculum	Teachers work one on one with students to discuss assignments and results of assessments	Classroom Teachers	Lesson Plans, Focus Calendar	FAA results
2	Low motivation to complete class work and homework on a consistent basis	Encourage students to use home work club.	Joan Simplicio	Complete assignments	Attendance log
3	Low interest in "outside" reading	Teachers to include high-interest, modern and popular fiction and non-fiction novels and works	Classroom Teachers	Lesson plan review	Lesson plans

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The goal is to increase the learning gains for students schoolwide to 74% (559) on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (516) of students made learning gains on the 2012 Reading FCAT.	74% (559) of students will make learning gains on the 2012 Reading FCAT.

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	.Increased rigor of meeting the NGSSS and introduction of Common Core Standards	Teachers and Administration will work to implement the NGSSS and Common Core Standards. Ongoing professional development	Administration and Classroom teachers	Student scores on benchmark test will be monitored and compared	Benchmark data, FCAT results
2	The rigor, length and style of FCAT test may cause students to perform poorly	Teachers to prepare student for lengthy testing situations and testing on the computer.	Classroom teachers	Students are prepared for testing (CBT) mini-assessments and Benchmark test	Results on FCAT 2.0
3	. Lack of funding to support after-school tutoring program for students on the bubble.	Seek volunteers, business partners to help fund and donate time to assist students	Administration, NJHS students, Teachers	Media Specialist, NJHS sponsor, Administration	. Attendance records of students participating in programs.

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:	
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The goal is for 72% (136) of the students in Lowest 25% to make learning gains on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (125) of students in Lowest 25% made learning gains on the 2012 Reading FCAT.	72% (136) of students in Lowest 25% will make learning gains on the 2013 Reading FCAT.

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	Implementing program with fidelity	All FCAT Reading Level 1 students will be enrolled in the Read 180 program for 90 consecutive minutes plus an intensive language arts class	Administration	Analysis of diagnostic data	Diagnostic data, Lexile Scores , Fair Test scores
2	Assessments going Computer Based- Limited use of technology in the classrooms	Teachers are to utilize one of 3 computer labs established to complete research, projects, activities and content based academic exercises.	Classroom Teachers, Joan Simplicio	Lesson Plan Review	Computer lab logs
3	Increased rigor of FCAT 2.0 is more challenging for lower performing students	Include higher level thinking questions in class. Professional development for teachers	Administration, classroom teachers	Lesson Plans, Walk thoughts	Assessments, Focus calendars

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By School year 2016-2017 84% of students will score a level 3 or higher in reading.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70 %	73%	75%	78%	81%	

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	
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satisfactory progress in reading. Reading Goal #5B:	46% of Hispanic students will made satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of Hispanic students made satisfactory progress in reading.	46% of Hispanic students will made satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student low self-esteem regarding academic ability and progress	Guidance counselors to meet with Level 1 and Level 2 Hispanic students to encourage them and to help them build self-esteem.	Guidance Counselors	Counselors meet with students on a quarterly basis	Counselor's log, inrerim reports, report cards, FCAT scores
2	Little parental support for academics	Provide place for students to complete homework, work on projects, use computers after school	Media Specialist	Students will use Homework Club to complete assignments	Student logs, grades

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	36% of ELL students will made satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% of ELL students made satisfactory progress in reading.	36% of ELL students will made satisfactory progress in reading.

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	Increased number of students entering school unable to speak/write/understand the written language	Use ELL paraprofessional to assist students in their native tongue when available. Use of Imagine Learning program.	Eilana Benz, Vicki Barrett	Formal and informal assessments	Cella test, FCAT reading test.
2	Staff to student ratio	Group students together so the paraprofessional can work with small groups within the content area. Pair students of like languages together to work together	Guidance, Administration	Interim, Report cards	Cella test, FCAT reading test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	33% of SWD students made satisfactory progress in reading.
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Reading Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% of SWD students made satisfactory progress in reading.		33% of SWD students made satisfactory progress in reading.			
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	Increased rigor of the FCAT is more challenging for student challenged with disabilities	Use reading/ CRISS strategies to help student answer higher level thinking questions	Classroom teachers	Students show improvement on benchmarks, mini assessments and exams	Interim reports, report cards
2	Little parental support for academics	Provide after school programs to complete homework, work on projects , use computers after school.	Media Specialist	Students will use Homework Club to complete assignments and receive additional help in reading	Student logs, grades

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.		52% of ED students will made satisfactory progress in reading.			
Reading Goal #5E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
49 % of ED students made satisfactory progress in reading.		52% of ED students will made satisfactory progress in reading.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non-reading content area teachers find difficulty implementing CRISS strategies in classroom	Teachers will utilize CRISS strategies to engage students	Administration, Reading Coach	Lesson plan review	Lesson plans
2	Not all teachers are familiar or comfortable using higher order questioning on exams	Include higher order questions in lesson plans	Classroom teachers	Lesson plan review	Lesson plans
3	Students get behind on classwork and cannot catch up while keeping up with daily assignments	Students can attend Recovery Lab or E2020 to complete missing, or incomplete work	Administration	Students take advantage of this opportunity	Student logs, grades, failure lists

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
Department PLC/Data groups reviewing data and best practices	6-8	Department Chair	Reading / Language Art teachers, Reading Coach , Administration	Every two weeks	Lesson Plans, Assessments, Focus calendars	Administration
Training on Marzano	6-8	Reading Coach	Reading / Language Art teachers, Reading Coach , Administration	Monthly	Lesson Plans, Assessments, Focus calendars	Administration
Training on Common Core Standards	6-8	Reading Coach	Reading / Language Art teachers, Reading Coach , Administration	Monthly	Lesson Plans, Assessments, Focus calendars	Administration

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
Opportunities for teacher professional growth.	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning and preparation.	SAC/ SIP funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAC/ SIP funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$2,000.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	80% (42) of ELL students will be proficient on the 2013 CELLA Test
2012 Current Percent of Students Proficient in listening/speaking:	

77% ( 34) were proficient on the 2012 CELLA Test

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	Increased number of students entering school unable to speak/write/ understand the English language	Use of ELL paraprofessional to assist students in their native tongue when available. Use of Imagine learning.	Eilana Benz, Vicki Barrett	Formal and informal assessments ( teacher articulation)	CELLA test
2	Increase number of parents of students unable to speak/write/ understand the English language	Translate import documents into foreign languages to be sent home. Use of foreign language teacher to speak at PTSA events, Open house, IEP Meetings	Administration, Main Stream Consultant, Select teachers	. Parent participation, PTSA enrollment, Parent / Teacher conference sign in sheets	Sign in sheets
3	Staff to student ratio	Group students together so the paraprofessional can work with small groups within the content area. Pair student of like languages together to work together.	Guidance, Administration	Interim , Report cards	CELLA test

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:

41% (22) of ELL students will be proficient on the 2013 CELLA Test

2012 Current Percent of Students Proficient in reading:

38% ( 17) were proficient on the 2012 CELLA Test

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	Increased number of students entering school unable to speak/write/ understand the English language	Use of ELL paraprofessional to assist students in their native tongue when available. Use of Imagine learning.	Eilana Benz, Vicki Barrett	Formal and informal assessments	CELLA test
2	Increase number of parents of students unable to speak/write/ understand the English language	Translate import documents into foreign languages to be sent home. Use of foreign language teacher to speak at PTSA events, Open house, IEP Meetings	Administration, Main Stream Consultant, Select teachers	Parent participation, PTSA enrollment, Parent / Teacher conference sign in sheets	Sign in sheets
	Staff to student ratio	Group students together so the paraprofessional can	Guidance, Administration	Interim , Report cards	CELLA test

3	work with small groups within the content area. Pair student of like languages together to work together.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Our goal is for our ELL students in writing for school year 2013-2014 is to increase proficiency by 4%.
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2012 Current Percent of Students Proficient in writing:

Grade 6- 20% (4), Grade 7- 44% (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	Increased number of students entering school unable to speak/write/ understand the English language	Use of ELL paraprofessional to assist students in their native tongue when available. Use of Imagine learning.	Eilana Benz, Vicki Barrett	Formal and informal assessments	CELLA test
2	Increase number of parents of students unable to speak/write/ understand the English language	Translate import documents into foreign languages to be sent home. Use of foreign language teacher to speak at PTSA events, Open house, IEP Meetings	Administration, Main Stream Consultant, Select teachers	Parent participation, PTSA enrollment, Parent / Teacher conference sign in sheets	Sign in sheets
3	Staff to student ratio	Group students together so the paraprofessional can work with small groups within the content area. Pair student of like languages together to work together.	Guidance, Administration	Interim report, report cards	CELLA test

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
<b>Other</b>			
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:	The goal is to improve each grade level by a 3% increase from last year's results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% ( 227 )	On the 2013 Math FCAT students will score a level 3 as follows: 6th-37%(87) 7th-33% (88) 8th-32% (81)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for administration/teachers/guidance to meet individually with students	Mentor the lowest 25% of each subgroup to achieve learning goals	Administration, Teachers, Guidance, RTI Coach	Lesson plan reviews FCAT Chats, Benchmark Chats	FCAT 2.0 results 2013
2	No RTI/ Recovery teacher available to assist students that are behind or deficient	Utilize after-school tutors and volunteers to assist struggling students. Share best practices at math department meetings	Vicki Barrett , AP	Student grades will not fall	Report cards
3	Non-reading content area teachers find difficulty implementing reading strategies in the classroom	Teachers will utilize professional study groups of Marzano. Reading Coach instruction on Common Core	Vicki Barrett, AP Patience Ciuffo Reading Coach	Students will learn math vocabulary	Math grades, FCAT 2.0 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	100 %(1) of the students test with FAA will score a level 4 or higher on the 2013 exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100 %(1) of the students test with FAA will score a level 4 or higher on the 2013 exam.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for administration/teachers/guidance to meet individually with students	Mentor the lowest 25% of each subgroup to achieve learning goals	Administration, Teachers, Guidance, RTI Coach	Lesson plan reviews , Benchmark Chats	FAA results 2013

2	No RTI/ Recovery teacher available to assist students that are behind or deficient	Utilize after-school tutors and volunteers to assist struggling students	Vicki Barrett , AP	Student grades will not fall	Report cards
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	On the 2013 Math FCAT students will score a level 3 as follows: 6th-34% (80) 7th-29% (77) 8th-33%(84)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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On the 2012 Math FCAT, students scored a Level 4 or 5 as follows: 6th Grade - 31% (76), 7th Grade - 26% (63), and 8th Grade - 30% (72).	On the 2013 Math FCAT students will score a level 3 as follows: 6th-34% (80) 7th-29% (77) 8th-33%(84)
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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	Students not familiar or comfortable with higher order questioning on exams	. Include high order thinking questions on exams in classroom lessons, address information processing for students. Focus on real world, multi step problems	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and assessments
2	Grade 7/8 students who take high school courses responsible for two set of standards	Mini review of lower level standards though bell ringers/ exit slips.	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and assessments
3	Increased rigor of the FCAT 2.0 creates difficulty moving students to Level 4 and/or 5	Teachers meet individually with students to discuss data and assessment results. Focus on real world, multi step problems	Classroom teachers	Lesson Plan review, focus calendar and assessments	FCAT 2.0 scores

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	100% of the students test with FAA will score a level 7 or higher on the 2013 exam
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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8th – 100% (1)	100% of the students test with FAA will score a level 7 or higher on the 2013 exam
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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
	Time for	Mentor the lowest 25%	Administration,	Lesson plan reviews	FAA results

1	administration/teachers/guidance to meet individually with students	of each subgroup to achieve learning goals	Teachers, Guidance, RTI Coach		
2	No RRI/ Recovery teacher available to assist students that are behind or deficient	Utilize after-school tutors and volunteers to assist struggling students. Focus on real world, multi step problems	Vicki Barrett , AP	Student grades will not fall	Report Cards

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:	66% (499) of students will make learning gains on the 2013 math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%( 460)	66% (499) of students will make learning gains on the 2013 math FCAT.

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 not motivated to do their best on FCAT 2.0 and other testing instruments	Teachers and staff to receive best practices training on student motivation	MMS Faculty and Staff	Students will approach FCAT without fear and anxiety	Scores on Math FCAT 2.0 will show improvement
2	No Intensive Math Classes offered due to class size reduction	Use homework club to supplement the achievement gaps	Administration. Joan Simplicio	Students will reinforce basic concepts	Homework club logs, students grades
3	Math benchmarks not on line, paper pencil test does not prepare for EOC Exams	Provide students with opportunities to use on-line assignments to practice for EOC exams.	Classroom teachers	Lesson Plan review	Lesson Plans

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	64% ( 121 ) of students in the lowest 25% will make learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (110) made learning gains on the 2012 Math FCAT.	64% ( 121 ) of students in the lowest 25% will make learning gains on the 2013 Math FCAT.

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	Increased rigor of FCAT 2.0 is more challenging for lower performing students	Include higher level thinking questions in class. Professional development for teachers	Administration, classroom teachers	Lesson Plans, Walk thoughts	Assessments, focus calendars
2	Lack of supplemental materials for Level 1 math students	Teachers use other resources to supplement, students use Homework Club, teacher lead "Lunch Bunch" to review basic concepts, Improve basic skills though Tiger Woods Learning Center	Administration, teachers, media specialist	Lesson plans, TWLC roster, Homework Club roster	Lesson plans, TWLC roster, Homework Club roster
3	Student connecting to real world applications	Use of DEFINE Stem to work on real world , cross curricular hands on projects	Education Foundation, Administration, teachers	Lesson Plans, Department meetings	Lesson plans

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	By school year 2016-2017 80% of students will score a level 3 or higher in math.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		67%	70%	73%	77%	

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:	47% of Hispanic students will made satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of Hispanic students made satisfactory progress in math.	47% of Hispanic students will made satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited availability for students to work with paraprofessionals	Pair students with academically strong students	Classroom teachers	Students buddy with other students to help explain work, answer questions	Grades, work completed
2	Little parental support for homework and projects to be completed at home	Provide place for students to complete homework and projects	Media Specialist	Students stay after school to receive help when needed	Student rosters

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:	41% of ELL students will made satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of ELL students made satisfactory progress in math.	41% of ELL students will made satisfactory progress in math.

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 being able to read and comprehend word problems	Use of the ELL paraprofessional to assist students in their native tongue when available. Pairing students together. Use of Imagine Learning program.	Eilana Benz, Vicki Barrett	Formal and informal assessments ( teacher articulation)	classwork, exams, FCAT, Benchmarks
2	Parents unable to assist students in math due to language barriers	Offer afterschool programs to allow students to receive additional tutoring	Media Specialist	Grades, report cards	Sign in sheets, FCAT results
3					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	30% of SWD students will made satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% of SWD students made satisfactory progress in math.	30% of SWD students will made satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Parents unable to assist students in math.	Offer afterschool programs to allow students to receive additional tutoring	Media Specialist	Grades, Report cards	Sign in sheets, FCAT results
2	Students having difficulty reading and comprehending word problems	Using reading strategies in the math classroom to assist with comprehension. CRISS strategies. Use of reading coach to provide professional development to math teachers to provide additional reading strategies.	reading Coach, Math department head	Grades, Report cards	Benchmark assessments, FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	49% of ED students will made satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of ED students made satisfactory progress in math.	49% of ED students will made satisfactory progress in math.

#### 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	Due to a continuing poor economy, the number of students in this subgroup (ED) is likely to grow which makes it more challenging to meet the minimum criteria.	Utilize the after-school tutorial program to target ED students that are underperforming. Use volunteers to tutor and progress monitor struggling students.	Doug Peterson, Principal, Vicki Barrett, AP	Students enroll in program, parents support them.	Class lists, permission forms
2	Due to class size reduction, MMS cannot offer Intensive Math classes.	Classroom teachers work to address student deficiencies in math. Teachers will utilize Study Island	Classroom teachers, Math Dept. Chair	Progress Monitoring by use of interim reports, pinnacle, and report cards	2013 Math FCAT results, Study Island Logs
3	The rigor of the FCAT test may cause students to perform poorly	Classroom teachers to prepare students for extended testing times	Classroom teachers	Students are prepared for testing, mini-assessments, benchmark tests, and FCAT	Results on FCAT, Mini-assessments, and benchmark tests
4	Negative homelife influences student ability to be successful	Guidance counselors and administration will work with students to help them find solutions for academic difficulties	Guidance / administration	Students become aware of opportunities and options to be successful	Grades

*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:	55% (45) of students who take the Algebra EOC will scores a level 3 on the exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
7th- 55% ( 35 students) 8th- 42% ( 9 students)	55% (45) of students who take the Algebra EOC will scores a level 3 on the exam.

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 not familiar or comfortable with higher order questioning on exams	Include high order thinking questions on exams in classroom lessons, address information processing for students	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and assessments
2	Low participation of select sub group participating in higher level classes	Encouragement through peer to peer tutoring working on rigor in prerequisite courses	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and assessments
3	Grade 7/8 students who take high school courses responsible for two set of standards	Mini review of lower level standards though bell ringers/ exit slips. Focus on standards	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	50% (41) of students who take the Algebra EOC will scores a level 4 or higher on the exam
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2012 Current Level of Performance:	2013 Expected Level of Performance:
7th- 44% (28 students) 8th – 58% ( 12 students)	50% (41) of students who take the Algebra EOC will scores a level 4 or higher on the exam

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 not familiar or comfortable with higher order questioning on exams	Include high order thinking questions on exams in classroom lessons, address information processing for students	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and assessments
2	Math vocabulary for word problems in multi step problems not well-known by students	Teach math vocabulary across the curriculum	Administration	Students will learn math vocabulary	Math grades, EOC Results
3	Grade 7/8 students who take high school courses responsible for two set of standards	Mini review of lower level standards though bell ringers/ exit slips. Focus on standards	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and assessments

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

Algebra Goal #

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

100% of students meet mathematic performance target

3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	99%	100%	100%	100%	100%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% of all students received a level 3 or higher	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Algebra EOC Goals*

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

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		90% ( 55 ) of students will score a level 3 or higher on the 2013 Geometry EOC.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
87% ( 60 )		90% ( 55 ) of students will score a level 3 or higher on the 2013 Geometry EOC.		
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 not familiar or comfortable with higher order questioning on exams	Include high order thinking questions on exams in classroom lessons, address information processing for students	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and assessments
2	Math vocabulary for word problems in multi step problems not well-known by students	Teach math vocabulary across the curriculum	Administration	Students will learn math vocabulary	Math grades, EOC Results
3	Grade 7/8 students who take high school courses responsible for two set of standards	Mini review of lower level standards though bell ringers/ exit slips. Focus on standards	Classroom teachers	Lesson Plan review, focus calendar and assessments	Lesson Plan review, Focus calendar and 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry 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				

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 #				
	Data not available by achievement level. Geometry EOC in 2013 will be baseline.				
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:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

*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
Common Core Standards	6-8	Principal	School wide	Early release	PLC minutes	Vicki Barrett, APC
DEFINE Stem	6-8	Principal	School wide	Pre-school	PLC minutes	Vicki Barrett, APC

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
Opportunities for teacher professional growth.	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning	SAC/ SIP funds	\$1,000.00

and preparation.			
			Subtotal: \$1,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAC/ SIP funds	\$1,000.00
			Subtotal: \$1,000.00
<b>Grand Total: \$2,000.00</b>			

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		40% (101) will score a Level 3 on the 2013 Science FCAT to make AYP.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (88) scored a Level 3 on the 2012 Science FCAT.		40% (101) will score a Level 3 on the 2013 Science FCAT to make AYP.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for administration/teachers/guidance to meet individually with students	Mentor the lowest 25% of each sub group to achieve learning gains. Encourage students to apply to TWLC.	Administration, teachers, guidance reading coach, RTI coach	Administer survey to assess effectiveness of mentoring	FCAT 2.0 results, Bench mark results
2	Non-reading content area teachers find difficulty implementing reading strategies in the classroom	Teachers will work with reading coach on a variety of strategies.	Reading Coach	Lesson Plans, Walk thoughts	FCAT 2.0 results Benchmark results
3	Implementation of Common Core Standards	Professional development with follow up.	Administration, Reading Coach	Lesson Plans, PLC minutes	FCAT 2.0 results Benchmark 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	21% (53) will score a Level 4 or 5 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (42) students scored a Level 4 or 5 on the 2012 Science FCAT.	21% (53) will score a Level 4 or 5 on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for administration/teachers/guidance to meet individually with students	Mentor the lowest 25% of each sub group to achieve learning gains. Encourage students to apply to TWLC.	Administration, teachers, guidance reading coach, RTI coach	Administer survey to assess effectiveness of mentoring	FCAT 2.0 results, Bench mark results
2	Non-reading content area teachers find difficulty implementing reading strategies in the classroom	Teachers will work with reading coach on a variety of strategies.	Reading Coach	Lesson Plans, Walk thoughts	FCAT 2.0 results Benchmark results
3	Implementation of Common Core Standards	Utilize after-school tutors and volunteers to assist struggling students	Vicki Barrett , AP	Student grades will not fall	Report Cards

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:	100% (1) of the students will score a level 7 on the 2013 FAA Science test
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% ( 1)	100% (1) of the students will score a level 7 on the 2013 FAA Science test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	No RRI/ Recovery teacher available to assist students that are behind or deficient	Utilize after-school tutors and volunteers to assist struggling students	Vicki Barrett , AP	Student grades will not fall	Report Cards
2	Time for administration/teachers/guidance to meet individually with students	Mentor the lowest 25% of each sub group to achieve learning gains. Encourage students to apply to TWLC.	Administration, teachers, guidance reading coach, RTI coach, mainstream consultant	Administer survey to assess effectiveness of mentoring	FAA results
3	Implementation of Common Core Standards with emphasis on access points	Professional development with follow up.	Administration, Reading Coach	Lesson Plans, PLC minutes	FAA results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	6-8	Principal	School wide	Early release	PLC minutes	Vicki Barrett, APC
DEFINE Stem	6-8	Principal	School wide	Pre-school	PLC minutes	Vicki Barrett, APC

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAC/ SAI funds	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$500.00</b>

## 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:	The goal for the 2012 FCAT Writing would be to have 90% of students score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (215) of students scored a Level 3 or higher on the 2011 FCAT Writing	90% (228) of students will score a Level 3 or higher on the 2012 FCAT 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	Unfamiliar with new requirements for writing,	Professional development , Working with students on conventions	Reading Coach, June Valella	Lesson Plans, Parallel Writes result	FCAT 2.0 scores
2	Increased Hispanic and ED population	Work with specified populations to build confidence and skills to reach writing goals	Classroom Teachers	Lesson plan review	Lesson plans
3	Increased rigor of FCAT 2.0	Work with lowest 25% of students on conventions, sentence variation and vocabulary	Classroom Teachers	.2. Lesson plan review	Parallel writes 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weak communication skills	Work on convention, sentence structure and vocabulary for this population.	Classroom Teachers	Lesson plan review	Parallel writes results
2	Increased Hispanic and ED population	Work with specified populations to build confidence and skills to reach writing goals	Classroom Teachers	Lesson plan review	Lesson plans



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
Reading/LA PLC	6-8	Reading Coach	Reading/ LA teachers	Bi-weekly meetings	Writing samples	Vicki Barrett, APC

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional development to share with faculty	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning and preparation.	SAC/ SIP fund	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Before school/ after school tutoring	Supplimental materails for tutoring before or after school. teacher compensation.	SAC/ SIP Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	92% (695 ) will have regular attendance for the 2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
89% (647) had regular attendance for the 2012 school year.	92% (695 ) will have regular attendance for the 2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
11% (80) students had more then 10 absences during the 2012 school year.	10% (76) will have more than 10 absences during the 2013 school year, resulting in a 1% decrease.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
10% (72) of students had excessive tardies during the 2012 school year.	9% (68) will have excessive tardies during the 2013 school year, resulting in a 1% decrease.

### 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 miss school days that precede or follow non-school days.	Send reminders to parents of attendance expectations, use Alert Now System to let parents know school days off. Update the website and school marque of non-school days.	Administration	Student attendance increases on days following or preceding a holiday.	Calls made and notices sent, attendance records
	Parents may not attend	Encourage parents to	School Truant	Increase in parent and	Meeting notes,

2	attendance conferences to discuss student attendance.	attend and bring student before classes begin	Officer, Administration	student attendance at meetings	attendance agreements
3	Parent address not correct to send attendance letters.	Seek correct home address of all students at the semester	Administration, attendance secretary	Notices sent out to parents to update their address to ensure delivery of important information.	Address change forms

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
Train teachers to call home when student is absent 2 days or more	6-8	Tami DeJames	School Wide	Early Release	Reminders to teachers to follow expected procedures	Tami DeJames
Teacher In-service	6-8	Tami DeJames	School Wide	Early Release	Reminders to teachers to follow expected procedures	Tami DeJames

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	For the 2013 school year, in-school and out-of-school suspensions will decrease by 1% (1).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2012 school year, there were 15 (2%) in-school suspensions.	During the 2013 school year, it is estimated that there will be 8 (1%) in-school suspensions, resulting in a 1% decrease.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2012 school year, there were 14 (2%) students suspended in-school.	During the 2013 school year, it is estimated that there will be 10 (1%) students suspended in-school, resulting in a 1% decrease.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2012 school year, there were 189 (26%) out-of-school suspensions.	During the 2013 school year, it is estimated that there will be 173 (23%) out-of-school suspensions, resulting in a 3% decrease.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2012 school year, there were 120 (17%) students suspended out-of-school.	During the 2013 school year, it is estimated that there will be 106 (14%) students suspended out-of-school, resulting in a 3% decrease.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Little parental support and involvement regarding discipline	Increase parent communication regarding policies and expectations	Student Services, Guidance	Parents are informed of student discipline issues, use of student planner is documents.	Student planners, communication logs
2	Students that are suspended are not in class, missing important instructional time.	Utilize Saturday School as an alternative to OSS. Use of Tykes and Teen program when suspension occurs.	Tami DeJames	Students assigned to Saturday School will show an increase in attendance and will not lose valuable class time.	Saturday School Logs, report cards
3	Students are not reporting issues before their actions become suspendable.	Utilize Guidance Department to mediate issues between students to prevent suspendable actions, keeping parents informed of potentially volatile situations	Tami DeJames, Guidance Dept.	Students will not commit suspendable actions, thus preventing an OSS situation.	Guidance logs, phone logs, OSS records
4	Student use of social networks can negatively influence their attitudes and behaviors	Provide anti-cybercrime assembly for all students. Guidance using conflict resolution.	Administration	Students will attend assembly and learn how to prevent this behavior	Media center calendar, Master Calendar

(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
Anti- Cyber Bullying Program	6-8	PTA, Administration	School Wide, Parent	During school and after school programs	Decrease of reported incidents	Administration
PBIS Training and Program	6-8	Administration, Select teachers	School Wide	Early release days, Faculty meetings	Classroom Walk throughs	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal # 1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parental involvement by 4% over last year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In the 2011-2012 school year, 33% (240) of Murray parents were involved in activities including PTSA, SAC, academic games, parent/teacher conferences, open house, dance chaperones, volunteering with Band, Color Guard, and Chorus.	Parental involvement will increase to 37% (280) for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low participation in PTSA	Announce purpose and benefits of PTSA at Open House. Hold sign-up at Open House.	Allison Von Houghton - PTSA President	Parents sign up to be involved with PTSA	Enrollment roster
2	Low Hispanic parental involvement	Utilize ELL facilitator to include non-English speaking parents in activities and school-related activities	Eliana Benz, Vicki Barrett	Non-English speaking parents participate in parent programs	Sign-in sheets, rosters
3	Conference notifications are not getting home	Print Parent/Teacher Conference information on Interim Reports	Eileen Durbin, data processor	Information is printed on Interims, increased parental involvement for Parent/Teacher Conferences	Conference logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increased parental involvement	School-wide	PTSA	School Wide	Spring 2013	Informal survey of parents, sign in rosters, membership of PTSA	Administration

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			During the 2012-2013 teachers will incorporate at least one STEM project a semester.		
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	Not having time to plan cross circularly	Allowing teachers to have time during early release/ professional development time to collaborate on projects	Administration, Department Heads	Lesson Plans	Lesson Plans
2	Lower level student being able to follow the rigor of the program	Teachers chuck out projects	Teachers	Lesson Plans	Lesson Plans

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
DEFINE Stem	6-8	Administration, Lisa Rhodes-Education Foundation	School Wide	Spring 2013	Ongoing training, Lesson Plans	Vicki Barrett

STEM Budget:

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



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

End of STEM Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			2012-2013 will be a planning year to implement a CTE program on campus.		
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	Establishing a program to benefit the school and its feeder program.	Planning meetings with district to plan implementation timeline	Doug Peterson	Minutes, e-mail	Full curriculum produced for year 2013-2014
2	Teacher certification	Identify lead teacher and provide time for certification process	Doug Peterson	Certification test	Results of Certification test
3	Housing of CTE Program	Work with district personally to identify room, ET issues	Doug Peterson, District personal	FISH reports, Budget	Room completed for 2013-2014 school year

## 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
Teaching Financial Literacy	6-8	Steve Layson	Nicole Reardon	October	On-going PD	Vicki Barrett

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

*End of 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
STEM	DEFINE Stem	Education Foundation	Education Foundation	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Opportunities for teacher professional growth.	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning and preparation.	SAC/ SIP funds	\$1,000.00
Mathematics	Opportunities for teacher professional growth.	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning and preparation.	SAC/ SIP funds	\$1,000.00
Writing	Professional development to share with faculty	Travel/registration for Conferences or workshops. Stipends for Teacher presenters for in-house training. Paid-for outside hours spent for planning and preparation.	SAC/ SIP fund	\$500.00
				Subtotal: \$2,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAC/ SIP funds	\$1,000.00
Mathematics	Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAC/ SIP funds	\$1,000.00
Science	Provide "FCAT morning/afternoon" sessions.	Tutors and needed materials and texts.	SAC/ SAI funds	\$500.00
Writing	Before school/ after school tutoring	Supplimental materails for tutoring before or after school. teacher compensation.	SAC/ SIP Funds	\$500.00
				Subtotal: \$3,000.00
				Grand Total: \$5,500.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The MMS SAC will continue to support teachers and students by providing funds for programs that benefit the majority of students. The SAC and its members will also readily support the MMS PBIS Program and provide funds when appropriate.

# 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

Martin School District MURRAY MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	73%	95%	68%	318	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	70%	70%			140	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?	74% (YES)	66% (YES)			140	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					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Martin School District MURRAY MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	73%	95%	59%	304	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	70%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	67% (YES)			136	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					578	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested