

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PALM SPRINGS MIDDLE SCHOOL

District Name: Palm Beach

Principal: Sandra M. Jinks

SAC Chair: Andrew Kussoy

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 10/31/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Palm Springs Middle School 2011-2012-Grade A Reading Mastery: 53% Math Mastery: 60% Science Mastery: 43% Writing: 83% % Making Learning Gains Reading: 69% % Making Learning Gains Math: 74% Lowest 25% Reading: 68% Lowest 25% Math: 74% 2010-2011-Grade A Reading Mastery: 70% Math Mastery: 75% Science Mastery: 55% Writing: 90% % Making Learning Gains Reading: 67% % Making Learning Gains Math: 77% Lowest 25% Reading: 73% Lowest 25% Math: 81% 2009-2010-Grade A Reading Mastery: 67%

Principal	Sandra M. Jinks	School Principal	33	22	<p>Math Mastery: 76% Science Mastery: 50% Writing: 91% AYP: Reading: 61% Math: 71% Writing: 97% Total, White, hispanic, F/R, ELL, and SWD did not make AYP in Reading. ELL & SWD did not make AYP in Math. Overall 79% made AYP. 2008-2009: Grade: A Reading Mastery: 66% Math Mastery: 72% Science Mastery: 50% AYP: Reading: 61% Math: 67% Writing 98% Total, Hispanic, and ELL subgroups did not make AYP in Reading. ELL did not make AYP in Math. Overall 90% made AYP. 2007-2008 Grade: A Reading Mastery: 65% Math Mastery: 70% Science Mastery: 46% AYP: Reading: 58% Math: 64% Writing 94% The Black (43%) subgroup did not make AYP in Reading. All subgroups made AYP in Math. Overall 97% made AYP. 2006-2007 Grade: A Reading Mastery: 61% Math Mastery: 72% Science Mastery: 45% AYP: Reading: 53% Math: 63% Writing 94% Black (39%), F/RL (47%), ELL 925%), and SWD (16%) subgroups did not make AYP in Reading. SWD (21%) subgroup did not make AYP in Math. Overall 87% made AYP. 2005-2006 Grade: A Reading Mastery: 59% Math Mastery: 67% AYP: Reading: 49% Math: 57% Writing 92% The Black (43%), ELL (23%), and SWD (15%) subgroups did not make AYP in Reading. The black (49%), ELL (36%), and SWD (21%) subgroups did not make AYP in Math. Overall 85% made AYP. 2004-2005 Grade: B Reading Mastery: 49% Math Mastery: 60% AYP: Reading: 41% Math: 51% Writing 93% The Hispanic (34%) Black (29%), ELL (18%) F/RL (35%), and SWD (16%) subgroups did not make AYP in Reading. The black (41%), ELL (33%), and SWD (17%) subgroups did not make AYP in Math. Overall 73% made AYP.</p>
					<p>Palm Springs Middle School</p> <p>2011-2012-Grade A Reading Mastery: 53% Math Mastery: 60% Science Mastery: 43% Writing: 83% % Making Learning Gains Reading: 69% % Making Learning Gains Math: 74% Lowest 25% Reading: 68% Lowest 25% Math: 74%</p> <p>2010-2011-Grade A Reading Mastery: 70%</p>

Assis Principal	Cathy Reynolds	B.A. in Elementary Education, M.A. / AP Middle Certified, ESOL Certified, Elem Ed 3/ESOL E Certified, Elementary Education Certified, School Principal Certified	18	10	<p>Math Mastery: 75% Science Mastery: 55% Writing: 90% % Making Learning Gains Reading: 67% % Making Learning Gains Math: 77% Lowest 25% Reading: 73% Lowest 25% Math: 81%</p> <p>2009-2010-Grade A Reading Mastery: 67% Math Mastery: 76% Science Mastery: 50% Writing: 91% AYP: Reading: 61% Math: 71% Writing: 97% Total, White, Hispanic, F/R, ELL, and SWD did not make AYP in Reading. ELL & SWD did not make AYP in Math. Overall 79% made AYP. 2008-2009: Grade: A Reading Mastery: 66% Math Mastery: 72% Science Mastery: 50% AYP: Reading: 61% Math: 67% Writing: 98% Total, Hispanic, and ELL subgroups did not make AYP in Reading. ELL did not make AYP in Math. Overall 90% made AYP. 2007-2008 Grade: A Reading Mastery: 65% Math Mastery: 70% Science Mastery: 46% AYP: Reading: 58% Math: 64% Writing: 94% The Black (43%) subgroup did not make AYP in Reading. All subgroups made AYP in Math. Overall 97% made AYP. 2006-2007 Grade: A Reading Mastery: 61% Math Mastery: 72% Science Mastery: 45% AYP: Reading: 53% Math: 63% Writing: 94% Black (39%), F/RL (47%), ELL (25%), and SWD (16%) subgroups did not make AYP in Reading. SWD (21%) subgroup did not make AYP in Math. Overall 87% made AYP. 2005-2006 Grade: A Reading Mastery: 59% Math Mastery: 67% AYP: Reading: 49% Math: 57% Writing: 92% The Black (43%), ELL (23%), and SWD (15%) subgroups did not make AYP in Reading. The black (49%), ELL (36%), and SWD (21%) subgroups did not make AYP in Math. Overall 85% made AYP. 2004-2005 Grade: B Reading Mastery: 49% Math Mastery: 60% AYP: Reading: 41% Math: 51% Writing: 93% The Hispanic (34%) Black (29%), ELL (18%) F/RL (35%), and SWD (16%) subgroups did not make AYP in Reading. The black (41%), ELL (33%), and SWD (17%) subgroups did not make AYP in Math. Overall 73% made AYP.</p> <p>Palm Springs Middle School 2011-2012-Grade A Reading Mastery: 53%</p>

Assis Principal

Maribil Collin

B.S., M.A., Eds/
School Principal
Certified,
Chemistry 6-12
Certified, Middle
Grades Science
Certified, Middle
Grades
Endorsement,
State Certified
Trainer for Clin
Ed FPMs

19

10

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Writing: 91%
AYP:
Reading: 61%
Math: 71%
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Assis Principal	Jimmy Rivera	B.A. in Social Work, M.S. in Special Education, 6th-7th Diploma in Bilingual & Bicultural Ed., PhD in Curriculum & Instruction, P.R. in Social Work, FL school principal, ESOL Certified, Adult Ed. Certified, Special Ed. Certified, Principal-Intermediate Admin Supervisor Certified, PA Elementary & Secondary School Principal Certified	6	20	<p>2011-2012-Grade A Reading Mastery: 53% Math Mastery: 60% Science Mastery: 43% Writing: 83% % Making Learning Gains Reading: 69% % Making Learning Gains Math: 74% Lowest 25% Reading: 68% Lowest 25% Math: 74%</p> <p>2010-2011-Grade A Reading Mastery: 70% Math Mastery: 75% Science Mastery: 55% Writing: 90% % Making Learning Gains Reading: 67% % Making Learning Gains Math: 77% Lowest 25% Reading: 73% Lowest 25% Math: 81%</p> <p>2009-2010-Grade A Reading Mastery: 67% Math Mastery: 76% Science Mastery: 50% Writing: 91% AYP: Reading: 61% Math: 71% Writing: 97% Total, White, Hispanic, F/R, ELL, and SWD did not make AYP in Reading. ELL & SWD did not make AYP in Math. Overall 79% made AYP.</p> <p>Boca Raton High B/A Glades Central High D/F</p> <p>Palm Springs Middle School 2008-2009: Grade: A Reading Mastery: 66% Math Mastery: 72% Science Mastery: 50% AYP: Reading: 61% Math: 67% Writing 98% Total, Hispanic, and ELL subgroups did not make AYP in Reading. ELL did not make AYP in Math. Overall 90% made AYP.</p> <p>2007-2008 Grade: A Reading Mastery: 65% Math Mastery: 70% Science Mastery: 46% AYP: Reading: 58% Math: 64% Writing 94% The Black (43%) subgroup did not make AYP in Reading. All subgroups made AYP in Math. Overall 97% made AYP.</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					2011-2012-Grade A Reading Mastery: 53% Math Mastery: 60% Science Mastery: 43% Writing: 83%

Math	Kelly Nitzky	BA in Elementary Education / Certified in Middle Math; Masters in Educational Leadership	6	4	<p>% Making Learning Gains Reading: 69% % Making Learning Gains Math: 74% Lowest 25% Reading: 68% Lowest 25% Math: 74%</p> <p>2010-2011-Grade A Reading Mastery: 70% Math Mastery: 75% Science Mastery: 55% Writing: 90% % Making Learning Gains Reading: 67% % Making Learning Gains Math: 77% Lowest 25% Reading: 73% Lowest 25% Math: 81%</p> <p>2009-2010-Grade A Reading Mastery: 67% Math Mastery: 76% Science Mastery: 50% Writing: 91% AYP: Reading: 61% Math: 71% Writing: 97% Total, White, hispanic, F/R, ELL, and SWD did not make AYP in Reading. ELL & SWD did not make AYP in Math. Overall 79% made AYP. As classroom teacher: 2009 – Palm Springs Middle School 2008-2009: Grade: A Reading Mastery: 66% Math Mastery: 72% Science Mastery: 50% AYP: Reading: 61% Math: 67% Writing 98% Total, Hispanic, and ELL subgroups did not make AYP in Reading. ELL did not make AYP in Math. Overall 90% made AYP.</p> <p>2008 – Grade A; AYP: Math: Total 64%, White 74%, Black 47%, Hispanic 62%, FRL 58%, ELL 50%, SWD 31%</p>
Reading	Lorrie Steffens	Masters in Reading; BS Elementary Education/Certifications: Elem. Ed, Reading k-12, Media Specialist k-12, English 5-9, ESOL k-12	2	1	<p>2011-2012-Grade A Reading Mastery: 53% Math Mastery: 60% Science Mastery: 43% Writing: 83% % Making Learning Gains Reading: 69% % Making Learning Gains Math: 74% Lowest 25% Reading: 68% Lowest 25% Math: 74%</p> <p>2010-2011-Grade A Reading Mastery: 70% Math Mastery: 75% Science Mastery: 55% Writing: 90% % Making Learning Gains Reading: 67% % Making Learning Gains Math: 77% Lowest 25% Reading: 73% Lowest 25% Math: 81%</p>

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	Transition to Teaching Program	Maribil Collin		Individualized
2	Educator Support Program	Maribil Collin	June 2013	
3	Teacher Mentor/Buddy Program	Maribil Collin		Individualized
4	Alternative Certification Program	Maribil Collin		Ongoing
5	Participation in Learning Team meetings	Sandra Jinks	June 2013	
6	Attend Professional Development Trainings	Sandra Jinks		Ongoing

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are seven teachers currently teaching out of field. This represents 7% of the current teachers teaching at PSCMS.	All non-highly qualified teachers are currently preparing to pass the required certification exams. Teachers are being supported by department chairs and academic coaches with lesson planning.

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
99	4.0%(4)	33.3%(33)	32.3%(32)	30.3%(30)	37.4%(37)	96.0%(95)	24.2%(24)	2.0%(2)	28.3%(28)

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
Dawn Dewitt	Tamiko Iansiti	Mrs. Dewitt is the science department chair and an 8th grade science teacher. Tamiko is teaching 8th grade.	Modeling, pre and post conferences, and informal observations. Meetings to make sure the new teacher is doing well.
James Fleming	Heath Norment	James is the math department chair at our school and Mr. Norment is teaching 7th grade math.	Modeling, pre and post conferences, and informal observations. Meetings to make sure the new teacher is doing well.
James Lilliestedt	Christina Rottura	Mr. Lilliestedt is a veteran 6th grade teacher and Mrs. Rottura is a new 6th grade teacher.	Modeling, pre and post conferences, and informal observations. Meetings to make sure the new teacher is doing well.
Rick Williams	Tate Rowan	Mr. Williams is a veteran Social Studies teacher at our school and Mr. Rowan is a new Social	Modeling, pre and post conferences, and informal observations. Meetings to make sure the new teacher is doing well.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer programs. Title 1 will provide three additional reading teachers, two additional math teachers, and a math coach in order to support level 1 and 2 students, and tutorial services in all curricular areas. Title 1 will also provide family involvement activities that are planned to increase the amount of parental involvement at the school. Title 1 funds will be used to provide three parent trainings for parents in order to give them skills that can assist with student achievement. Funds will support all the professional development so that we can collaborate with parents and community to help students with their academic achievement. The math coach will provide ongoing PD for math teachers. Additional funds in the budget will be used for substitutes so teachers can attend PD in their subject area.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Alternative Education programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Office provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer PASS for Level 1 readers. SAI funds will be used to expand the summer program to Level 2 students.

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. The school is part of School Wide Positive Behavior Support.

The school will purchase Bully Prevention materials to help decrease the number of students bullied in middle school. We will have a student ambassador who will purchase materials approved in SAC to promote a Bully Free environment through posters, books, and videos.

Nutrition Programs

The Alliance for a Healthier Generation is continuing their commitment to provide training to Palm Beach County Schools through a designated school contact. We have formed a Healthy Alliance Team and will attend district meetings and implement this great program in our school.

Housing Programs

N/A

Head Start

N/A

Adult Education

The community night school program offers GED preparation, English for non-English speaking adults, computer training programs, satellite programs for high school recovery credit courses, FCAT tutoring, as well a host of community interest classes.

Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 6-8.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI team provides high-quality instruction/intervention matched to student needs and uses learning rate over time and level of performance to make important educational decisions. Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation, and communication with parents regarding school-based RtI plans and activities. General Education Teachers, as needed provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers, as needed: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Coach(es): Reading/Math: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. ESOL Coordinator: Educates the team in the role native language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures and correct placement. Student Services Personnel (Grade level administrators, guidance counselors, school police officers): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 school-based RtI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress

monitoring data. Data collection will be collected frequently and as much data that is needed will be collected. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Progress monitoring and formative evaluation will be used. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RTI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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?

Members of the school-based RTI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

AYP and subgroups

strengthens and weaknesses of intensive programs

mentoring, tutoring, and other services.

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.

Baseline data:

Florida Comprehensive Assessment Test (FCAT)

Curriculum Based Measurement (Embedded Assessments)

SRI

Palm Beach County Fall Diagnostics

Palm Beach Writes

Diagnostic Assessment for Reading (DAR)

Florida Oral Fluency Probe

Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)

FAIR testing

Office Discipline Referrals

Retentions

Absences

Midyear data:

SRI

FORF

Diagnostic Assessment for Reading (DAR)

Palm Beach County Winter Diagnostics

Palm Beach Writes

Progress Monitoring and Reporting Network (PMRN)

Common Assessments

Comprehension Checks

End of year data:

SRI

Florida Comprehensive Assessment Test (FCAT)

FCAT Writes

Embedded Assessments

Describe the plan to train staff on MTSS.

Learning team meetings will review the RTI process. All staff were trained last year, and any new staff members will be trained this year during learning team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is comprised of the principal, assistant principal, reading department chair, reading coach, math coach, media specialist, learning team facilitator, magnet coordinator, and a cross section of teachers from core content areas (Social studies, science, language arts, and reading).

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

The purpose of the LLT is to perform action research based on student weaknesses school-wide. The team will evaluate student needs across the curriculum to determine the strategies to be implemented school-wide. The team will meet at a minimum once per month. Each member will contribute his/her content specific knowledge to assist with planning.

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

The LLT's major initiatives will focus on vocabulary and reading comprehension strategies that focus on analysis of informational text and non-fiction.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

School-wide PDD is provided to assist teachers with teaching reading across the curriculum. This goal is reinforced within weekly collaborative meetings and through the initiatives of the Literacy Leadership Team. Teachers will learn strategies in learning team meetings to help them use reading strategies in their classrooms.

*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?

- Describe the courses that are offered to students outside the core and required curriculum. The school offers students elective courses in art, health, physical education, ePEP, home economics, music, drama, dance, and career study. Many of these courses focus on job skills. How are students encouraged to select these classes?

Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. Teacher recommendations are strongly encouraged. The role of data is also considered.

- How do students select elective courses?

Options are given based on FCAT scores and final selection is sent home for parent signature.

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 is to increase the number of level 3 students by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(392)	31% (505)

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 level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
2	One anticipated barrier is English language proficiency.	Scaffolding with an emphasis on vocabulary exposure	Principal, ESOL coordinator	Reflective Data feedback strategies	Assessment Data
3	One anticipated barrier is classroom rigor.	Through Professional Learning Communities we will evaluate and increase the rigor of classwork as needed. Webbs Depth of Knowledge	LTF Coaches Dept. Chairs	Reflective Data feedback strategies	Assessment Data Professional Learning Community Meetings Informal walkthroughs
4	Students are not exposed to programs that promote higher achievement.	Students are given elective options in the arts program offered. Research indicates that the arts adds to academic achievement.	Principal, Assistant Principals, Guidance Counselors	Progress reports and grades.	FCAT; comprehension checks; Diagnostic
5	Students are not aware of their assessment data, and what is needed for them to stay proficient.	Data chats with principal, reading coach, and classroom teachers.	Principal, Media Specialist, Reading Department Chair, Classroom Teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
6	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Media Specialist, Reading Department Chair	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
7	The large amount of course-specific data may interfere with non language arts teachers' ability to use the materials with the constancy needed to have full impact on the target students.	Teachers will use Tools and Tactics for the English Teacher as warm-up exercises and reinforcement of vocabulary terms.	Literacy Leadership Team	Monitoring of student growth through common assessments, diagnostics, and subjective teacher observations	FCAT Reading FCAT Writing District Assessments Teacher Tests
	Students lack motivation to read.	Develop and implement strategies to increase student interest in	Reading Department Chair and Reading	Monitoring of student growth through common assessments,	Assessment Data

8		reading and motivate students to want to read. Attend the Secondary Reading Council of Florida Annual conference to acquire innovating strategies applicable to the middle school reluctant reader.	Teachers	diagnostics, and subjective teacher observations	
9	Students lack exposure to different reading materials.	Students will use the books purchased on Indian Subcontinent, a Scholastic World Cultures Publication, to increase exposure to reading materials.	Social Studies Teachers	Professional Learning Communités	Assessment Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The goal is to increase the number of level 4, 5, and 6 students by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3)	23% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not familiar with appropriate vocabulary.	Students will have multiple exposure to appropriate vocabulary.	ESE coordinator teachers administration	observation	FAA
2	Students lack an appropriate vocabulary.	Use of flash cards and word walls will be implemented as well as daily exposure to vocabulary with visuals.	ESE Coordinator Teacher administration	Observation reflective data feedback strategies	Florida Alternate Assessment Brigance Teacher observation

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The goal is for students achieving above proficiency to maintain their achievement level and to increase by at least one years growth. To increase by 3% from last year's data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (408)	28% (456)

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	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
2	Rigor is not evident in daily classroom activities and assessments.	Through Professional Learning Communities; sharing and evaluating curriculum that includes rigor.	Principal, Assistant Principals, Media Specialist, Reading Department Chair, LTF, department head, and team leaders	Discussion of curriculum in Professional Learning Communities. Assessment results	Classroom Assessments, District Diagnostic Tests; Literacy; Classroom Walkthroughs Assessment Analysis
3	Students are not exposed to programs that promote higher achievement.	Students are given elective options in the arts program offered. Research indicates that the arts adds to academic achievement.	Principal, Assistant Principals, Guidance Counselors	Progress reports and grades.	FCAT; comprehension checks; Diagnostic

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 is for students achieving above proficiency to maintain their achievement level and to increase by at least one years growth. To increase by 3% from last year's data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (8)	60% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack an appropriate vocabulary.	Students receive repeated exposure to appropriate vocabulary.	teachers ESE coordinator administration	observation	FAA
2	Lack of knowledge of fluency, facts, and sight words.	Provide differentiated instruction to remediate for fluency and sight words.	ESE Coordinator Teacher Administration	Observation Meeting IEP Goals	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The goal is to increase the number of students making learning gains in reading by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY 11 FCAT 68% (721) of students made learning gains in reading.	71% (1158)

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	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
2	One anticipated barrier is students low rate of comprehension.	Cross-curricular instruction to increase student comprehension. The use of CRISS strategies school-wide.	Reading Dept. Chair, Team Leaders	Observation; data analysis; reflective discussions	Reading Assessments (SRI, Fair); Student work samples
3	Intensive classes are needed to remediate level 1 and 2 students	Provide 3 additional reading teachers that will use Read 180 to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
4	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Media Specialist, Department Chair Reading, Team Leaders	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.

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:	The goal is to increase the number of students making learning gains in reading by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5)	39% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack an appropriate vocabulary	students receive exposed to vocabulary using repetition and flash cards	teacher ESE coordinator administration	observation	FAA
2	Meeting individual needs of students.	Continue to monitor IEP goals by providing differentiated instruction.	ESE coordinator Teacher administrator	Meeting IEP goals	FAA IEP

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 percent of students making learning gains in the lowest 25% will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%	71%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
2	Students lack a grade level vocabulary.	Interactive and student owned word Walls; explicitly taught context clues strategies; teacher think alouds	Principal; Reading Coach; Department Chairs	Professional Learning Communities; teacher discussions; walk-throughs	Test scores; common assessments; teacher observation
3	Students do not have role models to help them make good academic choices.	Mentoring of students by instructional staff.	Principal, Assistant principals, Guidance counselors, Instructional coaches	Progress monitoring through the year.	Conferences with mentors. Students making gains on FCAT.
4	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, reading coach, and reading teachers.	Principal, Reading Dept. Chair, reading teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
5	Intensive classes are needed to remediate level 1 and 2 students.	Provide 3 additional reading teachers that will use Read 180 to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
6	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Media Specialist, Department Chair, Team Leaders	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
7	Students are in need of increasing their reading achievement.	Purchase and provide Florida Ready Reading Books. The books will be used in Reading classes for the purpose of preparing students for the FCAT Reading Assessment.	Media Specialist, Reading Team Leader, Principal	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
8	Students level of reading comprehension is low. Students show little or no reading motivation.	Using iPads will help in making reading more exciting and interactive.	Mr. Mancusi	Reflective data feedback strategies.	Assessment Data
9	Students level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will see Palm Springs TV school-wide and learn reading and inference strategies.	Ms. Rubin	Reflective Data Feedback Strategies	FCAT Data
10	Students lack a strong vocabulary background.	Students will see Palm Springs TV school-wide and be introduced to new vocabulary word daily.	Ms. Rubin, Reading Department Chair	Reflective Data Feedback Strategies	FCAT Data; Assessment Data

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 #					
	In six years, our school will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	66%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet the 2012 Reading Targets: Black, Hispanic, and White. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
American Indian 64%, Asian 14%, Black 57%, Hispanic 49%, and White 32% did not make satisfactory progress.	By 2013, 44% Black, 40% Hispanic, 27% White, will not make satisfactory progress.

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 do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
3	Vocabulary Background knowledge; students entering below grade level.	School wide initiatives to increase reading and increase vocabulary.	Administration, Reading Coach, and LTF	The Reading Leadership Team meet once a month to reflect upon strategies used and receive assessment data.	observation; assessment data; CWT
4	Lack of grade level reading skills.	Read 180 intervention program; students take double blocks of reading	Principal, Reading Dept. Chair, Reading teachers	CWT; Lesson plans reflecting read 180; professional learning communities	Assessment data; FAIR testing; Diagnostics
5	Students lack the endurance to take assessments.	Common assessments and Diagnostic Exams	Principal, Reading Dept. Chair, Reading teachers	Professional learning communities and EDW reports	Assessment data
6	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, reading coach, and reading teachers.	Principal, Reading Dept. Chair, Reading teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
7	Intensive classes are needed to remediate level 1 and 2 students.	Provide 3 additional reading teachers that will use Read 180 to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
8	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Department Chair, Reading Teachers	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
9	Students are in need of increasing their reading achievement.	Purchase and provide Florida Ready Reading Books. The books will be used in Reading classes for the purpose of preparing students for the FCAT Reading Assessment.	Media Specialist, Reading Team Leader, Principal	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
10	Students level of reading comprehension is low. Students show little or no reading motivation.	Using iPads will help in making reading more exciting and interactive.	Mr. Mancusi	Reflective data feedback strategies.	Assessment Data
11	Students lack foundational knowledge upon which to build reading skills.	Purchase and provide Tools and Tactics for the English Teacher.	Reading Teachers, Mr. Gosa and Mrs. Scheppler	Classroom walkthroughs; Data chats	Assessment Data; FCAT
12	Students level of reading comprehension is low. Students do not make appropriate inferences	Students will see Palm Springs TV school-wide and learn reading and inference strategies.	Ms. Rubin	Reflective Data Feedback Strategies	FCAT Data

	from grade level text.				
13	Students lack a strong vocabulary background.	Students will see Palm Springs TV school-wide and be introduced to new vocabulary word daily.	Ms. Rubin, Reading Department Chair	Reflective Data Feedback Strategies	FCAT Data; Assessment Data
14	Students find reading uninteresting and are therefore reluctant to practice FCAT-related skills.	Students will read high-interest stories based on social studies curriculum by reading Scholastic magazines monthly.	Teachers	Informal assessments; progress reports and grades	FCAT and Common Assessment data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The ELL subgroup did not meet the 2012 Reading Target. This subgroup will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% not satisfactory.	By 2013, 60% will not make satisfactory progress.

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 do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
3	Students require multiple exposures to reading strategy.	All core classroom teachers and PE teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Principal; Reading Dept. Chair; Dept. Chair	Classroom walkthroughs; Lesson Plan checks	Assessment Data; teacher and administrator observation
4	Students lack a strong vocabulary background.	Student interactive word walls. School wide initiatives to promote reading.	Principal, Reading Dept. Chair, Reading Teachers	Observations; CWT	Assessment Data; Comprehension Checks
5	Lack of grade level reading skills.	Read 180 intervention program; students take double blocks of reading	Principal, Reading Dept. Chair, Reading teachers	CWT; Lesson plans reflecting read 180; professional learning communities	Assessment data; FAIR testing; Diagnostics
6	Students lack the endurance to take assessments.	Common assessments and Diagnostic Exams	Principal, Reading Dept. Chair, Reading teachers	Professional learning communities and EDW reports	Assessment data
7	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, reading coach, and reading teachers.	Principal, Reading Dept. Chair, Reading teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
8	Intensive classes are needed to remediate level 1 and 2 students.	Provide 3 additional reading teachers that will use Read 180 to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
9	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Department Chair, Team Leader	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.

10	Students are in need of increasing their reading achievement.	Purchase and provide Florida Ready Reading Books. The books will be used in Reading classes for the purpose of preparing students for the FCAT Reading Assessment.	Media Specialist, Reading Team Leader, Principal	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
11	Low English language proficiency.	Reading books on iPad will expose students to higher lexiles.	Mr. Mancusi, ESOL coordinator	Reflective Data feedback strategies.	Assessment Data
12	Students level of reading comprehension is low. Students show little or no reading motivation.	Using iPads will help in making reading more exciting and interactive.	Mr. Mancusi	Reflective data feedback strategies.	Assessment Data
13	Students lack foundational knowledge upon which to build reading skills.	Purchase and provide Tools and Tactics for the English Teacher.	Reading Teachers, Mr. Gosa and Mrs. Scheppler	Classroom walkthroughs; Data chats	Assessment Data; FCAT
14	Students level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will see Palm Springs TV school-wide and learn reading and inference strategies.	Ms. Rubin	Reflective Data Feedback Strategies	FCAT Data
15	Students lack a strong vocabulary background.	Students will see Palm Springs TV school-wide and be introduced to new vocabulary word daily.	Ms. Rubin, Reading Department Chair	Reflective Data Feedback Strategies	FCAT Data; Assessment Data
16	Students find reading uninteresting and are therefore reluctant to practice FCAT-related skills.	Students will read high-interest stories based on social studies curriculum by reading Scholastic magazines monthly.	Teachers	Informal assessments; progress reports and grades	FCAT and Common Assessment data
17	Students with English as a second language will require more time and exposure than the native English speakers	Focus of the Vocabulary components first to begin acculturation process through Tools and Tactics for the English Learner.	Literacy Leadership Team	Monitoring of student growth through common assessments, diagnostics, and subjective teacher observations	FCAT Reading FCAT Writing District Assessments Teacher Tests

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The SWD subgroup did not meet 2012 Reading Targets. This subgroup will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% not satisfactory	By 2013, 65% will not make satisfactory progress.

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 do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
	Students lack an	Scaffolding; build	Principal; Dept.	Collaboration amongst	Assessment

3	appropriate level of background knowledge.	background knowledge	Chair	teachers during Professional Learning Communities; DFS processes	scores; teacher observation
4	Students lack a strong vocabulary background.	Student interactive word walls. School wide initiatives to promote reading.	Principal, Reading Dept. Chair, Reading Teachers	Observations; CWT	Assessment Data; Comprehension Checks
5	Lack of grade level reading skills.	Read 180 intervention program; students take double blocks of reading	Principal, Reading Dept. Chair, Reading Teachers	CWT; Lesson plans reflecting read 180; professional learning communities	Assessment data; FAIR testing; Diagnostics
6	Students lack the endurance to take assessments.	Common assessments and Diagnostic Exams	Principal, Reading Dept. Chair, Reading Teachers	Professional learning communities and EDW reports	Assessment data
7	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, reading coach, and reading teachers.	Principal, Reading Dept. Chair, Reading teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
8	Intensive classes are needed to remediate level 1 and 2 students.	Provide 3 additional reading teachers that will use Read 180 to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
9	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Department Chairs; Team Leaders	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
10	Students are in need of increasing their reading achievement.	Purchase and provide Florida Ready Reading Books. The books will be used in Reading classes for the purpose of preparing students for the FCAT Reading Assessment.	Media Specialist, Reading Team Leader, Principal	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
11	Students level of reading comprehension is low. Students show little or no reading motivation.	Using iPads will help in making reading more exciting and interactive.	Mr. Mancusi	Reflective data feedback strategies.	Assessment Data
12	Students lack foundational knowledge upon which to build reading skills.	Purchase and provide Tools and Tactics for the English Teacher.	Reading Teachers, Mr. Gosa and Mrs. Scheppler	Classroom walkthroughs; Data chats	Assessment Data; FCAT
13	Students level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will see Palm Springs TV school-wide and learn reading and inference strategies.	Ms. Rubin	Reflective Data Feedback Strategies	FCAT Data
14	Students lack a strong vocabulary background.	Students will see Palm Springs TV school-wide and be introduced to new vocabulary word daily.	Ms. Rubin, Reading Department Chair	Reflective Data Feedback Strategies	FCAT Data; Assessment Data
15	Students find reading uninteresting and are therefore reluctant to practice FCAT-related skills.	Students will read high-interest stories based on social studies curriculum by reading Scholastic magazines monthly.	Teachers	Informal assessments; progress reports and grades	FCAT and Common Assessment data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Economically Disadvantaged subgroup did not meet 2012 Reading Targets. This subgroup will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% did not make satisfactory progress.	By 2013, 41% will not make satisfactory progress.

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 do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
3	Students lack an appropriate grade level vocabulary	Interactive and student owned word walls; explicit instruction of vocabulary strategies including context clues	Principal; Dept. chair	teacher observation; walk throughs; collaboration	assessment data; observation
4	Students lack a strong vocabulary background.	Student interactive word walls. School wide initiatives to promote reading.	Principal, Department Chair Reading, Reading Teachers	Observations; CWT	Assessment Data; Comprehension Checks
5	Lack of grade level reading skills.	Read 180 intervention program; students take double blocks of reading	Principal, Reading Dept. Chair, Reading teachers	CWT; Lesson plans reflecting read 180; professional learning communities	Assessment data; FAIR testing; Diagnostics
6	Students lack the endurance to take assessments.	Common assessments and Diagnostic Exams	Principal, Reading Dept. Chair, Reading teachers	Professional learning communities and EDW reports	Assessment data
7	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, reading coach, and reading teachers.	Principal, Reading Dept. Chair, Reading teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
8	Intensive classes are needed to remediate level 1 and 2 students.	Provide 3 additional reading teachers that will use Read 180 to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
9	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Reading Dept. Chair, Media Specialist	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
10	Students are in need of increasing their reading achievement.	Purchase and provide Florida Ready Reading Books. The books will be used in Reading classes for the purpose of preparing students for the FCAT Reading Assessment.	Media Specialist, Reading Team Leader, Principal	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
11	Students level of reading comprehension is low. Students show little or no reading motivation.	Using iPads will help in making reading more exciting and interactive.	Mr. Mancusi	Reflective data feedback strategies.	Assessment Data
12	Students lack foundational knowledge upon which to build reading skills.	Purchase and provide Tools and Tactics for the English Teacher.	Reading Teachers, Mr. Gosa and Mrs. Scheppler	Classroom walkthroughs; Data chats	Assessment Data; FCAT
13	Students level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will see Palm Springs TV school-wide and learn reading and inference strategies.	Ms. Rubin	Reflective Data Feedback Strategies	FCAT Data
14	Students lack a strong vocabulary background.	Students will see Palm Springs TV school-wide and be introduced to new vocabulary word daily.	Ms. Rubin, Reading Department Chair	Reflective Data Feedback Strategies	FCAT Data, Assessment Data
	Students find reading uninteresting and are	Students will read high-interest stories based on	Teachers	Informal assessments; progress reports and	FCAT and Common Assessment data

15	therefore reluctant to practice FCAT-related skills.	social studies curriculum by reading Scholastic magazines monthly.		grades	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM	6-8 all teachers	District specialist	all teachers	Learning Team Meetings, Ongoing	classroom walkthroughs; professional learning communities	Principal, Assistant Principals, PDD team
Common Core/NGSSS	6-8 reading, language arts, and social studies teachers	PDD team, LTF, Principal, Reading Coach	all teachers	Ongoing	professional learning communities; classroom walkthroughs	Principal, Assistant Principal, PDD team
Lesson Study	all teachers	Principal, LTF	all teachers	1-2 a year	professional learning communities	Principal, LTF
Response to Intervention	all teachers	Principal, RtI Facilitator, Assistant Principal	all teachers	Professional learning communities and Adstaff meeting	professional learning communities	Principal, RtI Facilitator
School Grade/AYP	all teachers	Principal, RtI Facilitator, Assistant Principal	all teachers	Professional learning communities and Adstaff meeting	professional learning communities	Principal, RtI Facilitator
Targeting the needs of subgroups that did not make AYP	all teachers	Principal, Reading Coach, LTF	all teachers	Ongoing	professional learning communities	Principal, LTF, Reading Coach, All teachers
Marzano Evaluation System	all teachers	Principal and Assistant Principals	all teachers	Ongoing, PD Days	Professional learning communities; teacher observations; walkthroughs	Principal, Assistant Principals
The Marzano Framework - Learning Goals and Scales	all teachers	Administration, LTF, and Math Coach	all teachers	Ongoing, PD Days	Professional Learning Communities, Classroom Walkthroughs	Principal, Assistant Principal, LTF
IRA Annual Conference	All teachers	Reading Coach	Reading Department Chair, Reading Coach, Assistant Principal, Principal	TBD	Professional Learning Communities; teacher observations; walkthroughs	Administration, Reading Department Chair, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional reading teachers	2 teachers	title I	\$127,288.00
Provide Tutorial services	Tutors	title I	\$5,446.67

Provide Substitutes	Substitutes for the 2 teachers.	Title I	\$782.00
Provide Tutorial Services	Materials for tutorial services; paper, ink, teaching resources, etc.	Title I	\$5,000.00
			Subtotal: \$138,516.67
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Headhpones/microphones will be purchased for the Read 180 Program.	headphones for computer labs	title I	\$1,176.51
			Subtotal: \$1,176.51
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
LTF	One half of LTF salary.	title I	\$44,401.33
Teachers will complete learning goals and scales based on Marzano	supplies to support Marzano strategies	title I	\$1,176.50
			Subtotal: \$45,577.83
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$185,271.01

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:		The goal is to increase students achieving proficiency in listening/speaking by 5%.			
2012 Current Percent of Students Proficient in listening/speaking:					
47% (81) students are currently proficient in Listening/Speaking.					
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 enough oral practice in classrooms.	Increase time spent practicing oral interactions.	Teacher ESOL coordinator administration	observation OLDI	CELLA
2	Not enough growth in oral language development.	Structure practice similar to the CELLA task. Target students not making adequate progress.	ESOL Coordinator Teachers	observation OLDI	CELLA

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

2. Students scoring proficient in reading.

The goal is to increase students scoring proficient in

CELLA Goal #2:		reading by 5%.			
2012 Current Percent of Students Proficient in reading:					
20% (34) students are currently proficient 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	Students lack experience with the written English language	Before and After School ESOL computer lab Saturday tutoring Mainstreaming students as ready	ESOL coordinato administration teacher	observation classroom performance teacher recommendation	CELLA Diagnostic testing SRI

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		The goal is to increase the percent of students achieving proficient in writing by 5%.			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
23% (39) are currently proficient in writing.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to the written English language.	Saturday school tutoring 36 Stars Program	ESOL coordinator administration teacher	observation teacher analysis Palm Beach Writes	CELLA

CELLA Budget:

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

Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Night	Provide Training for Parents	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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:	To increase the amount of students by 3% to meet proficiency in math, and to keep our proficient students proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (442)	34%(555)

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 level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
2	6th graders transitioning from elementary to middle school.	Monitoring the progress of 6th grade students by using comprehension checks. Exposure to FCAT reference sheets, and middle school grids.	Math Coach, Learning team facilitator, 6th grade AP, Principal	Professional learning communities/data feedback strategy and grade level meetings.	Data from the comprehension checks.
3	Teachers understanding the new NGSSS and the new textbooks and supplemental material adopted this year in order to provide optimal instruction to the students.	Teachers will unpack standards in professional learning communities. Teachers are welcomed to attend professional development opportunities offered through the district.	Principal, Assistant Principals, Math Coach, LTF	Professional learning communities and classroom walkthroughs.	Data from comprehension checks.
4	Students are not exposed to programs that promote higher achievement.	Students are given elective options in the arts program offered. Research indicates that the arts adds to academic achievement.	Principal, Assistant Principals, Guidance Counselors	Progress reports and grades.	FCAT; comprehension checks; Diagnostics
5	Students are not aware of their assessment data, and what is needed for them to stay proficient.	Data chats with principal, reading coach, and classroom teachers.	Principal, Math Coach, Classroom Teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
6	Extra remediation is needed in certain skills/standards.	FCAT seminars focusing in on certain skills/standards.	Principal, Math Coach, Department Chair	Professional learning communities; Observation of seminar.	Assessment Data; Comprehension checks; student survey
7	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.

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.	To increase the amount of students by 3% to meet proficiency in math, and to keep our proficient students
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Mathematics Goal # 1b:	proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3)	24% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not familiar with appropriate vocabulary.	Students will have multiple exposure to appropriate vocabulary.	ESE coordinator teachers administration	observation	FAA
2	Students lack basic math skills.	Repetition of basic math skills with use of flash cards.	ESE coordinator teacher administration	observation	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the number of level 4 and 5 students by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (399)	32% (523)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
2	Many level 4 and 5 students are placed in Algebra, Algebra Honors, and Geometry Honors and these curriculums are different than what is tested on the FCAT.	Problem of the days that are aligned with the grade level FCAT.	Math Coach, Department Chair, Grade Team Leaders	Analyze the diagnostic to see if students are on the right track.	Diagnostic
3	Students are not exposed to programs that promote higher achievement.	Students are given elective options in the arts program offered.	Principal, Assistant Principals, Guidance Counselors	Progress reports and grades.	FCAT; comprehension checks; Diagnostic
4	Extra remediation is needed in certain skills/standards.	FCAT seminars focusing in on certain skills/standards.	Principal, Math Coach, Department Chair	Professional learning communities; Observation of seminar.	Assessment Data; Comprehension checks; student survey

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:	
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Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	To increase the amount of students by 3% to meet proficiency in math, and to keep our proficient students proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (8)	60% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack an appropriate vocabulary.	Students receive repeated exposure to appropriate vocabulary.	teachers ESE coordinator administration	observation	FAA
2	Students lack basic math skills.	Expose students to basic math skills through repetition and use of flash cards.	ESE Coordinator teacher administration	observation	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (959)	73% (1191)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
2	Students are in need of extra math support.	Provide a math coach on campus to provide extra classroom support, FCAT seminars, and tutoring.	Math Coach	Professional Learning Communities, Informal and formal assessments, data chats	EDW reports of assessment data.
3	Identifying the students who are predicted to not make learning gains.	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal, Math Coach	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of all students on assessment.
4	Extra resources for students to be successful in math.	Implement before school, after school, and during school tutoring as well as the Saturday Moving Up tutoring program.	Principal, Math Coach, LTF	Review Comprehension Checks, Diagnostic and FCAT data.	Comprehension checks, Diagnostic, FCAT data.
	Intensive classes are	Provide 2 additional math	Principal	Professional learning	EDW reports

5	needed to remediate level 1 and 2 students.	teachers that will use VMath to support level 1 and 2 students.		communities; CWT	analyzing data and monitoring progress.
6	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.

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:	To increase the amount of students by 3% to meet proficiency in math, and to keep our proficient students proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (9)	67% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack an appropriate vocabulary	students receive exposed to vocabulary using repetition and flash cards	teacher ESE coordinator administration	observation	FAA
2	Students lack awareness of basic math skills.	Expose students to basic math skills through repetition and use of flash cards.	ESE Coordinator teacher administration	observation	FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	72% of the students in the lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (234)	72% (1175)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
	Consistent tracking of student progress.	Identify and closely monitor the progress of the lowest 25 percentile	Principal, math coach, Learning Team Facilitator, Classroom	Maintain a record of strategies and interventions utilized with the lowest 25	Increased achievement between assessments.

2		consistently; revise instruction and intervention groups as indicated by student progress.	teachers	percentile.	
3	Teachers not utilizing differentiated instruction.	Modeling of differentiated instruction by the math coach. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.	Math Coach, LTF, Principal, and RTI	Use differentiation strategies found in new math text. Maintain a record of differentiation used.	Classroom walkthroughs; comprehension checks.
4	Students not on grade level.	Use and implement Vmath for all level 1 and 2 students.	Math Coach, Principal	Students will use vmath live to take assessments and practice math skills.	Progress assessments every term, pre and post module tests.
5	Students do not have role models to help them make good academic choices.	Mentoring of students by instructional staff.	Principal, Assistant principals, Guidance counselors, Instructional coaches	Progress monitoring through the year.	Conferences with mentors. Students making gains on FCAT.
6	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, math coach, and math teachers.	Principal, Math Coach, Math teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
7	Extra remediation is needed in certain skills/standards.	FCAT seminars focusing in on certain skills/standards.	Principal, Math Coach, Department Chair	Professional learning communities; Observation of seminar.	Assessment Data; Comprehension checks; student survey
8	Intensive classes are needed to remediate level 1 and 2 students.	Provide 2 additional math teachers that will use VMath to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
9	School has significant amount of level 1 and 2 students.	Select teachers will have extra period to accommodate smaller class sizes for level 1 and 2 students.	Principal, Assistant Principal, Math Teacher	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
10	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
11	Students are in need of extra math support.	Provide a math coach on campus to provide extra classroom support, FCAT seminars, and tutoring.	Math Coach	Professional Learning Communities, Informal and formal assessments, data chats	EDW reports of assessment data.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In six years, our school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	72%	75%	78%	

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.	The following subgroups did not meet the 2012 Math Targets: Black, Hispanic, and White. All subgroups will meet
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Mathematics Goal #5B:	the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
American Indian 64%, Asian 0%, Black 52%, Hispanic 40%, White 30% did not make satisfactory progress.	By 2013, 41% Black, 31% Hispanic, 22% White, will not make satisfactory progress.

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 do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
3	New math benchmarks.	Unpacking benchmarks to ensure that assignments are aligned and rigorous. Common board configuration including objectives, benchmark, learning goal, learning scale, essential questions, date, agenda, and homework assignment.	Principal, Mathematics Coach, Math teachers	Professional Learning Communities. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Reports generated from walkthroughs
4	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, math coach, and math teachers.	Principal, Math Coach, Math teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
5	Students struggle with math vocabulary.	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts. Interactive and student owned word walls. Vocabulary resources in Glencoe text.	Math Coach, Department Chair, Team Leaders	Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on assessments.
6	Extra remediation is needed in certain skills/standards.	FCAT seminars focusing in on certain skills/standards.	Principal, Math Coach, Department Chair	Professional learning communities; Observation of seminar.	Assessment Data; Comprehension checks; student survey
7	Intensive classes are needed to remediate level 1 and 2 students.	Provide 2 additional math teachers that will use VMath to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
8	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
9	Students are in need of extra math support.	Provide a math coach on campus to provide extra classroom support, FCAT seminars, and tutoring.	Math Coach	Professional Learning Communities, Informal and formal assessments, data chats	EDW reports of assessment data.

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

5C. English Language Learners (ELL) not making

satisfactory progress in mathematics. Mathematics Goal #5C:	The ELL subgroup did not meet the 2012 targets. This subgroup will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% did not make satisfactory progress.	By 2013 47% will not make satisfactory progress.

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 do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
3	ELL students struggle with math vocabulary.	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts. Interactive and student owned word walls. Vocabulary resources in Glencoe text.	Math Coach, Department Chair, Team Leaders	Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on assessments.
4	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, math coach, and math teachers.	Principal, Math Coach, Math teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
5	Extra remediation is needed in certain skills/standards.	FCAT seminars focusing in on certain skills/standards.	Principal, Math Coach, Department Chair	Professional learning communities; Observation of seminar.	Assessment Data; Comprehension checks; student survey
6	Intensive classes are needed to remediate level 1 and 2 students.	Provide 2 additional math teachers that will use VMath to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
7	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
8	Students are in need of extra math support.	Provide a math coach on campus to provide extra classroom support, FCAT seminars, and tutoring.	Math Coach	Professional Learning Communities, Informal and formal assessments, data chats	EDW reports of assessment data.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The SWD subgroup did not meet the 2012 Math requirements. This subgroup will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% did not make satisfactory progress.	By 2013, 51% will not make satisfactory progress.

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 do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
3	Students need more than stand and deliver instruction.	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Math Coach, SWD classroom teachers	Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on assessments.
4	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, math coach, and math teachers.	Principal, Math Coach, Math teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
5	Students struggle with math vocabulary.	Interactive and student owned word walls. Vocabulary resources found in Glencoe text.	Math Coach, Department Chair, Team Leaders	Professional learning communities; CWT	Progress of students on assessments. Students can solve word problems.
6	Extra remediation is needed in certain skills/standards.	FCAT seminars focusing in on certain skills/standards.	Principal, Math Coach, Department Chair	Professional learning communities; Observation of seminar.	Assessment Data; Comprehension checks; student survey
7	Intensive classes are needed to remediate level 1 and 2 students.	Provide 2 additional math teachers that will use VMath to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
8	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
9	Students are in need of extra math support.	Provide a math coach on campus to provide extra classroom support, FCAT seminars, and tutoring.	Math Coach	Professional Learning Communities, Informal and formal assessments, data chats	EDW reports of assessment data.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The Economically Disadvantaged subgroup did non meet the 2112 targets. This subgroup will meet the 2013 target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% did not make satisfactory progress.	By 2013, 33% will not make satisfactory progress.

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

			Monitoring	Strategy	
1	Students do not have the supplies they need for classroom instruction.	Purchase classroom paper and ink, pencils, classroom libraries, etc.	Treasurer, Classroom Teachers, Instructional coach	Informal and Formal Assessments	EDW Reports showing assessments.
2	Student's level of reading comprehension is low. Students do not make appropriate inferences from grade level text.	Students will use graphic organizers such as conclusion-support notes in the classroom.	Literacy Leadership Team	Conclusion-support notes; Learning Team Meetings; Informal Assessments	FCAT Reading
3	Students are below grade level.	Before, during, and after school tutoring.	Principal, Math Coach	Analyze data from assessments.	Comprehension Checks, Diagnostics
4	Students lack the knowledge of vocabulary used in Math.	Word Walls; reinforcement of math vocabulary	Principal; Math Coach	Analyze data from assessments.	Comprehension Checks, Diagnostics
5	Students are not aware of the skills needing improvement in order to be proficient.	Data chats with principal, math coach, and math teachers.	Principal, Math Coach, Math teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
6	Extra remediation is needed in certain skills/standards.	FCAT seminars focusing in on certain skills/standards.	Principal, Math Coach, Department Chair	Professional learning communities; Observation of seminar.	Assessment Data; Comprehension checks; student survey
7	Intensive classes are needed to remediate level 1 and 2 students.	Provide 2 additional math teachers that will use VMath to support level 1 and 2 students.	Principal	Professional learning communities; CWT	EDW reports analyzing data and monitoring progress.
8	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
9	Students are in need of extra math support.	Provide a math coach on campus to provide extra classroom support, FCAT seminars, and tutoring.	Math Coach	Professional Learning Communities, Informal and formal assessments, data chats	EDW reports of assessment data.

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:	Maintain the percent of students achieving level 3 on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (40)	43% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Set notation	Algebra Math lab before and after school	Math Coach teachers administration	observation	Algebra EOC

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:	Increase the percent of students achieving level 4 and above on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (52)	60% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	set notation	before and after school math algebra computer lab	Math coach teachers administration	observation	Algebra EOC

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:	No Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data	No Data

Problem-Solving Process to Increase Student Achievement

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

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

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpack benchmarks NGSSS	6-8 Math	Learning Team Facilitator and Math Coach	6-8 Math Teachers	Mondays during planning periods for math teachers.	Sharing of assignments and data.	Principal, Assistant Principals, LT
Lesson Study	6-8 Math	LTF, Math Coach, Principal	6-8 Math Teachers	Mondays during planning periods for math teachers.	Sharing of assignments and data.	Principal, Assistant Principals, LTF
Data Feedback Strategy	6-8 Math	LTF, Math Coach, Principal	6-8 Math Teachers	Mondays during planning periods for math teachers.	Analysis of data.	Principal, Assistant Principal, LTF
FCIM	6-8 all teachers	District specialist	all teachers	Ongoing	classroom walkthroughs; professional learning communities	Principal, Assistant Principals, PDD team
Common Core/NGSSS	6-8 reading, language arts, and social studies teachers	PDD team, LTF, Principal, Reading Coach	all teachers	Ongoing	professional learning communities; classroom walkthroughs	Principal, Assistant Principal, PDD team
Response to Intervention	all teachers	Principal, RtI Facilitator, Assistant Principal	all teachers	Ongoing	professional learning communities	Principal, RtI Facilitator
School Grade/AYP	all teachers	Principal, Assistant Principal, LTF	all teachers	Pre-school PD, and ongoing	professional learning communities; Sting Ray meetings	Principal, Assistant Principals, LTF
Targeting the needs of subgroups that did not make AYP	all teachers	Principal, Reading Coach, LTF	all teachers	Ongoing	professional learning communities	Principal, LTF, Reading Coach, All teachers
Math coach to provide support to classroom teachers. Push in and pull out tutoring. FCAT seminars and data chats to help students get ready for the FCAT. Analyze data	6-8 Math teachers	Math Coach	6-8 math teachers	Ongoing	professional learning communities; classroom walkthroughs; EDW	Principal, LTF, math coach

to find students needing reinforcement						
Marzano Evaluation System	all teachers	Principal and Assistant Principals	all teachers	Ongoing, PD Days	Professional learning communities; teacher observations; walkthroughs	Principal, Assistant Principals
The Marzano Framework - Learning Goals and Scales	all teachers	Administration, LTF, and Math Coach	all teachers	Ongoing, PD Days	Professional Learning Communities, Classroom Walkthroughs	Principal, Assistant Principal, LTF

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional math classes.	2 teachers	title I	\$127,288.00
Provide Tutorial Service	teachers needed for tutorial services	title I	\$5,446.67
Provide Substitutes	Provide substitutes for the 2 teachers.	Title I	\$782.00
Provide Tutorial Services	Materials for tutorial services; paper, ink, teaching resources, etc.		\$5,000.00
			Subtotal: \$138,516.67
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
Provide Math Coach	Math Coach to assist teachers to increase proficiency.	title I	\$88,802.67
			Subtotal: \$88,802.67
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers need materials for lessons, and activities in the classroom.	Paper, journals, math manipulatives, calculators, and any other classroom supplies.	Title I	\$2,353.00
			Subtotal: \$2,353.00
			Grand Total: \$229,672.34

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:	To increase the amount of students achieving proficiency by 6% on the science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (143)

39% (174)

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 entering 8th grade are below grade level.	1.Utilize labs in curriculum frameworks. 2.Implement before school, after school, and during school tutoring as well as the Saturday Moving Up tutoring program. 3. Utilize Gizmos	Principal & Assistant Principal, and Science Dept. Chair	Data analysis on assessments and labs.	Comprehension checks and Diagnostics.
2	Lack of comprehension of science content.	1.Provide real world science experiences and engaging activities. 2.Implement before school, after school, and during school tutoring as well as the Saturday Moving Up tutoring program. 3.Utilize Gizmos.	Principal, Assistant Principal, and Science Dept. Chair	Professional learning communities	Comprehension checks and Diagnostics.
3	Students do not have role models to help them make good academic choices.	Mentoring of students by instructional staff.	Principal, Assistant principals, Guidance counselors, Instructional coaches	Progress monitoring through the year.	Conferences with mentors. Students making gains on FCAT.
4	Identifying students that have the potential of scoring a level 3 on the FCAT.	Running EDW reports to see what students are level 3 in both reading and math. These are the students we target and monitor.	LTF, Science Department Chair, Math Coach, Reading Coach	Professional Learning Communities	Comprehension Checks in both reading and science.
5	Students are not exposed to programs that promote higher achievement.	Students are given elective options in the arts program offered. Research indicates that the arts adds to academic achievement.	Principal, Assistant Principals, Guidance Counselors	Progress reports and grades.	FCAT; Comprehension checks; Diagnostic
6	Students are not aware of their assessment data, and what is needed for them to stay proficient.	Data chats with principal, math coach, and classroom teachers.	Principal, Math Coach, Classroom Teachers	Professional learning communities	Assessment Data; FCAT; Comprehension checks
7	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.
8	Students need to be held accountable for current science standards and should be exposed to current practices.	Provide substitutes for teachers so that they can attend science professional development.	Principal, Science Department Chair, Science Teachers	Professional learning communities	Comprehension checks, Diagnostics, EDW reports

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Increase the percent of students achieving levels 4, 5, & 6 on the FAA by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	36% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have a basic understanding of scientific terms.	Increase student's science vocabulary by using flash cards.	ESE coordinator teacher administration	observation	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase the amount of students achieving above proficiency in science by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (44)	15% (67)

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	Identifying students who have the potential of scoring a level 4 or 5 on the FCAT.	Running EDW reports to see which students are level 4 or 5 in both reading and math. These are the students we target and monitor.	LTF, Science Department Head, Math Coach	Constant analysis of assessment data.	Comprehension Checks, and Diagnostics.
2	Science teachers utilizing reading strategies and test taking skills.	Implementing CRISS reading strategies in throughout the science department.	LTF, Science Department Chair, Math Coach, Reading Coach	Professional Learning Communities	Comprehension Checks in both reading and science.
3	Students are not exposed to programs that promote higher achievement.	The arts program offeres electives that promote higher achievement.	Principal, Department Chairs, Gifted coordinator, Assistant Principals	Professional learning communities; student feedback	EDW data; progress monitoring

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:	Increase the percent of students scoring level 7 on the FAA by 3%.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
50% (3)			53% (4)		
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 do not have a basic science vocabulary.	Students increase science vocabulary through the use of repetition and flash cards.	teacher ESE coordinator administration	observation	FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core/NGSSS	6-8 reading, language arts, and social studies teachers	PDD team, LTF, Principal, Reading Coach	all teachers	Ongoing	professional learning communities; classroom walkthroughs	Principal, Assistant Principal, PDD team
Response to Intervention	all teachers	Principal, RtI Facilitator, Assistant Principal	all teachers	Ongoing	professional learning communities	Principal, RtI Facilitator
Marzano Evaluation System	all teachers	Principal and Assistant Principals	all teachers	Ongoing, PD Days	Professional learning communities; teacher observations; walkthroughs	Principal, Assistant Principals
FCIM	6-8 all teachers	District specialist	all teachers	Ongoing	classroom walkthroughs; professional learning communities	Principal, Assistant Principals, PDD team
Targeting the needs of subgroups that did not make AYP	all teachers	Principal, Reading Coach, LTF	all teachers	Ongoing	professional learning communities	Principal, LTF, Reading Coach, All teachers
The Marzano Framework - Learning Goals and Scales	all teachers	Administration, LTF, and Math Coach	all teachers	Ongoing, PD Days	Professional Learning Communities, Classroom Walkthroughs	Principal, Assistant Principal, LTF
Lesson Study	all teachers	all teachers	all teachers	1-2 a year	professional learning communities	Principal, LTF
School Grade/AYP	all teachers	Principal, Assistant Principal, LTF	all teachers	Pre-school PD, and ongoing	professional learning communities; Sting Ray meetings	Principal, Assistant Principals, LTF

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide tutorial services.	Tutors	title I	\$3,223.33
To provide tutorial services	materials for tutorials such as paper, ink, and teaching resources.		\$2,000.00
			Subtotal: \$5,223.33
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,223.33

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Increase the number of students achieving a level 3 or higher by 5%. Increase the number of students achieving a level 4 or higher by 5%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
84% (368) 38% (167) LEVEL 4 AND ABOVE		89% (395) 43% (191) LEVEL 4 AND ABOVE			
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 do not have role models to help them make good academic choices.	Mentoring of students by instructional staff.	Principal, Assistant principals, Guidance counselors, Instructional coaches	Progress monitoring through the year.	Conferences with mentors. Students making gains on FCAT.
2	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Principal, Instructional Coaches	Professional learning communities; data chats; conferences	EDW reports analyzing data and monitoring progress.

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:	Increase the percent of students achieving proficiency by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4)	70% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have an adequate vocabulary.	Increase student vocabulary through repetition and flash cards.	ESE Coordinator Teacher Administration	Observation	FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Evaluation System	all teachers	Principal and assistant principals	all teachers	ongoing PD Days	Professional learning Communities; teacher observations; walkthroughs	Principal, Assistant Principals
Lesson Study	all teachers	Principal; LTF	all teachers	1-2 a year	professional learning communities; Sting Ray Meetings	Principal, Assistant principals; LTF
Targeting the needs of subgroups that did not make AYP	all teachers	Principal; Reading Coach; LTF	all teachers	ongoing	Professional learning communities	Principal, LTF, Reading Coach, all teachers
Common Core/NGSS	6-8 reading, language arts, social studies teachers	PDD Team LTF Principal Reading Coach	all teachers	Ongoing	professional learning communities; classroom walkthroughs	Principal, Assistant Principal, PDD Team
School Grade/ AYP	all teachers	principal; assistant principals; LTF	all teachers	Pre-school PD, ongoing	Professional learning communities; classroom walkthroughs	Principal; Assistant Principals; LTF
The Marzano Framework Learning Goal Scales	all teachers	Administration; LTF, Academic Coaches	all teachers	ongoing, PD Days	Professional Learning Communities; Classroom Walkthroughs	Principal, Assistant Principal, LTF

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students receive additional tutoring in Writing skills.	Tutors	Title I	\$3,223.33
students receive additional tutoring in writing skills.	materials for tutoring; paper, ink, teaching resources.	Title I	\$2,000.00
			Subtotal: \$5,223.33
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
Sixth and seventh grade Language Arts teachers trained in writing workshop.	Teachers paid to attend writing workshop during summer	Title I	\$4,471.25
			Subtotal: \$4,471.25
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers need materials for strategies in the classroom.	composition books, pens, pencils, ink, journals, etc.	Title I	\$4,706.00
			Subtotal: \$4,706.00
			Grand Total: \$14,400.58

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

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:	To maintain 100% of student attendance. To decrease the number of students with excessive absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
80% (1322)	100% (1626)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
332	175
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
239	80

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing school due to sickness.	hand sanitizer in all classrooms; signs promoting healthy hygiene.	Teachers and clinic	monitoring of daily attendance	attendance report.
2	Students disinterested in school.	school wide incentive for perfect attendance throughout the nine weeks.	Cathy Reynolds	monitoring of daily attendance	attendance report
3	Family vacations, doctor appointments, and other issues keeping students from school.	End of the month competition between first hour classes; highest attendance wins prize. Monthly competition between faculty and students to have a jeans day. Students with perfect attendance will "go out to lunch." Stellar attendance will be invited to field day.	Principal, Grade level Assistant principals	monitoring of daily attendance	attendance report
4	Students lack motivation to come to school.	End of the month competition between first hour classes; highest attendance wins prize. Monthly competition between faculty and students to have a jeans day. Students with perfect attendance will "go out	Principal, Attendance committee, and Grade Level APs	monitoring of daily attendance	attendance report

		to lunch." Stellar attendance will be invited to field day.			
5					

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
	6-8 All subject areas	Phil Mancusi	Kevin Mancusi Phil Mancusi			

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:	Our objective is to decrease the number of in school and out of school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

106	85
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
72	58
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
298	240
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
178	150

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a hard time dealing with their anger.	Mediation contracts; parent conferences; School Based Team Interventions; School Wide Positive Behavior Initiative	Principal, Assistant Principals, Guidance Counselors, School Based Team Leaders	Fewer discipline referrals.	Discipline EDW reports.
2	Lack of conflict resolution skills.	Mediation contracts; parent conferences; School Based Team Interventions; School Wide Positive Behavior Initiative	Principal, Assistant Principals, Guidance Counselors; School Based Team Leaders	Fewer discipline referrals.	Discipline EDW reports.
3	Students do not have role models to help them make good behavioral choices.	Mentoring of students by adults on campus. Mediation contracts; parent conferences; School Based Team Interventions; School Wide Positive Behavior Initiative	Principal, Guidance counselors, Assistant Principals; School Based Team Leaders	Fewer discipline referrals.	Discipline EDW reports. Conferences with adult mentors.

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
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No Data Submitted

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
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase parent involvement by 10%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
65%	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of communication.	Positive postcards home; monthly news letters; One Voice; Edline; Flyers; School Advisory Council meetings; Parent	Principal; Assistant Principals; Bookkeeper	Student Feedback; attendance of school functions	Parent survey

		information letters. Parent breakfast twice a year.			
2	Language Barrier	Parent Leadership Council	PLC Contact; Principal	Parent feedback; quarterly meeting discussion	Parent survey
3	Lack of parent involvement in supporting academics.	Provide parent training/literacy evening where parents will learn strategies to use in reading, math, writing, and science to assist students and increase student achievement. Numerous opportunities for parents to attend school programs throughout the year.	Principal; Assistant Principal Literacy Leadership Team	Parent turnout	Number of students achieving learning gains of FCAT; Parent survey
4	More volunteer and business partners are needed for the school.	Send a one voice home asking for volunteers. Make connections with businesses in the area asking for them to be business partners.	Principal, Media Specialist, SAC Chair	Volunteers on campus and tracking through VIPs.	Hours logged on the VIPs system. More parents on campus. Donations from business partners.
5	Awareness of Title 1 program.	Informational breakfast meeting about being a Title 1 school.	Principal, Assistant Principal, Math Coach	Parent turn out.	Sign in sheets. Students staying at our school
6	Receiving timely information about the curriculum, assessments, and proficiency levels of their students.	Teachers use Edline weekly and Grade quick to keep all information up to date and available.	Principal, Classroom Teachers, Instructional coaches, Assistatn Principals	Administration to check teacher's grade quick and Edline.	Parent log in to Edline.
7	Parents are not involved with decision making policies and planning.	Public notification of SAC meetings. Parents will receive montly newsletters encouraging them to come to SAC meetings, and get involved. One voice phone calls will go home prior to SAC meetings also encouraging attendance. Students will get ray way reading dollars for parent attendance at SAC meetings.	Principal, SAC chair, Assistant Principals	SAC attendance at every meeting.	Parent survey at end of the year.
8	Parents are not involved in the design,implementation, and evaluation of the schoolwide program for an increase in parental involvement.	Public notification of parent meetings such as SAC where the schoolwide program will be discussed.	Principal, SAC chair	SAC attendance, flyers about the meetings	Parent survey at end of the year. Student achievement data.
9	Parents need to be a part of the Parent Involment Policy Plan and School-Parent Compact.	Public notification of SAC meetings that will address these areas. On 8/25, 9/15, and 10/20 SAC discussed these areas. At the Open House on 9/22 the parents were presented with Compact. Also, at the May 2011 SAC meeting input was gathered for the Compact.	Administration, SAC chair	SAC agendas, SAC minutes, Flyers about meetings, School Marque, and OneVoice calls, as well as Edline	Parent Survey, Attendance at Open House and SAC Meetings
	Parents need to give input to improve	Public notification of SAC meetings and Title	Administration, SAC Chair	SAC agendas, SAC minutes, Survey results	Parent Survey at end of the year.

10	parental involvement plans.	1 Breakfast. The survey from last year's parental involvement was discussed and time was given for feedback to make it better.			Increase in attendance of parent meetings.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
There will be one staff training to cover strategies for all teachers to improve relationships with parents.	all	Guidance Counselors Assistant Principals	school-wide	November	Meeting with both teachers and parents; parent survey on communication between parents and teachers	Assistant principals; principal

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
Literacy Night/ Family Involvement Night	Teachers, resources and supplies for Family Involvement	Title I	\$6,974.00
			Subtotal: \$6,974.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Postcards	Stamps, postcards	Title I	\$200.00
Parent Handouts	paper, ink, pamphlets	title I	\$500.00
			Subtotal: \$700.00
			Grand Total: \$7,674.00

End of Parent Involvement Goal(s)

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

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

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

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

CTE Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Our school improvement plan includes our continued effort to save energy by reducing the amount of electricity and water that the school uses each day. Also included in the SIP are our ongoing efforts to do anything feasible to utilize our outdoor classrooms to reach each student in the environmental awareness realm. During SAC meeting our principal of the Adult and Evening classes, Mr. Sean Ashworth, reports to the SAC committee and parents regarding our energy savings reports. We have been commended on our efforts Goal:

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

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

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

Budget:

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

End of Our school improvement plan includes our continued effort to save energy by reducing the amount of electricity and water that the school uses each day. Also included in the SIP are our ongoing efforts to do anything feasible to utilize our outdoor classrooms to reach each student in the environmental awareness realm. During SAC meeting our principal of the Adult and Evening classes, Mr. Sean Ashworth, reports to the SAC committee and parents regarding our energy savings reports. We have been commended on our efforts Goal(s)

Students can be a part of TRIO which helps first generation college students enter into college, and stay on the track that will take them there. Students visit colleges with TRIO. Goal:

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

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

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

Budget:

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

End of Students can be a part of TRIO which helps first generation college students enter into college, and stay on the track that will take them there. Students visit colleges with TRIO. Goal(s)

Students can be a part of TRIO which helps the student get to the college level, and helps the family along the way by providing resources to help them fill out applications, and make them knowledgeable in their spoken language about college and the process. Goal:

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

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

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

Budget:

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

End of Students can be a part of TRIO which helps the student get to the college level, and helps the family along the way by providing resources to help them fill out applications, and make them knowledgeable in their spoken language about college and the process. Goal(s)

Students in the TRIO program will receive tutoring services free of charge. Goal:

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

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

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

Budget:

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

End of Students in the TRIO program will receive tutoring services free of charge. Goal(s)

The school will begin a partnership with Big Brothers and Big Sisters which has moved next door to PSMS this year. Big Brothers and Big Sisters will help students at PSMS.
Goal:

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

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

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

Budget:

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

End of The school will begin a partnership with Big Brothers and Big Sisters which has moved next door to PSMS this year. Big Brothers and Big Sisters will help students at PSMS. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional reading teachers	2 teachers	title I	\$127,288.00
Reading	Provide Tutorial services	Tutors	title I	\$5,446.67
Reading	Provide Substitutes	Substitutes for the 2 teachers.	Title I	\$782.00
Reading	Provide Tutorial Services	Materials for tutorial services; paper, ink, teaching resources, etc.	Title I	\$5,000.00
Mathematics	Provide additional math classes.	2 teachers	title I	\$127,288.00
Mathematics	Provide Tutorial Service	teachers needed for tutorial services	title I	\$5,446.67
Mathematics	Provide Substitutes	Provide substitutes for the 2 teachers.	Title I	\$782.00
Mathematics	Provide Tutorial Services	Materials for tutorial services; paper, ink, teaching resources, etc.		\$5,000.00
Science	To provide tutorial services.	Tutors	title I	\$3,223.33
Science	To provide tutorial services	materials for tutorials such as paper, ink, and teaching resources.		\$2,000.00
Writing	Students receive additional tutoring in Writing skills.	Tutors	Title I	\$3,223.33
Writing	students receive additional tutoring in writing skills.	materials for tutoring; paper, ink, teaching resources.	Title I	\$2,000.00
				Subtotal: \$287,480.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Headphones/microphones will be purchased for the Read 180 Program.	headphones for computer labs	title I	\$1,176.51
				Subtotal: \$1,176.51
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	LTF	One half of LTF salary.	title I	\$44,401.33
Reading	Teachers will complete learning goals and scales based on Marzano	supplies to support Marzano strategies	title I	\$1,176.50
Mathematics	Provide Math Coach	Math Coach to assist teachers to increase proficiency.	title I	\$88,802.67
Writing	Sixth and seventh grade Language Arts teachers trained in writing workshop.	Teachers paid to attend writing workshop during summer	Title I	\$4,471.25
Parent Involvement	Literacy Night/ Family Involvement Night	Teachers, resources and supplies for Family Involvement	Title I	\$6,974.00
				Subtotal: \$145,825.75
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Literacy Night	Provide Training for Parents	Title I	\$1,000.00
Mathematics	Teachers need materials for lessons, and activities in the classroom.	Paper, journals, math manipulatives, calculators, and any other classroom supplies.	Title I	\$2,353.00

Writing	Teachers need materials for strategies in the classroom.	composition books, pens, pencils, ink, journals, etc.	Title I	\$4,706.00
Parent Involvement	Positive Postcards	Stamps, postcards	Title I	\$200.00
Parent Involvement	Parent Handouts	paper, ink, pamphlets	title I	\$500.00
				Subtotal: \$8,759.00
				Grand Total: \$443,241.26

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.

No Attachment

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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District PALM SPRINGS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	75%	90%	55%	290	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	77%			144	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?	73% (YES)	81% (YES)			154	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					588	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District PALM SPRINGS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	76%	91%	50%	284	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%	80%			148	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?	68% (YES)	78% (YES)			146	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 = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested