FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SARASOTA MIDDLE SCHOOL

District Name: Sarasota

Principal: Karen Rose

SAC Chair: Jane Beattie & Susan Brown

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/1/2012

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	Karen Rose	BA- Psychology, Youngstown St. University; Masters of Special Education, University of South Florida; Professional Educators Certificate: Educational Leadership K-12	5	12	Principal of Sarasota Middle School in 2011-2012 Grade:A, High Standards in Reading: 88%, High Standards in Math: 89%, High Standards in Science: 83%, High Standards in Writing: 98%. 87% of criteria for overall school AYP were achieved.
Assis Principal	Mark Gilliland	Bachelor of Arts in History, Florida State University. Master in Education Leadership, Nova Southwestern Professional Certificates: School Principal all levels, Social Sciences 6-12, Middle Grades Endorsement	2	15	Assistant Principal: Sarasota Middle School 2011-2012 Oak Park South 2009-2011 North Port High School 2006-2009 Booker High School 1998-2006
Assis Principal	Steven Hazuda	Master in Education Leadership, University of South Florida BA – English, William Paterson University Certificates: ESE K-12 English 5-9 Ed. Leadership K - 12	1	6	Assistant Principal McIntosh Middle School 2009-2012. Grade A. Assistant Principal Heron Creek Middle School 2008-2009 Grade A.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

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 (
1	Regular meetings with new teachers.	Principal	On-going	
2	Partnering new teachers with veteran staff.	Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-	Provide the strategies that are being implemented to support

field/ and who are not highly effective.	the staff in becoming highly effective
15% (11 of 75)	Our out of field teachers are working with administration and support staff related to curricular support for students. They are attending classes towards their certification.

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
75	12.0%(9)	8.0%(6)	42.7%(32)	37.3%(28)	84.0%(63)	0.0%(0)	10.7%(8)	6.7%(5)	26.7%(20)

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
Tracy Prince	Christy Patt	Strong content based skills	One on one meetings, PLC groups
Debbie Shults	Michelle Burwell	Strong content based skills	One on one meetings, PLC groups
Judi Robson	Allison Miller	Strong content based skills	One on one meetings, PLC groups
Moya Hanaway	Gina LaBossiere	Strong content based skills	One on one meetings, PLC groups

Beth Rogers	Alan Zhao	Strong content based skills	One on one meetings, PLC groups
Terri Reisz	Katie Simmerling	Strong content based skills	One on one meetings, PLC groups
Terri Reisz	Cindy Lystad	Strong content based skills	One on one meetings, PLC groups

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

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

School-based MTSS/RtI Team
Identify the school-based MTSS leadership team.

The school based MTSS/RtI Leadership team is comprised of general education personnel that facilitate MTSS/RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Sarasota Middle School the MTSS/RtI Leadership Team is composed of:

The Principal: Provides support in instructional resources, strategies and overall data demographics.
Select General Education Teachers: Provides information about classroom instructional strategies, daily monitoring and progress.
Exceptional Student Education (ESE) Liaison: Provides information about current IEP, related strategies and on-going reviews.
School Guidance Counselors: provides information related services, groups and basic strategies.
School Social Worker: serves as family liaison providing information related to social services and topics related.

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 MTSS/RtI team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level
academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation
will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional
interventions.

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

The school-based MTSS/RTI Leadership Team will employ continuous improvement process to create the SIP as outlined in this document. Input will be

gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need.

DBLT in collaboration with SBLT will oversee the implementation of the SIP Plan.

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.

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers.

Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilizes the on line district Learn math and science assessments to summarize data for students at Tier 1, 2, and 3. We are also using the ILS for

intensive math and reading.

Describe the plan to train staff on MTSS.

The school administrative team participated in MTSS/RtI Positive Behavioral Support Model training provided by USF in the Spring and Summer of 2009. District, school and instructional leaders will continue to train Sarasota Middle School teachers and to date 100% of teachers have participated.

Describe the plan to support MTSS.

District, school and instructional leaders will continue to train Sarasota Middle School teachers in an on-going process.

Literacy Leadership Team (LLT)

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

SMS LLT is Principal Karen Rose, Assistant Principal Mark Gilliland, Assistant Principal Steven Hazuda, 6th Grade LA Curriculum Leader Deb Houston, 7th Grade LA Curriculum Leader Kyle Blough, Multiage Curriculum LA Leader Beth Rogers, 8th Grade Curriculum Leader Whitney Frost.

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

Curriculum is discussed and planned through monthly and weekly meetings. The decisions are then developed

through the grade level curriculum leaders who work on a weekly basis within their PLC groups. These decisions involve scheduling of classes, grade

level curriculum, school-wide strategies, test data analyzing, common assessments, and countywide initiatives.

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

Implement 4 School-wide Strategies: Cornell Notes, Vocabulary Frayer Model, Reciprocal Teaching, and Active vocabulary Word Walls.

Anticipation Guides:

Continue to implement School wide vocabulary through WOW

Continue to train GRR Cohorts (Gradual Release of Responsibility/iEngage)

Align ESE services with ESE certified/Reading teachers

Continue the work of PLCs with common assessments

Gradual release of responsibility model

Excellence in writing

Public School Choice

- Supplemental Educational Services (SES) Notification
  No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

WOW is implemented in every class concentrating on the word part of the week; every content area teacher is responsible to introduce the word part, map out words using that word part, add other forms of the word to the web, and use the word meanings to create sentences. All content areas focus on their content area vocabulary for the WOW words.

Every content area uses the 4 school wide strategies of Cornell Notes, Frayer Model, Reciprocal teaching, and Anticipation Guides. Each content area will present the strategy in the same way so students make it a lifelong learning strategy that they can access whenever it's needed.

The 4 components of the GRR model will be done and implemented in LA, SS, and Science; Focus Lesson, Guided Instruction, Productive Group work, and Independent Learning. PLCs will continue their work in common assessments, lesson design and implementation, data analyzing, and targeting weak areas through a students' strengths.

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

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. **Reading Goal #1a:**	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 3 - 30%(346) Level 3,4,5 - 80%(910)	Level 3 - 34% Level 3,4,5 - 82%
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 in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of responsibility Model. Active use of Word Walls.	Principal and Assistant Principal	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase in grades 6-8.

2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	Teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items, and monitor implementation during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to assure adherence to the instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.** **Reading Goal #1b:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment	Classroom teacher, intervention specialist, and administration	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Common Assessments will be used to evaluate progress.

2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. **Reading Goal #2a:**	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 4,5 - 50%(564) Level 3,4,5 - 80%(910)	Level 4,5 - 52% Level 3,4,5 - 82%
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 scoring above proficiency are scheduled into classes with students who have achieved only the proficient level.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and assistant principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place	Differentiated products or processes will be evident in both lesson plans and in classroom procedures in grades 6-8.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model. Maintain active Word Walls and instruction of text features in all subject areas.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR and Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and Assistant Principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Effectiveness will be determined by examining the results gained from FAIR assessments.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Commons Assessment will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and content specific vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from quarterly common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. **Reading Goal #3a:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
70%(724)	72%

	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 in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model. Maintain active Word Walls and teach text features in all subject areas.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR and Learn benchmark assessments will show an increase.
2	Students are scheduled heterogeneously into language arts classes. Each classroom may contain students who score anywhere from a level two through level five.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and Assistant Principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place	Differentiated products or processes will be evident in both lesson plans and in classroom procedures.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and Assistant Principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.** **Reading Goal #3b:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

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

	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students require regular practice taking and feedback on an FCAT-style assessments.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Common Assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. **Reading Goal #4:**	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(177)	71%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest quartile may be significantly behind their peers who are at or above proficient levels.	Students from our lowest quartile will be scheduled into Fusion courses or individual intensive reading courses.	Scheduling registrar/ Administration	All students from our lowest quartile will have intensive reading instruction either as a stand alone class, as part of the fusion model, or through a Content Area Reading class.	Examine FCAT results and school wide student schedules to check accuracy of student placement.
2	Students in the lowest quartile lack adequate progress monitoring until the summative FCAT testing is complete.	Students in the lowest quartile will have their progress monitored during the academic year.	Classroom teachers, Intervention specialist, and administration	Several formative assessments will be conducted during the academic year and the results will be analyzed to monitor to progress.	FAIR and Learn benchmark assessment data will be used to evaluate student progress.
3	Students lack access to age appropriate reading material that is of interest to them.	Through the STARBOOKS Literacy grant program, student will have access to many,varied "Choice" books.	Media Specialist will maintain selections of choice books.	Administration and the literacy team members will review the check out records to ensure that choice books are being used.	At the end of the year, we will evaluate which Choice books were used more often than others and adjust accordingly.

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 # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. **Reading Goal #5B:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).					
2012 Current Level of Performance:	**2013 Expected Level of Performance :**					

White 83%(754) Hispanic 64%(74) Asian 81%(29)	White 85% Hispanic 68% Asian 83%					
Problem-Solving Process to Increase Student Achievement						

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn Benchmark assessments will show an increase.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from FAIR & Learn Benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. **Reading Goal #5C:**	

2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly common assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for subject specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration.	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. **Reading Goal #5D:**	

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

2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. **Reading Goal #5E:**	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase.
2	Pacing of instruction will reflect progress monitoring of student assessment.	All teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

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
Gradual Release of ResponsibilityInstructional Model	grades 6 - 8	Meckler	All teachers	Weekly PLC Meetings and Quarterly Meetings	Classroom Walkthrough and Observation Data	School Administrators
Social Studies Literacy	Grades 6-8	Meckler	All SS Teachers	Weekly PLC and Quarterly Meetings	Classroom Walkthrough and Observation Data	School Administrators
Intensive Reading Instructional Model	Reading Teachers Grades 6-8	Meckler	All Reading Teachers	Weekly PLC and Quarterly Meetings	Classroom Walkthrough and Observation Data	School Administrators

Reading Budget:

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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:**	
2012 Current Percent of Students 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	There is a school-wide need for more frequent, classroom-based, progress monitoring.	Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment.	Principal and Assistant Principals	Review student grouping charts to ensure groups are redesigned to target student need.	Effectiveness will be determined by examining the results gained from CELLA assessment.
2	Students are scheduled heterogeneously into language arts classes. Each classroom may contain students who score anywhere from a level two through level five.	Teachers will utilize the differentiated instruction model to better meet the needs of the students in this heterogeneous model classroom.	Principal and assistant principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place.	Differentiated products or processes will be evident in both lesson plans and in classroom procedures.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the CELLA assessments.

Students read in English at grade level text in a manner similar to non-ELL students.		
2. Students scoring proficient in reading. **CELLA Goal #2:**		
2012 Current Percent of Students 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 are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & CELLA assessments will show an increase.
2	Students are scheduled heterogeneously into language arts classes. Each classroom may contain students who score anywhere from a level two through level five.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and assistant principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place.	Differentiated products or processes will be evident in both lesson plans and in classroom procedures.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from FAIR & CELLA assessments.

Students write in English at grade level in a manner similar to non-ELL students.		
3. Students scoring proficient in writing. **CELLA Goal #3:**		
2012 Current Percent of Students Proficient in writing:		
Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require regular practice taking and receiving feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, Principal, and assistant principals.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Writing Common Assessment will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & CELLA assessment will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly writing/ FAIR & CELLA assessments.

CELLA Budget:

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

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

*End of **CELLA** Goals*

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. **Mathematics Goal #1a:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 3 - 28%(324) Level 3,4,5 - 81%(919)	Level 3 - 30% Level 3,4,5 - 83%
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 in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of responsibility Model. Active use of Word Walls.	Principal and Assistant Principal	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase in grades 6-8.

2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	Teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items, and monitor implementation during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to assure adherence to the instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.
4	There is a school-wide need for more frequent, classroom-based, progress monitoring.	Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment.	Principal and Assistant Principals	Review student grouping charts to ensure groups are redesigned to target student need.	Printout of Florida Achieves Assessment results and results from District Learn benchmark assessments.
5	Math curriculum implementation timeline is fully aligned to district and State outcome measures.	All math teachers will follow district designed instructional focus calendar for math concepts.	Principal and Assistant Principals	Weekly math PLC meetings will allow teachers to monitor their progress in terms of following the district curriculum map and pacing guide.	PLC meeting notes will be turned in and reviewed to assure appropriate pacing.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in** **mathematics.** **Mathematics Goal #1b:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment	Classroom teacher, intervention specialist, and administration	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Common Assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. **Mathematics Goal #2a:**	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

Level 4,5 - 52% (595) Level 3,4,5 - 81% (919)			Level 4,5 - 53% Level 3,4,5 - 82%		
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 scoring above proficiency are scheduled into classes with students who have achieved only the proficient level.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and assistant principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place	Differentiated products or processes will be evident in both lesson plans and in classroom procedures in grades 6-8.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model. Maintain active Word Walls and instruction of text features in all subject areas.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR and Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and Assistant Principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.
4	There is a school-wide need for more frequent, classroom-based, progress monitoring.	Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	Principal and Assistant Principals	Review student grouping charts to ensure groups are redesigned to target student need.	Printout of Florida Achieves Assessment results and results from District Learn Benchmark assessments.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5	Math curriculum implementation timeline is fully aligned to district and State outcome measures.	All math teachers will follow district designed curriculum map and pacing guide.	Principal and Assistant Principals	Weekly math PLC meetings will allow teachers to monitor their progress in terms of following the district curriculum map and pacing guide.	PLC meeting notes will be turned in and reviewed to assure appropriate pacing.
6	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, the Frayer Model, vocabulary comprehension with their students. Next Generation Math Standards and inquiry based instruction.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the math assessment will show an increase.

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

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

1	Effectiveness will be determined by examining the results gained from FAIR assessments.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Commons Assessment will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and content specific vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from quarterly common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. **Mathematics Goal #3a:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
77% (795)	79%
Problem-Solving Process to Increase Student Achievement	

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

#					
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model. Maintain active Word Walls and teach text features in all subject areas.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR and Learn benchmark assessments will show an increase.
2	Students are scheduled heterogeneously into language arts classes. Each classroom may contain students who score anywhere from a level two through level five.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and Assistant Principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place	Differentiated products or processes will be evident in both lesson plans and in classroom procedures.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and Assistant Principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR assessments.
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.** **Mathematics Goal #3b:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require regular practice taking and feedback on an FCAT-style assessments.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Common Assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. **Mathematics Goal #4:**	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (186)	71%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest quartile may be significantly behind their peers who are at or above proficient levels.	Students from our lowest quartile will be scheduled into Fusion courses or individual intensive reading courses.	Scheduling registrar/ Administration	All students from our lowest quartile will have intensive reading instruction either as a stand alone class, as part of the fusion model, or through a Content Area Reading class.	Examine FCAT results and school wide student schedules to check accuracy of student placement.
2	Students in the lowest quartile lack adequate progress monitoring until the summative FCAT testing is complete.	Students in the lowest quartile will have their progress monitored during the academic year.	Classroom teachers, Intervention specialist, and administration	Several formative assessments will be conducted during the academic year and the results will be analyzed to monitor to progress.	FAIR and Learn benchmark assessment data will be used to evaluate student progress.

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 # 5A :					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. **Mathematics Goal #5B:**	By the 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified Level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).					
2012 Current Level of Performance:	**2013 Expected Level of Performance:**					
Black 45%(10) Hispanic 72%(83) White 83%(751)	Black 49% Hispanic 74% White 85%					

	Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn Benchmark assessments will show an increase.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from FAIR & Learn Benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. **Mathematics Goal #5C:**	

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly common assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for subject specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration.	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. **Mathematics Goal #5D:**	

	2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

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

	5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	

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

Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase.
2	Pacing of instruction will reflect progress monitoring of student assessment.	All teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

*End of **Middle School Mathematics** Goals*

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. **Algebra Goal #1:**	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 3 - 1%(2) Level 3,4,5 - 100%(142)	Level 3 - 5% Level 3,4,5 - 100%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of responsibility Model. Active use of Word Walls.	Principal and Assistant Principal	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase in grades 6-8.

2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	Teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items, and monitor implementation during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to assure adherence to the instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. **Algebra Goal #2:**	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 4,5 - 99%(140) Level 3,4,5 - 100%(142)	Level 4,5 - 99% Level 3,4,5 - 100%
Problem-Solving Process to Increase Student Achievement	

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

1	Students scoring above proficiency are scheduled into classes with students who have achieved only the proficient level.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and assistant principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place	Differentiated products or processes will be evident in both lesson plans and in classroom procedures in grades 6-8.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model. Maintain active Word Walls and instruction of text features in all subject areas.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR and Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and Assistant Principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :				

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **Algebra Goal #3B:**						
2012 Current Level of Performance:	**2013 Expected Level of Performance:**					

	Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn Benchmark assessments will show an increase.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from FAIR & Learn Benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly common assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for subject specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration.	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. **Algebra Goal #3D:**	

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. **Algebra Goal #3E:**				
2012 Current Level of Performance:		**2013 Expected Level of Performance:**		
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase.
2	Pacing of instruction will reflect progress monitoring of student assessment.	All teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items, and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

*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:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of responsibility Model. Active use of Word Walls.	Principal and Assistant Principal	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase in grades 6-8.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	Teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items, and monitor implementation during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to assure adherence to the instructional focus calendar.

				Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. **Geometry Goal #2:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring above proficiency are scheduled into classes with students who have achieved only the proficient level.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and assistant principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place	Differentiated products or processes will be evident in both lesson plans and in classroom procedures in grades 6-8.

2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model. Maintain active Word Walls and instruction of text features in all subject areas.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR and Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and Assistant Principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **Geometry Goal #3B:**					
2012 Current Level of Performance:	**2013 Expected Level of Performance:**				
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1 Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn Benchmark assessments will show an increase.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from FAIR & Learn Benchmark assessments.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly common assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for subject specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.

3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration.	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. **Geometry Goal #3D:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.

2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	All classes will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. **Geometry Goal #3E:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Problem-Solving Process to Increase Student Achievement	

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

1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model(GRR/iEngage).	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase.
2	Pacing of instruction will reflect progress monitoring of student assessment.	All teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items,. and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs determine adherence to instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR & Learn benchmark assessments.

*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
Gradual Release of ResponsibilityInstructional Model	Grades 6 - 8	Taylor	All Core Teachers	Weekly PLCs and Quarterly Meetings	Walkthroughs and Observation Data	School Administrators
Math Tech Active Classroom	Grades 6 - 8	Tech Staff	Multi-grade Teachers of Math	Weekly PLCs and Quarterly Meetings	Walkthroughs and Observation Data	

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Grand Total: $0.00			

*End of **Mathematics** Goals*

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. **Science Goal #1a:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 3 - 40% (156) Level 3,4,5 - 65% (253)	Level 3 - 44% Level 3,4,5 - 69%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of responsibility Model. Active use of Word Walls.	Principal and Assistant Principal	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase in grades 6-8.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	Teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items, and monitor implementation during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to assure adherence to the instructional focus calendar.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.** **Science Goal #1b:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Problem-Solving Process to Increase Student Achievement	

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

1	Students require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment	Classroom teacher, intervention specialist, and administration	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Common Assessments will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from the quarterly common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. **Science Goal #2a:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 4,5 - 25% (97) Level 3,4,5 - 65% (253)	Level 4,5 - 29% Level 3,4,5 - 69%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring above proficiency are scheduled into classes with students who have achieved only the proficient level.	Teachers will utilize the differentiated instruction model to better meet the needs of the above proficiency students in this heterogeneous model classroom.	Principal and assistant principals	Lesson plans will be reviewed by administration to ensure differentiated instructional processes are in place	Differentiated products or processes will be evident in both lesson plans and in classroom procedures in grades 6-8.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of Responsibility Model. Maintain active Word Walls and instruction of text features in all subject areas.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR and Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and Assistant Principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

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

<table>
<tr><td colspan="3"></td></tr>
<tr><td>Problem-Solving Process to Increase Student Achievement</td><td></td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effectiveness will be determined by examining the results gained from FAIR assessments.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Commons Assessment will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and content specific vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for content specific vocabulary comprehension with their students.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR & Learn benchmark assessments will show an increase.
3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups.	Curriculum leader and administration	Notes from each PLC meeting will be reviewed by administration to monitor progress.	Effectiveness will be determined by examining the results gained from quarterly common assessments.

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
Science Tech Active Classroom of Tomorrow Gradual Release of ResponsibilityInstructional Model	Science Multi-Grade Teachers All Science Teachers	Tech Staff District Staff	Multi-Grade Science Teachers All Science Teachers	Weekly PLCs and Quarterly Meetings Weekly PLCs and Quarterly Meetings	Walkthrough and Observation Data Walkthrough and Observation Data	School Administrators School Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			

Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			

Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Grand Total: $0.00			

*End of **Science** Goals*

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. **Writing Goal #1a:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
92%(357)	92%
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 require regular practice taking and feedback on an FCAT-style writing assessment.	Utilize common assessments, four times per year, to monitor students in the core curriculum needing intervention and enrichment.	Classroom teacher, intervention specialist, and administration.	Review student grouping charts to ensure groups are redesigned to target student need.	The results from the quarterly Writing Common Assessment will be used to evaluate progress.
2	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Excellence in writing, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Excellence in Writing Program.	Principal and Assistant Principals	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase.

| 3 | Instructional staff need regularly scheduled opportunities to share ideas and information with each other. | Create, support, and monitor effective content-based, grade level PLC groups. | Curriculum leader and administration | Notes from each PLC meeting will be reviewed by administration to monitor progress. | Effectiveness will be determined by examining the results gained from the quarterly writing assessments. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. **Writing Goal #1b:**	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
67%(260)	71%
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Writing Strategies	Grades 6-8 LA and Reading	Brustad	All LA Teachers	Weekly PLCs and Quarterly Meetings	Walkthrough and Observation Data	School Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
Subtotal: $0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
Subtotal: $0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 **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
1	Students are in need of increased emphasis on organizational methods and vocabulary comprehension strategies.	Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, and the Frayer Model for vocabulary comprehension with their students. Gradual Release of responsibility Model. Active use of Word Walls.	Principal and Assistant Principal	Classroom walkthrough and observational data will be used to determine the effectiveness of this strategy.	Lesson plans will show evidence of strategy implementation, and student scores on the FAIR assessment will show an increase in grades 6-8.
2	The pacing of instructional focus differs from classroom to classroom thereby producing varied emphasis on certain outcome measures.	Teachers will follow the district designed Instructional Focus Calendar.	Principal and Assistant Principals	Administration will be aware of the IFC's, upcoming focus items, and monitor implementation during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to assure adherence to the instructional focus calendar.

3	Instructional staff need regularly scheduled opportunities to share ideas and information with each other.	Create, support, and monitor effective content-based, grade level PLC groups	Curriculum leader/ principal, and assistant principals	Notes from each PLC meeting will be reviewed by administration to monitor progress	Effectiveness will be determined by examining the results gained from FAIR and Learn benchmark assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. **Civics Goal #2:**	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Civics Budget:

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

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

*End of **Civics** Goals*

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance **Attendance Goal #1:**	ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease . ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
2012 Current Attendance Rate:	**2013 Expected Attendance Rate:**
99.5% (1216/1222)	100%
2012 Current Number of Students with Excessive Absences (10 or more)	**2013 Expected Number of Students with Excessive Absences (10 or more)**
429	405
2012 Current Number of Students with Excessive Tardies (10 or more)	**2013 Expected Number of Students with Excessive Tardies (10 or more)**
0	0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Parent or guardian may not be aware that a student is absent on a given day.	Parent or guardian may not be aware that a student is absent on a given day.	Principal and Assistant Principals.	Updated (current) parent phone contact information will be obtained at the start of the school year and will be input into the Blackboard Connect System.	Student attendance patterns will be tracked and reported to administration, on a weekly basis, by our attendance secretary
2	Parents and families are in need of support when dealing with issues of chronic truancy.	Students with chronic truancy issues will have their names brought up to the school wide support team.	School social worker and truancy worker.	School Wide Support Team will keep a record of all students who have been referred to the team and will track the effectiveness of the interventions designed.	School wide support team meeting minutes will be compared to attendance records and used to evaluate effectiveness of the SWST

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 school-based funds will be required for the 2012-2013 school year						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$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:**	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In–School Suspensions	**2013 Expected Number of In-School Suspensions**
25	24
2012 Total Number of Students Suspended In-School	**2013 Expected Number of Students Suspended In-School**
23	22
2012 Number of Out-of-School Suspensions	**2013 Expected Number of Out-of-School Suspensions**
92	87
2012 Total Number of Students Suspended Out-of-School	**2013 Expected Number of Students Suspended Out-of-School**
56	53
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be aware of the behavioral expectations that are consistent across the campus.	Teachers will utilize Positive Behavioral Support (PBS) to teach expected behaviors to all students.	Principal and Assistant Principal, guidance counselors, and behavioral interventionist.	Discipline reports will be reviewed monthly, to identify patterns indicating concern.	The total number of both in-school and out of school suspensions will be reviewed at the end of the academic year.
2	Students are in need of a behavioral plan or contract.	Multi-tiered Student Support/Response to Intervention (MTSS/RTI) processes will be used to assist students who struggle with behavioral expectations.	Principal, Assistant Principal, behavioral intervention specialist	Students who move to tier two or three of the MTSS/RTI process will show a decrease in inappropriate behaviors campus wide.	The total number of both in-school and out of school suspensions will be reviewed at the end of the academic year.

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

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

PD Content / Topic and/ or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Positive Behavioral Support and Response to Instruction training for all new staff members.	6-8 all subjects	Behavioral Interventionist	All Staff	Trainings will take place throughout the year as often as needed to assure success.	Weekly meetings between behavioral interventionist and administration to examine patterns campus wide.	Principal and Assistant Principals

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$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:** *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	For grades 6-8, we will see a 10% increase in the number hours that parent volunteers take part in activities on the SMS campus during the 2013 school year.
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**
3,057 hours of volunteer time.	3,362 hours of volunteer time. (10% increase)
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	Parents may not be aware of how to volunteer on a school campus or in what capacity volunteers may be needed.	The PTSO will actively recruit, train and orient parent volunteers during the academic year.	Principal and Assistant Principal with guidance and support from the PTSO chairperson.	Volunteer records will be examined quarterly to track progress towards achieving the goal of a 10% overall increase in hours.	Records indicating total volunteer hours will be examined at the end of the 2013 school year.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00			
Grand Total: $0.00			

*End of **Parent Involvement** Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM **STEM Goal #1:**	
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			

*End of **STEM** Goal(s)*

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

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

CTE Budget:

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

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

*End of **CTE** Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/ Material(s)				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Mathematics	No school-based funds will be required for the 2012-2013			$0.00
Science	No school-based funds will be required for the 2012-2013			$0.00
Attendance	No school-based funds will be required for the 2012-2013			$0.00
Suspension	No school-based funds will be required for the 2012-2013			$0.00
Parent Involvement	No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00				
Technology				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	No school-based funds will be required for the 2012-2013			$0.00
Science	No school-based funds will be required for the 2012-2013			$0.00
Attendance	No school-based funds will be required for the 2012-2013			$0.00
Suspension	No school-based funds will be required for the 2012-2013			$0.00
Parent Involvement	No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00				

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	No school-based funds will be required for the 2012-2013			$0.00

Science	No school-based funds will be required for the 2012-2013			$0.00
Attendance	No school-based funds will be required for the 2012-2013			$0.00
Suspension	No school-based funds will be required for the 2012-2013			$0.00
Parent Involvement	No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00				

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	No school-based funds will be required for the 2012-2013			$0.00
Science	No school-based funds will be required for the 2012-2013			$0.00
Attendance	No school-based funds will be required for the 2012-2013			$0.00

Suspension	No school-based funds will be required for the 2012-2013			$0.00
Parent Involvement	No school-based funds will be required for the 2012-2013			$0.00
Subtotal: $0.00				
Grand Total: $0.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/28/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify

the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
	$0.00

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

The School Advisory Council (SAC) has an important function for the success of Sarasota Middle School.
Listed below are some of the functions of the SAC:
• Reach out to community to obtain more business partners
• Support Family Events.
• Sponsor drives to increase parent involvement
• Assist the school to both create and analyze school climate surveys for parents and students

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District SARASOTA MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	89%	98%	83%	358	**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	69%	85%			154	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)	80% (YES)			148	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					660	
Percent Tested = 100%						Percent of eligible students tested

					Grade based on total points, adequate progress,
School Grade*				A	and % of students tested

Sarasota School District SARASOTA MIDDLE SCHOOL 2009-2010						
	Reading	**Math**	**Writing**	**Science**	**Grade Points Earned**	
% Meeting High Standards (FCAT Level 3 and Above)	88%	87%	96%	71%	342	**Writing and Science:** Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	79%			149	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?	70% (YES)	75% (YES)			145	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					636	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested