

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: A. L. MEBANE MIDDLE SCHOOL

District Name: Alachua

Principal: Manda Bessner

SAC Chair: Tim Hinchman

Superintendent: Dr. Daniel Boyd

Date of School Board Approval: 11/16/2010

Last Modified on: 10/15/2012

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)
		Bachelor in History Master in Secondary Social Studies Education			School Grade at Kanapaha Middle School from 2003 - 2004: A In th 2009-10 school year, Kanapaha met 82% of AYP criteria; In reading 69% of total population was proficient, 49% of econ. disadvantage subgroup was proficient, 36% of students with disabilities subgroup was proficient in reading. For math 69% of students were proficient in math, 42% of the black subgroup were proficient, 50% of economically disadv. student subgroup were proficient, and 35% of students with disabilites subgroup were proficient. 2008-09 - 85%; 2007-08 - 95% of criteria Kanapaha has yet to make AYP. 2010-2011 Mebane Middle School School Grade - B AYP - No. 79% of Criteria Met.

Principal	Manda Bessner	<p>Specialist in Educational Leadership</p> <p>Certifications: 5-9 Social Studies, 9-12 Social Studies, Principalship, reading endorsement</p>	2	9	<p>Total Writing Proficiency was Met. Total Graduation Criteria - N/A. 60% High Standards in Reading. 61% High Standards in Math. 90% High Standards in Writing. 40% High Standards in Science. 60% Making Learning Gains in Reading. 69% Making Learning Gains in Math. 70% of Lowest Quartile Making Learning Gains in Reading. 66% of Lowest Quartile Making Learning Gains in Math.</p> <p>2011-12 School Year Mebane Middle School School Grade C 49% High Standards in Reading 47% High Standards in Math 80% High Standards in Writing 45% High Standards in Science 53% of Lowest Quartile Making Learning Gains in Reading 63% of Lowest Quartile Making Learning Gains in Math 40% Minority Rate 59% Free or Reduced Lunch Rate</p>
Assis Principal	Anntwanique D. Edwards	<p>Bachelors in Sociology</p> <p>Masters in Counselor Education,</p> <p>Educational Specialist in Counselor Education, specializing in mental Health Counseling,</p> <p>Masters in Educational Leadership,</p> <p>Certifications: Guidance and Counseling, K-12 and Educational Leadership, K-12</p>	3	6	<p>2006-2007: Hawthorne Middle/High School Grade - F AYP - No 62% Criteria Met Writing Proficiency Not Met. Total Graduation Criteria Not Met. 39% High Standards in Reading. 38% High Standards in Math. 72% High Standards in Writing. 19% High Standards in Science. 43% Making Learning Gains in Reading. 54% Making Learning Gains in Math. 52% of Lowest Quartile Making Learning Gains in Reading. 56% of Lowest Quartile Making Learning Gains in Math.</p> <p>2007-2008: Hawthorne Middle/High School Grade - C AYP - No. 64% of Criteria Met for Writing Proficiency. Total Graduation Criteria Not Met. 42% High Standards in Reading. 53% High Standards in Math. 83% High Standards in Writing. 17% High Standards in Science. 48% Making Learning Gains in Reading. 73% Making Learning Gains in Math. 55% of Lowest Quartile Making Learning Gains in Reading. 72% of Lowest Quartile Making Learning Gains in Math.</p> <p>2008-2009 Hawthorne Middle/High School School Grade - D AYP - No. 67% of Criteria Met in Writing Proficiency. Total Graduation Criteria Not Met. 40% High Standards in Reading. 48% High Standards in Math. 86% High Standards in Writing. 23% High Standards in Science. 45% Learning Gains in Reading. 58% Learning Gains in Math. 49% of Lowest Quartile Making Learning Gains in Reading. 59% of Lowest Quartile Making Learning Gains in Math.</p> <p>2009-2010 Mebane Middle School School Grade - B AYP - No. 74% of Criteria Met. Total Writing Proficiency was Met. Total Graduation Criteria - N/A. 60% High Standards in Reading. 61% High Standards in Math. 84% High Standards in Writing. 48% High Standards in Science. 60% Making Learning Gains in Reading. 63% Making Learning Gains in Math. 63% of Lowest Quartile Making Learning Gains in Reading. 62% of Lowest Quartile Making Learning</p>

					<p>Gains in Math.</p> <p>2010-2011 Mebane Middle School School Grade - B AYP - No. 79% of Criteria Met. Total Writing Proficiency was Met. Total Graduation Criteria - N/A. 60% High Standards in Reading. 61% High Standards in Math. 90% High Standards in Writing. 40% High Standards in Science. 60% Making Learning Gains in Reading. 69% Making Learning Gains in Math. 70% of Lowest Quartile Making Learning Gains in Reading. 66% of Lowest Quartile Making Learning Gains in Math.</p> <p>2011-12 School Year Mebane Middle School School Grade C 49% High Standards in Reading 47% High Standards in Math 80% High Standards in Writing 45% High Standards in Science 53% of Lowest Quartile Making Learning Gains in Reading 63% of Lowest Quartile Making Learning Gains in Math 40% Minority Rate 59% Free or Reduced Lunch Rate</p>
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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)
Literacy	Pam O'Steen	ESE and Reading Certification	1	1	<p>2011-12 School Year Mebane Middle School School Grade C 49% High Standards in Reading 47% High Standards in Math 80% High Standards in Writing 45% High Standards in Science 53% of Lowest Quartile Making Learning Gains in Reading 63% of Lowest Quartile Making Learning Gains in Math 40% Minority Rate 59% Free or Reduced Lunch Rate</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	School based administration will work with district personnel to identify highly qualified candidates for instructional positions. Highly qualified teachers will be retained by the fact that the A.L. Mebane Middle School is a learning community that is second to none in its efforts to meet the needs of students, parents, teachers, staff, and the community. Teacher retention rates are high and teacher turnover is low.	Manda Bessner, Anntwanique D. Edwards, Beverly Finley, Michael Jacobi	Teacher recruitment is ongoing as needed, and teacher retention occurs throughout the year	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
26	19.2%(5)	11.5%(3)	30.8%(8)	42.3%(11)	26.9%(7)	42.3%(11)	34.6%(9)	7.7%(2)	15.4%(4)

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
Heather Harbour and Stella Arduser	Christa Blanton	Pairing was determined at district level in order to assist in completion of the Beginning Teacher Program, lead monthly cohort meetings at school sites, and support each beginning teacher in professional development. The pairing of mentor and beginning teacher is based on the experience and training of each mentor coach, including grade level and subject (s) taught.	Relationship building and collaboration with colleagues and staff, resource management and collaboration, identifying district resources and web resources, collaboration with literacy and technology coaches, accountability and organization (schedule, log, and notebook), curriculum (engagement and curriculum strategies). Beginning teacher requirements (Domain 1/lesson planning, PDP, and online course), professionalism (Keys to Successful Teaching, Shadowing, reflection workshop, and cohort seminars), and technology collaboration (tech coaches, Infinite Campus data, school instruction technology, district training focusing on computer use skills).
		Pairing was	

<p>Heather Harbour and Stella Arduser</p>	<p>Amanda Rose</p>	<p>determined at district level in order to assist in completion of the Beginning Teacher Program, lead monthly cohort meetings at school sites, and support each beginning teacher in professional development. The pairing of mentor and beginning teacher is based on the experience and training of each mentor coach, including grade level and subject (s) taught.</p>	<p>Relationship building and collaboration with colleagues and staff, resource management and collaboration, identifying district resources and web resources, collaboration with literacy and technology coaches, accountability and organization (schedule, log, and notebook), curriculum (engagement and curriculum strategies). Beginning teacher requirements (Domain 1/lesson planning, PDP, and online course), professionalism (Keys to Successful Teaching, Shadowing, reflection workshop, and cohort seminars), and technology collaboration (tech coaches, Infinite Campus data, school instruction technology, district training focusing on computer use skills).</p>
<p>Heather Harbour and Stella Arduser</p>	<p>Heidi Kling</p>	<p>Pairing was determined at district level in order to assist in completion of the Beginning Teacher Program, lead monthly cohort meetings at school sites, and support each beginning teacher in professional development. The pairing of mentor and beginning teacher is based on the experience and training of each mentor coach, including grade level and subject (s) taught.</p>	<p>Relationship building and collaboration with colleagues and staff, resource management and collaboration, identifying district resources and web resources, collaboration with literacy and technology coaches, accountability and organization (schedule, log, and notebook), curriculum (engagement and curriculum strategies). Beginning teacher requirements (Domain 1/lesson planning, PDP, and online course), professionalism (Keys to Successful Teaching, Shadowing, reflection workshop, and cohort seminars), and technology collaboration (tech coaches, Infinite Campus data, school instruction technology, district training focusing on computer use skills).</p>
		<p>Pairing was</p>	

Debbie Gallagher and Stella Arduser	Nicole Szpakowski	determined at district level in order to assist in completion of the Beginning Teacher Program, lead monthly cohort meetings at school sites, and support each beginning teacher in professional development. The pairing of mentor and beginning teacher is based on the experience and training of each mentor coach, including grade level and subject (s) taught.	Relationship building and collaboration with colleagues and staff, resource management and collaboration, identifying district resources and web resources, collaboration with literacy and technology coaches, accountability and organization (schedule, log, and notebook), curriculum (engagement and curriculum strategies). Beginning teacher requirements (Domain 1/lesson planning, PDP, and online course), professionalism (Keys to Successful Teaching, Shadowing, reflection workshop, and cohort seminars), and technology collaboration (tech coaches, Infinite Campus data, school instruction technology, district training focusing on computer use skills).
Bill Goodman and Stella Arduser	Heather Bates	Pairing was determined at district level in order to assist in completion of the Beginning Teacher Program, lead monthly cohort meetings at school sites, and support each beginning teacher in professional development. The pairing of mentor and beginning teacher is based on the experience and training of each mentor coach, including grade level and subject (s) taught.	Relationship building and collaboration with colleagues and staff, resource management and collaboration, identifying district resources and web resources, collaboration with literacy and technology coaches, accountability and organization (schedule, log, and notebook), curriculum (engagement and curriculum strategies). Beginning teacher requirements (Domain 1/lesson planning, PDP, and online course), professionalism (Keys to Successful Teaching, Shadowing, reflection workshop, and cohort seminars), and technology collaboration (tech coaches, Infinite Campus data, school instruction technology, district training focusing on computer use skills).

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, selected teachers, Guidance Counselor, Dean, staffing specialist and school psychologist will be included as a member of the RtI team. Specific behavioral information and academic information will be shared with the Student Services Team to coordinate efforts for student individual concerns. This second team includes the School Psychologist, Speech/Language Pathologist, School Nurse, Dean, Resource Officer, Guidance Counselor, and Administrators. We consider this to be our second RTI team, wherein our school has a large RTI Team, split into two groups to focus on two centralized ideas/targeted interests (academics and behavior). Data is shared between groups to allow for informed decision making among both groups.

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

The RTI Leadership Team meets every other week. The role of the team is to discuss student achievement and address specific concerns for student progress based upon data collection. The team identifies specific needs in the school and tries to problem solve. Together, team members will determine need for additional resources, change in curriculum delivery, additional support necessary in subject areas, how to appropriately dispense information to parents/stakeholders, etc. In

addition, it is the role of the team to notice any new trends arising that may affect student achievement.

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?

Team recommendations are used to target specific needs of students. It is the role of the team to make accurate decisions regarding effective curriculum, appropriate research based strategies, educational and behavioral resources. It is the goal of the team to identify problem areas regarding student learning and/or instruction, as well as behavior, and to provide appropriate interventions within the school setting and progress monitoring.

MTSS Implementation

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

Reading: The RTI team will use assessment data collected from FAIR and mini assessments to provide continual progress monitoring at Tier 1. Tier 2 and Tier 3 will also use Diagnostic Assessment of Reading (DAR), as well as Intensive reading program assessment including R180 and Bridges To Literature.

Math: The RTI team will use assessment data collected through mini assessments and OnTrack testing for progress monitoring at Tier 1. Tier 2 and Tier 3 will also include VMath Live 3-8.

Science: The RTI team will use assessment data collected through mini assessments and OnTrack testing for progress monitoring. Tier 2 and Tier 3 will use Coach Standards Based Instruction for data collection.

Writing: The RTI team will use assessment data collected through mini assessments and district created writing prompts to assess student writing at Tier 1. Tier 2 and Tier 3 will use Coach Standards Based Instruction for data collection.

Behavior: The RTI team will use data collected from the district database system (Infinite Campus) to gather data including location and types of behavior. Positive Behavior Support will be used for Tier 1. Tier 2 and Tier 3 will use data collected through the Guidance Counselor and curriculum provided by the University of South Florida.

Describe the plan to train staff on MTSS.

Some faculty members have already attended trainings provided by the district. The school will have district personnel train persons who are unfamiliar with the process. In addition, specific district personnel are assigned to the school to assist faculty with making good instructional decisions based on the RTI model. Additional training will be available for teachers regarding academic and behavioral interventions provided by district subject area supervisors as well as private consultants.

Describe the plan to support MTSS.

Regular weekly meetings discussing students of concern as well as monthly department meetings will be conducted to identify areas of need and possible solutions to help support the different groups.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School based Literacy Leadership Team will include the principal, assistant principal, the department chairs from the reading, language arts, math, science, social studies, and elective departments and the literacy coach.

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

The Literacy Team will meet on a monthly basis with the assistant principal as the team leader. The team will discuss the effectiveness of school wide initiatives including reading strategies across all subject areas and school wide initiatives to improve all students' academic abilities. The literacy coach will provide ongoing support to subject area teachers on literacy strategies to use in the classroom.

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

The major initiatives this year will include close reading and explicit teaching of vocabulary and the use of context clues. Various literacy trainings will be provided throughout the nine weeks period by the Literacy Coach. These seminars will be

used to teach new strategies, clarify issues, interpret student data and celebrate successes. Social Studies teachers will teach reading strategies through the use of primary sources and give mini assessments testing reading sunshine state standards.

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.

All teachers will use the FCIM process to monitor and assess the acquisition of material through the use of reading strategies to teach subject area vocabulary as well as strategies to analyze, predict, paraphrase within the reading sources provided.

*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:	To increase the number of students who are reading at or above proficiency in all subgroups by 5%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect and paraphrasing. Students will be able to use non-fiction text structures including compare/contrast, question/answer, and exemplification.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(206) of our students have achieved proficiency standards in reading. 50%(64.5) of 6th graders are proficient, 46%(69) of 7th graders and 51%(73) of 8th graders.	At least 54% of students are expected to have high standards 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 reading below grade level using grade level textbooks and vocabulary.	Have students registered for research based intensive reading programs that also focus on fluency.	Principal, Assistant Principal, Literacy Coach	Results of Mini-assessment, FAIR testing, and FCAT explorer to determine student growth in identified areas of weakness.	- FAIR (PMRN) - FCAT Explorer - District generated Mini Assessment
2	Limited planning time and collaboration among teachers.	Teachers will meet by departments and subject areas to review results from mini assessments and student produced portfolios. Lesson study between teachers to collaborate and mentor colleagues on strategies and techniques to be used with students.	Assistant Principal	Teacher feedback, student mini assessment scores, and utilization of materials by teachers.	FAIR Assessment.
3	Insufficient time for teachers to read and understand student data on benchmark assessments as well as remediation strategies.	Reading teachers will meet with the Principal/Asst. Principal once per nine weeks to go over benchmark assessment results and to discuss teaching methods to employ with students needing remediation.	Administration	Teacher feedback and student mini assessment scores	Benchmark Assessment and District created mini assessments
4	Students not having enough opportunities to have more in depth knowledge of reading materials.	Teachers will use close reading strategies using on level texts with students. Students will use documents from Mini Document Based Questions to provide supporting details. Students will be more exposed to complex informational texts in all content area classes.	Principal, Asst. Principal, and Literacy Coach	Teacher Feedback on results of close reading assignments and Mini DBQ's as well as walkthroughs and review of weekly lesson plans.	Close reading assignments and scores on mini DBQ's.

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

Problem-Solving Process to Increase Student Achievement

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

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:	To increase the percentage of students scoring level 4 and 5 by 5%. Students will evaluate stages of plot, analyze character development and recognize different forms of irony.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(33) of 6th graders, 31%(43) of 7th graders, and 13% (19) of 8th grade students showed performance above proficiency. Overall, 22%(94) of our students met high standards.	In grades 6-9, 27% (104) of the students will earn a level 4 or 5 on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The use of differentiated instruction to on grade level students to provide increased critical thinking opportunities and advanced independent work.	The use of student data to identify border line students on the cusp of achieving above proficiency. Providing this data to the literacy coach for recommendations on additional resources and strategies focusing on more indepth learning.	Reading Teacher, Literacy Coach, Asst. Principal and Principal	Results of mini assessments and FAIR testing.	- Mini Assessments - FAIR (PMRN)
2	Minimal experience in critical thinking skills.	Use interest-driven projects, critical analysis novels to promote critical thinking. Also, we will align reading across all subject areas, incorporating higher order thinking questions. Use of critical analysis workbooks that support textbooks and provide enrichment.	Department Chair and Media Specialist	Benchmark assessments and increased novel check out from school media center.	Mini Assessments
	Student difficulties providing specific details	The use of Mini Document Based	Department Chairperson,	Results of mini assessments, FAIR	- Mini Assessments - FAIR (PMRN)

3	from reading to support higher order questions.	Questions to promote critical thinking and practice with providing specific details supporting answers.	Literacy Coach, and Administration	testing, and scores from Mini DBQ using rubric	- Mini DBQ
4	Providing rigorous coursework needed to challenge students at this level	Advanced reading classes will be provided at all three grade levels	Administration, Literacy Coach, and Department chairs	FAIR testing	Students are identified for Advanced Reading courses by previous FCAT results, teacher recommendations, and other assessments results that demonstrate consistent proficiency and mastery

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:		Non Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Non Applicable		Non Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Non Applicable	Non Applicable	Non Applicable	Non Applicable	Non Applicable

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:		All students should make annual learning gains.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% (210) of students made their annual learning gains. For 6th graders, 45% (57) of students made annual learning gains. For 7th graders, 56.5% (83) of students made annual learning gains. For 8th graders, 48% (70) of students made annual learning gains.		60% (232) of students will make annual learning gains.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students reading below grade level using grade level textbooks and	Have students registered for research based intensive reading	Principal and Assistant Principal	Results of Mini-assessment, FAIR testing, and FCAT	- FAIR (PMRN) - FCAT Explorer - District

1	vocabulary.	programs that also focus on fluency.		explorer to determine student growth in identified areas of weakness.	generated Mini Assessment
2	Lack of student motivation.	Create strong connections and relationships with adults on campus. Top 20 list of students will be matched with a faculty member.	Faculty	Increased grades, as well as decreased unexcused absences and disciplinary referrals.	Infinite Campus (IC) Reports.
3	Inconsistent remediation of students on benchmarks.	Teachers will use their mini assessment data and excel spreadsheet to document remediation implemented and the score earned by students.	Reading Coach and Administration	Teachers will meet with reading coach to go over student data to show mastery.	Mini Assessments and Benchmarks

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Increase by 5% the number of students in the lowest quartile making learning gains. Students will improve fluency and comprehension skills in their content areas. In addition, students will improve reading skills and use of strategies in content areas.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of lowest quartile made learning gains in Reading.	68% of students in the lowest quartile will make gains 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	Motivation of students that are struggling readers.	To use high interest reading material and audio books for lowest quartile readers.	Intensive Reading Teachers, Literacy Coach, Asst. Principal, and Principal	Results of FAIR (PMRN) and mini-assessments will be used to determine strategy effectiveness.	- FAIR (PMRN) - Mini Assessments

2	Lack of fluency and comprehension.	Students will be enrolled in research-based curriculum, including Read 180 and Bridges and 6-Minute Solutions (fluency building program).	Intensive Reading Teachers	Follow pacing guides and use mini assessments aligned with lessons.	SRI, FAIR Assessment, 6-Minute Fluency Charts.
3	Inconsistency of progress monitoring of student growth	Identify and closely monitor academic progress of students in the lowest quartile.	Administration, Department Chairs	Weekly grade level meetings to discuss students of concern	Mini assessments, teacher assessments

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 # To improve reading proficiency.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	57%	61%	65%	70%	

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:	Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect and paraphrasing. Students will be able to use non-fiction text structures including compare/contrast, question/answer, and exemplification.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students below grade level in reading are as follows: Total - 45%; White - 35%(94); Black - 71%(87).	In the Black and White subgroup for reading the percentage that should make adequate yearly progress is 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	Minority students not on grade level in areas of reading, math, and writing as well as minimal vocabulary acquisition.	Use of research-based intensive reading programs focusing on reading strategies. The use of hands on and project based instruction for math as well as after school tutoring. The use of writing workshop, peer editing, and teacher feedback to increase writing proficiency.	Reading, Math, and Writing teachers, Asst. Principal, and Principal	The results of mini assessments, benchmark assessments, and FAIR (PMRN) to monitor student master of skills in reading, math, and writing.	- Mini Assessments - District Benchmark Assessments - FAIR (PMRN)
2	Classroom behavior and lack of comprehension skills.	The use of positive behavior support in all classrooms emphasizing the school wide expectations of Be Respectful, Be Responsible, and Be Ready to Learn. To use technology in the classroom to get more interactive lessons and extension activities through Smartnotebook	Dean and Behavior Resource Teacher Media Specialist and District Technology Trainer	Tracking of student misconduct on misconduct forms and referrals. Teacher follow up including the creating and observation of lessons.	Data pulled from Infinite Campus Walk Throughs and Formal Observations

		and Discovery Education.			
3	Students do not read independently for practice at home.	Teachers will require reading logs from students documenting the amount of time they independently read.	Reading Teachers	The collection and monitoring of student reading logs.	Teacher created reading logs.

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:	There are insufficient number of ELL students to be considered a sub group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There are insufficient number of ELL students to be considered a sub group.	There are insufficient number of ELL students to be considered a sub group.

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 are insufficient number of ELL students to be considered a sub group.	Non Applicable	Non Applicable	Non Applicable	Non applicable

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:	Increase the percentage of SWD who are reading at or above proficiency by 8%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect and paraphrasing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% of students with disabilities score proficient in the area of reading.	The 2013 Expected Level of Performance for students with disabilities will increase to 22% 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 have a cognitive learning disability that require certain modifications to instruction	The use of accommodations and modifications that best suite students learning needs and meet the individual student educational plan.	ESE Department Chairperson All teachers District Staffing Specialist, Asst. Principal, and Principal	Results of classroom mini assessments and progress monitoring tools.	- Mini Assessments - District Benchmark Assessments - FAIR (PMRN)
2	Classroom behavior and lack of comprehension and fluency skills.	The use of positive behavior support in all classrooms emphasizing the school wide expectations of Be Respectful, Be Responsible, and Be Ready to Learn. To use technology in the	Dean and Behavior Resource Teacher Media Specialist and District Technology Trainer Reading teacher and Assistant Principal	Tracking of student misconduct on misconduct forms and referrals. Teacher follow up including the creating and observation of lessons.	Data pulled from Infinite Campus Walk Throughs and Formal Observations Data charts pulled from fluency

		classroom to get more interactive lessons and extension activities through Smartnotebook and Discovery Education. Implementing Six Minute Solution to increase fluency levels.			practice
3	Students individual needs according to their various disabilities are not being met.	All teachers will review their students' individualized education plans (IEP's) and modify classroom instruction to be in compliance with district standards. General education teachers will participate in individual student IEP's and provide feedback to the ESE support specialist in order to meet the needs of the students.	Administration, Literacy Coach, Department Chair, and ESE Specialist	Regular IEP meeting attendance Review of Consult Logs	FCAT scores, mini assessments, and teacher created formative 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:	To increase the percentage of ED Students who are reading at or above proficiency in all subgroups by 8%. Students will be able to focus on key story events, concepts and skills through the use of reading strategies, including prediction, sequence, cause and effect and paraphrasing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of ED students are proficient	43% of ED students are proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental resources to provide for academic preparedness.	Provide free after school tutoring for students through the after school program. Student mentoring provided by faculty. Parent information sessions provided by guidance department. Increased partnership between school and parents.	All Teachers Dean of Students Guidance Counselor 21st Century after school program director Administration	Guidance Surveys Attendance in after school program Student Assessments	- Guidance generated survey - Student Assessment (FAIR, PMRN, Benchmarks, and mini assessments)
2	Classroom behavior and lack of comprehension and fluency skills.	The use of positive behavior support in all classrooms emphasizing the school wide expectations of Be Respectful, Be Responsible, and Be Ready to Learn. To use technology in the classroom to get more interactive lessons and extension activities through Smartnotebook	Dean and Behavior Resource Teacher Media Specialist and District Technology Trainer Reading teacher and Assistant Principal	Tracking of student misconduct on misconduct forms and referrals. Teacher follow up including the creating and observation of lessons.	Data pulled from Infinite Campus Walk Throughs and Formal Observations Data charts pulled from fluency practice

		and Discovery Education. Implementing Six Minute Solution to increase fluency levels.			
3	Background knowledge of students is limited.	Additional instruction provided to students by teachers to fill in gaps of knowledge.	Reading Teachers	Increased scores on mini assessment and benchmark assessments	District Mini Assessments and Benchmark Assessment Tools
4	Lack of consistent and productive attendance in school	Review and follow school procedure for identifying truant students at the start of the school year.	Administration Guidance Attendance Clerk	Attendance Records Lower referral rates	Mini Assessments FAIR FCAT

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
Vocabulary Strategies	6-8	Literacy Coach	6th, 7th, and 8th grade teachers for all core subjects (Lg. Arts, Reading, Math, Science, and Social Studies)	October 2012 with 3 meetings	Observation of classroom teacher using Vocabulary Strategies	Administration and Literacy Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
R180 Materials	District Personnel, web site program, and district provided materials	No cost	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Research Based Program (R180)	Computers, web based programming, and consumables	No cost	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary Strategies Training	District Personnel	No Cost	\$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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			Not Applicable		
2012 Current Percent of Students Proficient in listening/speaking:					
Not Applicable					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:			Not Applicable		
2012 Current Percent of Students Proficient in reading:					
Not Applicable					
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					

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			Not Applicable		
2012 Current Percent of Students Proficient in writing:					
Not Applicable					
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$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:	To increase the number of students scoring at achievement level 3 by 10%. Have students develop a sense of confidence in math, demonstrate competence in big ideas, use test taking strategies to show proficiency in math skills. Also, students will be able to demonstrate they understand what tools to use and where to go to solve problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(64.5) of 6th graders demonstrated proficiency; 41% (61.5) of 7th graders demonstrated proficiency; 47%(67.2) of 8th graders demonstrated proficiency.	60% of 6th graders, 51% of 7th graders, and 57% of 8th graders scoring at Achievement Level 3 in mathematics

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 performing below grade appropriate math skills	The use of state adapted textbooks focusing on in depth acquisition of "Big Idea" text resources and online resources including V-Math to provide practice and remediation of math skills. Modeling of lessons provided by textbook representative and district math supervisor.	District Math Supervisor, Math Department Chair Person, Asst. Principal, and Principal	Results of Mini Assessments, FCAT Explorer, V-Math, and Benchmark Testing to determine student areas of weakness.	- Mini Assessments - District Generated Benchmarks - FCAT Explorer - V-Math
2	Deficit in prior knowledge, poor work habits, ineffective study skills, lack of effort and motivation combined create barriers to increasing student achievement.	<p>After school program provides tutoring with certified math teachers.</p> <p>Additional resources, such as V-Math, BrainPop, and FCAT Explorer are available for enrichment and remediation.</p> <p>On-line tutorial is available at home for parents to assist students with work directly tied to their textbook.</p> <p>The Glencoe textbook provides on-line opportunities that give quick checks with illustrations to further motivate students.</p> <p>Teachers will use Cornell note-taking strategies to assist with focus, organization and study skills to help students remain on task.</p> <p>Students will be required to use selective</p>	Math Department Chair and Administration.	<p>Review of lessons plans and strategies used by teachers.</p> <p>District Math Chairperson and Representative from company of newly adopted textbook will model strategies.</p> <p>documentation of appropriate lesson plans.</p>	Classroom Walk Throughs (CWT), mini assessments, On-Track (district progress monitoring tool), and On-Course.

		underlining of key words when doing math problems and label answers to ensure they answer questions appropriately. The adopted textbook labels every portion of the word problems to provide literacy and dimensional analysis.			
3	Teachers requiring additional trainings for the web resources available with textbook	District math supervisor and district technology trainers to provide trainings on Web resources.	District Math Supervisor, Administration, and District Technology coaches	Increased math scores on the district mini assessments and benchmark assessments	Ontrack Test, mini assessments, V-Math, and FCAT Explorer and FCAT Focus as well as (CWT) Classroom Walk Throughs.
4	Minimal time allotted for teacher planning to interpret student data	Pre-arranged meetings for peer collaboration, lesson planning, and review of student data during teacher work hours.	Math department chairperson and administration	Lesson template completed on Oncourse by teachers.	Oncourse Lesson Planner

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Increase the number of students who achieve above proficiency in the area of math by at least 10% per grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(33.5) of 6th grade students, 21%(31.5) of 7th grade students, and 27%(38.6) of 8th grade students demonstrated above proficient achievement levels.	At least 36% of our 6th grade students; 31% of our 7th grade students; and 37% of our 8th grade students are expected to demonstrate achievement above proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students are unable to apply and relate math concepts to solve problems.	Students will use V-Math live to compete with age level peers and show mastery of skills at grade level and above Teachers will use project based learning to apply mathmatic concepts to problem solve. Teachers will also use advanced text resources.	Math Teacher, District Math Supervisor, Asst. Principal, and Principal	Results of V-Math, mini assessments, End of Course Exams, and Benchmark assessments.	- V-Math - Mini Assessments - End of Course Exam - District Benchmark Assessments
2	Lack of effort, critical thinking deficits in prior knowledge.	Provide additional resources for enrichment through the after school program. Use of Sylan on-line tutorial and Brain Pop. Kagan Strategies, Cornell note-taking and selective underlining for enhanced organization. Relate math word problems to career oriented real world experiences.	Math Department Chairperson and Administration	evidence of strategies used in classroom teaching practices, student results on progress monitoring tools and additional resources given to students.	Classroom Walk Throughs (CWT), VMath Scores, mini assessments.
3	Insufficient time for teachers to review student data assessment to determine those students on the borderline between proficiency and above proficiency.	Teachers will meet at least once monthly as a department to review student data and brainstorm effective teacher practices to encourage critical thinking.	Math Teachers, Math Department Chairperson and Administration	Evidence of strategies used in the classroom documented in lesson plans and increased scores on student mini-assessments and benchmarks	Classroom Walk Throughs (CWT), Mini Assessments, Benchmark Assessments, and Lesson Plan
4	Students may have lack of experience with application of math skills	Increased use of formative assessment and hands-on student-based learning with TI-Nspire Calculators and TI Navigator systems.	Math Teachers in higher level courses Department Chairperson	Review of lesson plans Mini Assessments Benchmark Assessments	Classroom Walk Throughs Mini Assessment results Ontrack Benchmarks

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Help students increase proficiency in math by 10% in each reported category for math, across the grade levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56.7% (73) of 6th graders made annual learning gains; 49% (73.5) of 7th graders made annual learning gains; 52%(74) of 8th graders made annual learning gains	66.7% of 6th graders; 59% of 7th graders; and 62% of 8th graders

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 performing below grade appropriate math skills	The use of state adapted textbooks focusing on in depth acquisition of "Big Idea" text resources and online resources including V-Math to provide practice and remediation of math skills.	District Math Supervisor, Math Department Chair Person, Asst. Principal, and Principal	Results of Mini Assessments, FCAT Explorer, V-Math, and Benchmark Testing to determine student areas of weakness.	- Mini Assessments - District Generated Benchmarks - FCAT Explorer - V-Math
2	Lack of student follow through on homework assignments for practice.	After school tutoring and homework help provided free for students.	Math Department Chairperson, math teachers, and After-school coordinator	Increased grades for completion of homework and increased scores on assessments.	FCIM mini assessments, benchmarks, and Infinite Campus grades
3	Maintaining time line on district pacing guide (when additional reteaching is required because of deficits in prior knowledge).	Differentiating Instruction. Use warm-ups to teach skills where deficits are evident.	Administration Math Chairperson	Monthly meetings with administrator to review and analyze data. Additional team and subject area meetings to collaborate and share effective strategies used to teach number sense, measurement, geometry, algebraic thinking and data analysis.	FCIM mini assessments, Classroom Walk Throughs (CWT)

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	To increase by 10% the number making learning gains in mathematics for the lowest quartile. Increase a sense of confidence in math among the students in the lowest quartile and provide strategies that build their skill level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of students in the lowest quartile made learning gains	73% of students in the lowest quartile are expected to make learning gains.

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	Insufficient parent knowledge to help students at home on independent math work.	To use math certified teachers after school for tutoring of students. To allow students use of textbook web resources to show how to solve problems while at home.	Math Teachers, District Math Supervisor, Asst. Principal, and Principal	Results of mini assessments and benchmark assessments to determine student mastery of math skill.	- Mini Assessments - District Benchmark Assessments
2	Students may have issues with the word problem format and vocabulary used within the curriculum.	Use of vocabulary training provided by district literacy coach.	Administration.	utilization of appropriate strategies in the classroom.	Classroom Walk Throughs (CWT)
3	Lack of student follow through on homework assignments for practice.	After school tutoring and homework help provided free for students.	Math Department Chairperson, math teachers, and After-school coordinator	Increased grades for completion of homework and increased scores on assessments.	FCIM mini assessments, benchmarks, and Infinite Campus grades

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 #					
	To increase math skills					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32%	58%	52%	66%	70%	

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:	Decrease the number of students not making satisfactory progress in mathematics for all subgroups by 5% Increase a sense of confidence in math among the students in the lowest quartile and provide strategies that build their skill level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the ethnicity (white) subgroup 46% of students did not meet proficiency for the math portion of the FCAT and for the (black) subgroup 74% of the students not scoring proficiency on FCAT math.	Decrease to only 41% of students in the white subgroup not scoring proficiency and decrease to only 69% of the black subgroup not scoring proficiency.

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	Minority students not on grade level in areas of reading, math, and writing as well as minimal vocabulary acquisition.	Use of research-based intensive reading programs focusing on reading strategies. The use of hands on and project based instruction for math as well as after school tutoring. The use of writing workshop, peer editing, and teacher feedback to increase writing proficiency.	Reading, Math, and Writing teachers, Asst. Principal, and Principal	The results of mini assessments, benchmark assessments, and FAIR (PMRN) to monitor student master of skills in reading, math, and writing.	- Mini Assessments - District Benchmark Assessments - FAIR (PMRN)
2	Students may have issues with the word problem format on FCAT	Use of vocabulary strategies provided by the district literacy coach.	Math Department Chairperson and Administration	utilization of appropriate vocabulary strategies in the classroom	Data pulled through Classroom Walkthroughs
3	Deficit in prior knowledge, poor work habits, ineffective study skills, lack of effort and motivation combined create barriers to increasing student achievement.	<p>After school program provides tutoring with certified math teachers.</p> <p>Additional resources, such as V-Math, BrainPop, and FCAT Explorer are available for enrichment and remediation.</p> <p>On-line tutorial is available at home for parents to assist students with work directly tied to their textbook.</p> <p>The Glencoe textbook provides on-line opportunities that give quick checks with illustrations to further motivate students.</p> <p>Students will be required to use selective underlining of key words when doing math problems and label answers to ensure they answer questions appropriately.</p> <p>The adopted textbook labels every portion of the word problems to provide literacy and dimensional analysis.</p>	Math Department Chairperson and Administration.	<p>Review of lessons plans and strategies used by teachers.</p> <p>District Math Chairperson and Representative from company of newly adopted textbook will model strategies.</p>	<p>District Mini Assessments</p> <p>District Benchmarks Assessments</p> <p>Oncourse Lesson Planner</p> <p>CWT (classroom walk throughs)</p>

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

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

There are insufficient number of ELL students to be considered a sub group.

Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

There are insufficient number of ELL students to be considered a sub group.			There are insufficient number of ELL students to be considered a sub group.		
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 are insufficient number of ELL students to be considered a sub group.	Non Applicable	Non Applicable	Non Applicable	Non applicable

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:	Decrease the percentage of SWD students not making satisfactory progress in mathematics by 10%. Increase a sense of confidence in math among the students in the lowest quartile and provide strategies that build their skill level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of students with disabilities (SWD) did not make satisfactory progress in mathematics.	Decrease to 55% the percentage of students with disabilities not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a cognitive learning disability that require certain modifications to instruction	The use of accommodations and modifications that best suite students learning needs and meet the individual student educational plan.	ESE Department Chairperson All teachers District Staffing Specialist, Asst. Principal, and Principal	Results of classroom mini assessments and progress monitoring tools.	- Mini Assessments - District Benchmark Assessments - FAIR (PMRN)
2	Student lack of homework completion.	The 21st century after-school program will offer free tutoring and homework help in math.	After school coordinator and administration	Increased grades for the homework portion of student grades. Improved test scores on mini assessments.	I.C. Gradebook for math scores Math Mini Assessments District Math Benchmark Assessments
3	Students may have issues with the word problem format of the FCAT due to lack of vocabulary instruction.	Use of vocabulary strategies provided by the district reading coach.	Math Department Chairperson, Literacy Coach, and Administration	utilization of appropriate vocabulary instruction	Data pulled through Classroom Walk-Throughs (CWT) PCG Lesson Planner

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:	Increase a sense of confidence in math among the students in the lowest quartile and provide strategies that build their skill level. Overall, our goal is have all students in the lowest quartile make learning gains in mathematics.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
30%(21) of 6th grade economically disadvantaged students, 38%(29) of 7th grade economically disadvantaged students, and 46%(30) of 8th grade economically disadvantage students scored proficient on the math portion of the FCAT.			65% of all economically disadvantaged students will score proficiency on the math portion of the FCAT.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental resources to provide for academic preparedness.	Provide free after school tutoring for students through the after school program. Student mentoring provided by faculty. Parent information sessions provided by guidance department. Increased partnership between school and parents.	All Teachers Dean of Students Guidance Counselor 21st Century after school program director Administration	Guidance Surveys Attendance in after school program Student Assessments	- Guidance generated survey - Student Assessment (FAIR, PMRN, Benchmarks, and mini assessments)
2	Keeping up with the district math pacing guide due to lack of basic math skills.	Differentiated instruction. Provide "Applying Differentiating Strategies" DVD to teachers and give an opportunity for attendance to an in-service taught by district personnel during teachers' planning periods	Math Department Chairperson and Administration	utilization of appropriate differentiated instruction strategies in the classroom.	Data pulled through Classroom Walkthroughs
3	Lack of student follow through on homework assignments for practice.	After school tutoring and homework help provided free for students.	Math Department Chairperson, math teachers, and After-school coordinator	Increased grades for completion of homework and increased scores on assessments.	Increased grades for completion of homework and increased scores on 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:			To increase the number of students scoring at Achievement Level 3 in Algebra.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
25% (6) scored a level 3.			To increase by 5% the number of students scoring level 3 equaling 30%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students having minimum exposure to algebraic thinking prior to course	Struggling students will have the opportunity to attend the free after school program for the purpose of tutoring by the teacher.	21st century coordinator, algebra teacher, Asst. Principal, and Principal	Results of assessments and Benchmark Testing to determine areas of focus for lesson development	- Mini Assessments - Benchmark Assessments
2	Students may have lack of experience with application of math skills.	Increased use of formative assessment and hands-on student-based learning with TI-Nspire Calculators and TI Navigator systems.	Math Department Chairperson Administration	Results of mini assessments and Ontrack Benchmarks	Mini Assessments 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:	
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 may have lack of experience with application of math skills	Increased use of formative assessment and hands-on student-based learning with TI-Nspire Calculators and TI Navigator systems.	Math Department Chairperson Administration	Mini Assessment Results Ontrack Assessment Results Documented through lesson plans and Walkthroughs	Mini Assessment Ontrack PCG Lesson Planner

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 # All students passed and were proficient in Alg. I					
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:	Not Applicable. All subgroups scored proficient on Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable. All subgroups scored proficient on Algebra I.			Not Applicable. All subgroups scored proficient on Algebra I.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable. All subgroups scored proficient on Algebra I.	Not Applicable. All subgroups scored proficient on Algebra I.	Not Applicable. All subgroups scored proficient on Algebra I.	Not Applicable. All subgroups scored proficient on Algebra I.	Not Applicable. All subgroups scored proficient on Algebra I.

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:		Not Applicable
2012 Current Level of Performance:		2013 Expected Level of Performance:
Not Applicable		Not Applicable

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 are insufficient number of ELL students to be considered a subgroup.	Non Applicable	Non Applicable	Non Applicable	Non applicable

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:		All students scored proficiency on Algebra I. Not Applicable
2012 Current Level of Performance:		2013 Expected Level of Performance:
All students scored proficiency on Algebra I. Not Applicable		All students scored proficiency on Algebra I. Not Applicable

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	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable

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:		All students scored proficiency on Algebra I. Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
All students scored proficiency on Algebra I. Not Applicable		All students scored proficiency on Algebra I. Not Applicable			
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	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable	All students scored proficiency on Algebra I. Not Applicable

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:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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 # Not Applicable 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:		Not Applicable
2012 Current Level of Performance:		2013 Expected Level of Performance:
Not Applicable		Not Applicable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:		Not Applicable
2012 Current Level of Performance:		2013 Expected Level of Performance:
Not Applicable		Not Applicable

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Vocabulary Instruction	6-8	Literacy Coach	all math teachers	October 2012 (3 meetings)	Observations	Administration and Literacy Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
V-Math	web based program	None needed	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TI-Nspire Calculators	calculators	SAC	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of 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:		Continue to increase the percentage of students who meet proficiency in the area of science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33%(46) of students achieved proficiency (level 3) in science.		We expect at least 50% of our students will show proficiency in the area of science.			
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	Vocabulary acquisition and students reading below the textbook reading level.	Teachers will use reading and vocabulary strategies in the science courses.	Science Department Chair Person, Literacy Coach, and Asst.	Results of Mini Assessments and Benchmark Testing	Teacher generated Mini Assessments and District created

			Principal		Benchmark assessments
2	Time constraints; current pacing guide does not include review of previous year's science content and teachers may not readily buy into adding additional aspects within instructional calendar.	<p>Have students use technology programs where they can review materials from previous courses on-line.</p> <p>Our physical science teachers will incorporate spiral reviews of earth/space and life science curriculum to ensure students comprehend and can recall all aspects of the 6-8 science course materials. In addition, all science teachers will collaborate to develop test bank questions for transitional grades. Teachers will use the FCAT 2.0 to correlate the concepts between the grade levels.</p>	Science Department Chairperson	Utilization of progress monitoring tools in the classroom with students each 2-3 weeks and warm-ups/tickets out the door to review science concepts.	FCIM Mini Assessments and On-Track Tests
3	Number of minority students, students with disabilities and free/reduced lunch students currently categorized in Level 1 performance, not meeting standards of proficiency in science.	<p>Providing remediation to students through reteaching strategies and tutorial.</p> <p>Involving students in science experiences and labs that help them understand how science relates to society.</p> <p>Use of cultural relevance strategies in the classroom that help teachers connect to at-risk students.</p> <p>Use of additional resources to support vocabulary strategies for struggling students in reading.</p>	Science Department Chairperson	<p>Refer low performing to students to the after school program where they may receive assistance from certified science teacher.</p> <p>The district level science coach will facilitate workshops on effective strategies for low achieving students.</p> <p>Provide recommendations to teachers about best practices for working with at-risk students and teaching through culture relevance.</p> <p>Use of Reading Essentials workbook which chunks reading passages for students, assisting with comprehension of material.</p> <p>Use of phone logs by teachers to document attempts to reach parents.</p>	<p>Results on Midyear and Summative On-Track Assessments, FCIM Mini Assessment results, and at least 70% on laboratory reports.</p> <p>Parent responses on school survey.</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable	Not Applicable
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Increase the number of students who achieve above proficiency performance in science; wherein Level 5 students would remain consistent in their performance and Level 4 students would show growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (6) of our students achieved above proficiency scores in science.	At least 20% of our students will be expected to achieve a level of performance above proficiency.

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 unable to critically think, analyze, describe and explain science concepts.	The use of Depth of Knowledge Questioning in classrooms documented in teacher lesson plans.	Principal and Asst. Principal	Results of mini assessments and district provided Benchmark Testing	- Mini Assessments - Benchmark Testing
2	Weaknesses in students' critical thinking skills.	Sharpen critical thinking skills by using enrichment activities and collaborating with language arts teachers to share cross-curricular research based strategies. Increase the number of hands-on laboratories used with students, higher order Webb's Depth of Knowledge questions on mini assessments that include analysis and interpretation of science concepts, participate in science experiences that require students to improve note-taking skills and writing of laboratory reports that involve real work experiences. In addition, reference and research based projects that will require independent exploration of the	Science Department Chair	Through presentation of projects and ranking within the 90th percentile on rubric assessments associated with projects.	Teacher developed rubrics.

curriculum.

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:

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
Use of Vocabulary Strategies with students	6-8 grade science teacher	Literacy Coach	School Wide	October 2012	Observations of classroom documenting strategies used and review of lesson plans	Administration and Literacy Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
GEMS (Inquiry Based Learning)	Inquiry Based Learning	District provided	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer	reviewing the standards for 2.0	State	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Vocabulary Strategies	Strategies to teach vocabulary in the science curriculum	Non Needed	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Education and Brainpop	To enhance teaching strategies for specific benchmarks	District	\$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:	Students scoring level 4.0 and higher on writing will continue to become a skilled language user by continuing to develop their communication skills through writing, speaking, and representing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(139) of students scored a level 3 and 86% (124) scored a level 4 or higher on writing.	100% of students will score proficiency (level 4 or higher) on 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	Student lack of grammar, usage, and mechanics skill to convey meaning clearly and correctly.	Teachers will implement mini lessons on grammar, usage, and mechanics and provide for practice.	Language Arts Teacher, Lg. Arts Department Chairperson and Assistant Principal	Students will be given practice essays scored on a rubric to check for accuracy of grammar usage.	District created writing prompt administered three times during the school year and graded on a district rubric.
2	Student lack of depth of knowledge of both primary and secondary sources and writing with detailed support	Teachers will implement mini q's for practice on supporting details in writing	Language Arts Department Chairperson, Administration	Students scoring proficient based upon Mini q's rubric	Mini Q's Rubric

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Mini Q's training	All grades for Language Arts	Mini Q's trainer	School-wide	End of 1st nine weeks	Follow up training with company trainer to discuss rubric system	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mini q's training	primary and secondary sources to provide for detailed support in writing	SAC	\$800.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
BrightLinks	mounted Brightlink Projectors in classroom	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Mini Q's training	training provided on how to use materials with students	SAC	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,800.00

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:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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.		Not Applicable			
Civics Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$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:	Students attending our school will have no more than 5 unexcused absences per semester to support academic success.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
5%(19) of our students have been absent five or more days of the first marking period.	Only 2%(8) of students will be absent for five or more days during each grading period.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0 students have been absent more than 10 days.	Maintain the current rate of 0% of students with excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1 Student has excessive tardies for the current school calendar.	We expect to have no more than 2 students with excessive tardies throughout the school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proper tracking of attendance by teachers.	Ensure teachers enter accurate data regarding attendance, including absences from classes and excused/unexcused tardies.	Attendance Clerk and Faculty Members.	Daily Attendance Rosters completed with 100% accuracy when submitted to attendance clerk.	Infinite Campus Attendance Reports.
	Limited parental support as it relates to school	Share information with parents regarding the	Student Advisory Council (SAC) and	Provide information at SAC Meetings;	Increased attendance by

2	attendance.	connectedness between school attendance and academic success.	Guidance Counselor	guidance counselor will conduct classroom guidance units emphasizing the importance of coming to school regularly and will provide information for parents; highlighting success of students who do not miss any school days in the school newsletter.	parents at our SAC meetings and Parent Teacher Organization meetings, as well as at other school related activities.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	To reduce the rate of In-School and Out-of-School Suspensions by at least 50% with the implementation of a Positive Behavior Support Model and progressive discipline.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of days students served in In-School Suspension was 110.	We expect students to serve less than 90 days in In-School Suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students who served In-School Suspension was 45.	We expect less than 30 students to serve In-School Suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number days served in Out of School Suspension was 418.	We expect less than 200 days to account for our Out-of-School Suspensions (OSS)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended Out Of School was 90.	We expect less than 75 students to have received suspensions out-of-school

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	Disciplinary Actions by students.	Use of Positive Behavior Support (PBS) Model.	PBS Committee and Faculty	Students will learn 3 school-wide expectations: Be Respectful, Be Responsible, Be Ready to Learn. Positive behaviors will be modeled for students and each student will be expected to adhere to the the school expectations. Students will also be rewarded by faculty/staff for portraying positive behaviors on campus.	Data system for charting discipline referrals (with lessened number of referrals written). Amount of "Mustang Money" collected in the school store to reward students for appropriate behavior.
2	Students lack of citizenship	Use of Mebane character recognition awards to recognize students displaying positive citizenship that will be announced on the morning news show.	Teachers and Administration	An increase in the number of character recognition awards used by teachers.	Mebane Character Certificates by grade level on a weekly basis

(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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	Na	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	Na	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	Na	NA	\$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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>To increase parent involvement in their child's academic progress.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% of our parents participated in school activities	40% of our parents will participate in school activities
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	51% of parents are not aware of student progress in individual courses and not being aware of classwork and tests being assigned.	To get information out to parents about the parent portal through newsletter information and phone homes. Also by offering evening times for parents to sign up for the portal after hours. Having evening celebrations to celebrate student work	Administration, teachers and database manager	Students grades earned on report cards and scores on standardized tests	Infinite Campus data
2	Building stronger community relationships in the area of academics between the school and home	Curriculum Fair showcasing student work and academic achievements. Campaigning for parent involvement in the PTO (parent teacher organization)	Administration Teachers Parents	Increase number of parents actively involved in the PTO and events such as the curriculum fair.	PTO membership and attendance log
3	Parents lack of understanding about curriculum resource tools	To hold a parent technology night where both students and district staff share information on how to access curriculum materials for courses	Administration District Instructional Technology Coaches 21st Century Supervisor	Increased number of students and parents accessing curriculum resources	Online textbook usage and parent portal usage

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
Communication with parents	all grade levels	Administration	School Wide	September 2012	The number of parents accessing parent portal and passing grades on report cards	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Portal	Parent information system allowing access to student grades, attendance, and discipline	District	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
To provide parent opportunities to learn about curriculum materials available and parent portal	District instructional technology coaches	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM			NA		
STEM Goal #1:			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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:			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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
Reading	R180 Materials	District Personnel, web site program, and district provided materials	No cost	\$0.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	V-Math	web based program	None needed	\$0.00
Science	GEMS (Inquiry Based Learning)	Inquiry Based Learning	District provided	\$0.00
Writing	Mini q's training	primary and secondary sources to provide for detailed support in writing	SAC	\$800.00
Civics	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Research Based Program (R180)	Computers, web based programming, and consumables	No cost	\$0.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	TI-Nspire Calculators	calculators	SAC	\$5,000.00
Science	FCAT Explorer	reviewing the standards for 2.0	State	\$0.00
Writing	BrightLinks	mounted Brightlink Projectors in classroom	District	\$0.00
Civics	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	NA	Na	NA	\$0.00
Parent Involvement	Parent Portal	Parent information system allowing access to student grades, attendance, and discipline	District	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Vocabulary Strategies Training	District Personnel	No Cost	\$0.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Science	Vocabulary Strategies	Strategies to teach vocabulary in the science curriculum	Non Needed	\$0.00
Writing	Mini Q's training	training provided on how to use materials with students	SAC	\$2,000.00
Civics	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	NA	Na	NA	\$0.00
Parent Involvement	To provide parent opportunities to learn about curriculum materials available and parent portal	District instructional technology coaches	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00

Subtotal: \$2,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Science	Discovery Education and Brainpop	To enhance teaching strategies for specific benchmarks	District	\$0.00
Civics	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	NA	Na	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$0.00
				Grand Total: \$7,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
professional development for Mini Q's as well as material to implement the writing initiative in our language arts and social studies classes.	\$2,800.00

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

SAC members will be given the opportunity to have a tour of the zoned areas from where are enrolled students live. They will also participate in a parent technology night to learn about the online curriculum resources available to students. SAC members will also have an opportunity to hear a presentation by a school board member on various district wide activities to support education. They will also participate in a curriculum night to showcase the accomplishments of students and foster increased parental involvement.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District A. L. MEBANE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	61%	90%	40%	251	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	60%	69%			129	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)	66% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					516	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District A. L. MEBANE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	61%	84%	48%	253	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	60%	63%			123	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?	63% (YES)	62% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested