

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: STORM GROVE MIDDLE SCHOOL

District Name: Indian River

Principal: Mrs. Jennifer Idlette-Williams

SAC Chair: Mrs. Viola Harbaugh

Superintendent: Dr. Frances J. Adams

Date of School Board Approval:

Last Modified on: 10/1/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jennifer Idlette-Williams	A.A. Business Administration B.A. Business Administration M.Ed. in Educational Leadership	4	7	STORM GROVE MIDDLE SCHOOL - A SEBASTIAN RIVER MIDDLE SCHOOL - A VERO BEACH HIGH SCHOOL - C
Assis Principal	Denny Hart	B.S. in Marketing M. Ed. in Educational Leadership	4	7	STORM GROVE MIDDLE SCHOOL- A OSLO MIDDLE SCHOOL-A
		Florida Professional Certificate in Ed. Leadership, ESOL Endorsement, and Elementary			West Gate K-8 School, Port St. Lucie, Florida 2011-2012 School Grade A AYP – not met Fort Pierce Westwood High School, Fort Pierce, Florida

Assis Principal	Jacqueline Tirado-Rosario	Ed. Masters in Science School Supervision and Administration Masters of Science in Special Education Bachelors of Arts in ESOL Education State of New York Education Department School District Administrator Permanent Certification State of New York Educational Department Teacher of English to Speakers of other Languages K-12 Certification	1	8	School Grades: D FCAT Proficiency: Math 39.3% Reading 24.8% Learning Gains: Math 71% Reading 41% Lowest 25%: Math 65% Reading 39% AYP: 2009 –2011 Not met, Reading —ELL, SWD Huntington Learning Center, Vero Beach, Florida 2008-2009 Independently owned. No statewide data comparable. Pacific High School, Brooklyn, New York Assistant Principal 2003-2008 School Grade C AYP – Yes Art and Design High School, Manhattan, New York Teacher of English as a Second Language; Bilingual Coordinator; Senior Advisor 1996- 2003 School Grade B AYP – Yes John S. Roberts Junior High School, Manhattan, New York Teacher of English as a Second Language 1992-1996 School Grade B AYP - Yes
-----------------	---------------------------	--	---	---	---

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)
NA					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Develop positive professional relationships that support their work in education	Principal and Assistant Principals	Ongoing August 2012- June 2013	
2	2. Appoint them to positions of leadership or otherwise according to their strengths to reinforce their significance	Principal and Assistant Principals	Ongoing August 2012- June 2013	
3	3. Regular meetings with the principal	Principal	Ongoing August 2012- June 2013	
4	4. Partnering new faculty with veteran staff (mentor/mentee)	Principal	Ongoing August 2012- June 2013	
5	5. Encourage them to participate in professional development to keep their knowledge and skills current.	Principal and Assistant Principals	Ongoing August 2012- June 2013	

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
52	5.8%(3)	46.2%(24)	28.8%(15)	19.2%(10)	36.5%(19)	84.6%(44)	19.2%(10)	3.8%(2)	86.5%(45)

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
Kim Corby	Joshua Post	Both 8th grade Algebra teachers Math teachers; next door classroom neighbors. Mentors and Peer Teachers are provided for all teachers who are newly hired to the school district. They will conference and provide time for teachers to learn and master their craft in a collegial and professional environment. Subject area is a strong consideration when pairing peer teachers with mentees, but it is not a requirement. Class location is another important factor, so the new teachers can ask questions of their peer teachers when the need arises.	The mentor teacher has monthly meetings with the peer teachers and mentees to give training and overviews of upcoming topics and school related issues and requirements. Training for Individual Professional Development Plan Monthly meetings to update mentee on upcoming requirements including data, certifications, assessments, discipline, learning activities, communication, organizational systems, planning lessons, instruction, technology, and procedures, and professional training opportunities.
		Cynthia is the Department Chair of Social Studies with 10 years	

Cynthia Emerson	Ryan Dawson	<p>of experience teaching all three grade levels.</p> <p>Mentors and Peer Teachers are provided for all teachers who are newly hired to the school district. They will conference and provide time for teachers to learn and master their craft in a collegial and professional environment. Subject area is a strong consideration when paring peer teachers with mentees, but it is not a requirement. Class location is another important factor, so the new teachers can ask questions of their peer teachers when the need arises.</p>	<p>The mentor teacher has monthly meetings with the peer teachers and mentees to give training and overviews of upcoming topics and school related issues and requirements.</p> <p>Training for Individual Professional Development Plan Monthly meetings to update mentee on upcoming requirements including data, certifications, assessments, discipline, learning activities, communication, organizational systems, planning lessons, instruction, technology, and procedures, and professional training opportunities.</p> <p>Helping with lesson planning, understanding the NGSSS and Core Curriculum. Establishing Class Management procedures and helping him create a technology component of his classroom. Working with him on his ACP projects and assignments.</p>
Diane Hawkins	Carlean Browning	<p>Both teachers are in close proximity to eachother.</p> <p>Mentors and Peer Teachers are provided for all teachers who are newly hired to the school district. They will conference and provide time for teachers to learn and master their craft in a collegial and professional environment. Subject area is a strong consideration when paring peer teachers with mentees, but it is not a requirement. Class location is another important factor, so the new teachers can ask questions of their peer teachers when the need arises.</p>	<p>The mentor teacher has monthly meetings with the peer teachers and mentees to give training and overviews of upcoming topics and school related issues and requirements.</p> <p>Training for Individual Professional Development Plan Monthly meetings to update mentee on upcoming requirements including data, certifications, assessments, discipline, learning activities, communication, organizational systems, planning lessons, instruction, technology, and procedures, and professional training opportunities.</p>
		<p>Both teachers teach reading.</p> <p>Mentors and Peer</p>	

Susan Myers	Maria Bastos	<p>Teachers are provided for all teachers who are newly hired to the school district. They will conference and provide time for teachers to learn and master their craft in a collegial and professional environment. Subject area is a strong consideration when paring peer teachers with mentees, but it is not a requirement. Class location is another important factor, so the new teachers can ask questions of their peer teachers when the need arises.</p>	<p>The mentor teacher has monthly meetings with the peer teachers and mentees to give training and overviews of upcoming topics and school related issues and requirements.</p> <p>Training for Individual Professional Development Plan Monthly meetings to update mentee on upcoming requirements including data, certifications, assessments, discipline, learning activities, communication, organizational systems, planning lessons, instruction, technology, and procedures, and professional training opportunities.</p>
Kristin Shaw	Eddie Flores	<p>Both teachers teach science.</p> <p>Mentors and Peer Teachers are provided for all teachers who are newly hired to the school district. They will conference and provide time for teachers to learn and master their craft in a collegial and professional environment. Subject area is a strong consideration when paring peer teachers with mentees, but it is not a requirement. Class location is another important factor, so the new teachers can ask questions of their peer teachers when the need arises.</p>	<p>The mentor teacher has monthly meetings with the peer teachers and mentees to give training and overviews of upcoming topics and school related issues and requirements.</p> <p>Training for Individual Professional Development Plan Monthly meetings to update mentee on upcoming requirements including data, certifications, assessments, discipline, learning activities, communication, organizational systems, planning lessons, instruction, technology, and procedures, and professional training opportunities.</p>

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

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The school based RtI Team will consist of the general education teacher(s), exceptional education teacher(s), site based administrator(s), school psychologist, student resource specialist(s), other student service personnel, occupational therapist and/or speech/language pathologist (when available and needed).

Jennifer Idlette-Williams, Principal: Provides the instructional leadership that ensures the commitment to data-driven decision

making, and continual strategic planning. The principal also ensures the implementation of the RtI and provides the necessary development for its success.

Jacqueline Tirado-Rosario, Assistant Principal and Denny Hart, Assistant Principal: Facilitates the effective implementation of the goals and objectives delineated by the principal. Both, ensure that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Thomas Stull, Student Resource Specialist: Provides guidance and support for the ESE teacher(s), General Ed. teachers(s), students, and families to support their academic, behavioral and social development.

Jason Mistretta, Exceptional Student Education Resource Specialist: Facilitates the monitoring and maintaining of all documentation and activities related to Exceptional Student Education.

Michell Washington and Yvonne Douglas, Guidance Counselors: Provide expertise on the balancing of academic pressure and social development of students. The counselor develops interventions needed for students and families while providing a link to community organizations for continuous support. Provides support for students who need grief or other types of counseling. Collaborates with administration and staff to provide well balanced schedule for the students with a variety of different needs.

Dr. Renee Keller, School Psychologist: Participates in direct observation, collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities. Expedites social skills programs to assist in student decision making, and personal social skills development. Collaborates also with families to provide referrals to outside mental health agencies when needed.

Ida Miller, ESE Teacher(s) and Gen. Ed teacher(s): Provide information about core instruction and participate in student data collections. They also deliver Tier 1 instruction/intervention and collaborate with other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities.

Katherine Wolf, Speech and Language Pathologist: Participates in direct observation, collection interpretation and analysis of data. Provides support for the classroom teacher in implementation of speech and language services.

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?

Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.

Core team members will serve as members of smaller Problem Solving Team (PST) and schedule PST meetings which are held every Tuesday during teacher planning time. Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

Core team meets at least 4 times a month to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments.

Response to intervention (RtI) is referenced in the No Child Left Behind (NCLB) Act as well as in the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. RtI represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. It also may be used to assist schools in identifying students who may require more intensive instructional services and/or be eligible for an exceptional student education program.

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

The RtI team meets weekly to discuss student needs and develop interventions (behavioral and academic) to ultimately raise student achievement. These interventions ultimately make a positive impact and help Storm Grove achieve its goals set in the SIP.

The RtI team will meet to review screening data and to review instructional decisions that impact the students learning, to review progress monitoring data at the grade level and the classroom level, and to identify students who are meeting/exceeding benchmarks at moderate or high risk for not meeting standards. The team will identify professional development and resources needed for implementation. The team will also collaborate regularly, problem solve, share effective practices and evaluation implementation, as well as make decision, and practice new processes and skills.

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.

The response to intervention (RTI) model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. Rate of progress over time is used to make important educational decisions, including possible determination of eligibility for exceptional education services. Although the instruction and interventions encompassed within the RTI model may involve many different levels of intensity and individualization, they are usually considered to fall within three broad classes or tiers. Primary (intervention tier 1 [IT1]) interventions consist of a general education program based on evidence-based practices; secondary (intervention tier 2 [IT2]) interventions involve more intensive, relatively short-term interventions; and tertiary (intervention tier 3 [IT3]) interventions are long-term and may lead to special education services. See appendix C for a flow chart illustrating the RTI model and its contribution to determining possible eligibility for special education services.

Describe the plan to train staff on MTSS.

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

Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Florida Assessment for Instruction in Reading (FAIR)
Student Reading Inventory SRI
Benchmarks
Comprehensive English Language Learning Assessment (CELLLA)
Office Discipline Referrals
Absences/Attendance Reports
Alternative Assessment
End of Course Exams (EOCs)
Check In Check Out (CICO)
Social Skills program

The data will be analyzed to determine students who need additional instruction with evidence based interventions.
The following databases will be utilized:

FAIR/PMRN
Performance Matters PM2
Program/Classroom Specific Reports
Terms
Behavior Incident Reports (ODRs)
eSembler
SAMS- Read 180

Other district instructional software available for instructional decisions and data analysis.

Read 180
FastMath
System44
ThinkCentral
Compass Odyssey
Earobics
Accelerated Reader
FCAT Explorer
Follette

Describe the plan to support MTSS.

Professional Development will be provided to the faculty on designated professional development days and through job embedded professional development. These in-services will include, but are not limited to, the following:

Positive Behavior Support (PBS)

Response to Interventions – Academic and Behavioral Interventions all tiers
Literacy and Math Curriculum Framework
Performance Matters
Progress Monitoring and Graphing

Administrators in the school building set clear expectations for RtI. It is pivotal for meeting the needs of the all students. Multi-tiered Support Services begins with clearly stating the purpose, goals, and expected outcomes from implementation. Continuing with constant communication while supporting teachers with ongoing professional development, listening to staff concerns and soliciting feedback to tweak our plan as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrators, Reading and Language Arts Grade Level/Department Level Chairs, and the Media Specialist, Student Support Specialist

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

The purpose of the LLT is to create capacity of reading and writing knowledge within the school building and focus on areas of literacy awareness in all subjects. Team members will be the leadership team designed to sustain a literacy climate which supports effective teaching and learning. The mission of the team will be to improve Storm Grove's literacy program for increased student achievement and a love for learning.

Administrative Team: Ensures the implementation of the Literacy Leadership Team through collaboration and team building; assesses the needs of school staff; and ensures implementation of intervention support and documentation; provides adequate professional development in the area of literacy.

Grade Level/Department Chairs: Provide information about core instructional needs; participates in student data collection; delivers instruction and collaborates with team members to implement interventions.

Student Support Specialist: Participates in student data collection and observations; integrates core instructional activities/materials with specialized instruction; and collaborates with general education teachers through consultation and inclusion activities when scheduled.

Media Specialist: Assists with reading materials and technological resources necessary to operate the reading program; provides support to teachers and staff regarding supplementary materials for instruction.

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

Support for the media center in promoting and increasing book circulation; open house for curriculum awareness for parents and students, a special emphasis on reading strategies cross curricula, student book club, hosting scholastic book fair, encouraging participation in literacy dress up days etc.

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.

Not 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.

Storm Grove has a school-wide initiative for reading, enrichment, and remediation during the school day. Implementation of Windows of Opportunity (WOO) is primarily for students to have the opportunity to read their AR books, thus increasing their reading Lexile scores. Windows of Opportunity are provided for students as an extension of their fourth period class. This period facilitates school wide reading and support for reading strategies. Our media specialist also collaborates with all teachers accross curricular to emphasize reading accross genres as well. School-wide literacy days are celebrated along with book club and activities to ensure that teaching reading strategies is the responsibility of every teacher. Implementation of Windows of Opportunity (WOO) is primarily for students to have the opportunity to read their AR books, thus increasing their reading Lexile scores.

*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?

Not Applicable

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?

Not Applicable

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](#)

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students in FCAT Levels 1 and 2 will be decreased by 4 percent and Levels 4 and 5 will increase by 1 percent raising the number of students scoring at Level 3 to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.3% or 216 students scored at Level 3.	30% or 261 students (based on current enrollment) will score at Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement and intrinsic motivation to read	Use SIMS strategies and our Woo! period to motivate and allow time during the schoolday for students to read and talk about what they are reading	Administration and the EPIC team	Monthly meetings with Literacy Leadership Team	Data from Accelerated Reader reports and Reading Benchmark Tests
2	Reading material and strategies are more demanding and a lack of study skills.	A cross-curricular approach to understanding textbook features, academic language, and the implementation of note-taking will be used to assist students in reading comprehension. Cornell note-taking or two-column note-taking may be used. Continued use of SIMS strategies with an emphasis on inferencing. Small group activities to motivate and remediate.	All teachers, Reading Department Chair, and Administration	Evaluate student progress and monitor grades	Reading Benchmark Tests, FAIR Tests, and classroom assessments
3	Decreased amount of time for independent reading due to other academic and social demands.	Continued emphasis of WOO to support independent reading and discussion.	Continued emphasis of WOO to support independent reading and discussion.	Continued emphasis of WOO to support independent reading and discussion.	Accelerated Reader (AR) Reports and fidelity checks.

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:	Students will increase their scored of proficiency levels on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:

Level 4 - 13% Level 5 - 13% Level 6 - 19%	Students will increase each level by 3%.
---	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding the development and implementation of Common Core State Standards, Text Complexity, Comprehension Instructional Sequence	School-based leadership teams attended the four-day statewide CCSS regional training during the summer 2012. The district professional development department will provide information at district administrative meetings, elementary reading coach meetings and secondary AP/department chair meetings throughout the 2012-13 school year.	Administrators, District Personnel, Department Chairs	Feedback, Plan for implementation, Follow up, Professional Development and Training Sessions	Observations, collaborative meetings and discussions on the implementation plan.
2	Many of our students with learning disabilities are unable to process information effectively when it is only provided in one delivery modality, or even when it is provided in delivery modalities other than the ones in which they function most efficiently	Teachers will present information in a variety of ways, in which students are anticipated to experience a higher level of retention and a lower incidence of frustration and counterproductive behaviors.	Teachers, Student Support Specialist, Resource Specialist, and Administrators	Students will be expected to identify classroom behavioral expectations, work product expectations	Teacher evaluation and observation; administrator classroom walkthroughs and observations; Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In Grade 6, 41 percent of students will score above proficiency on the FCAT. In Grade 7, 35 percent of students will score above proficiency on the FCAT In Grade 8, 28 percent of students will score above proficiency on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the past enrollment of 790 students: In 6th grade, 39.1 percent or 118 students scored above proficiency. In 7th grade 33.4 percent or 80 students scored above proficiency. In 8th grade 26.9 percent or 65 students scored above proficiency.	Based on the current enrollment of 877 students: In the 6th grade, 41 percent or 134 students will score above proficiency. In the 7th grade 35 percent or 98 students will score above proficiency. In the 8th grade, 28 percent or 76 students will score 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 lack skills or motivation for continued success in school. Struggling students may need additional support services in academic core subject areas.	Our school will offer before and after school tutoring, and "camps" in order to provide students with additional instruction in small group settings, addressing specific skill deficits. Some schools also use educational	Administrators and teachers	Student grades, observations, data chats	Progress monitoring tools, eSembler, Performance matters

		technology to provide students with intervention in their skill deficits.			
2	Students lack higher order thinking skills and have a decreased amount of time for in depth reading	Implementation of strategies for text complexity and academic vocabulary. Increase the time spent analyzing a particular text, involving more than one reading to obtain meaning. Small group activities to allow students to become actively involved in the thinking and analyzing process. This is to encourage higher order thinking and discussion. Use thinking maps and graphic organizers to supplement the process.	All Reading teachers, Reading Department Chair, and Administration	Review the process on a monthly basis during EPIC.	Benchmark Tests and FAIR tests.
3	Students having a lack of interest in reading nonfiction or textbook material.	Integrate more timely and challenging articles into the class. Use the Springboard program for reading that incorporates both fiction and nonfiction. Engage students in higher order thinking by expressing themselves in writing and discussion on topics.	Reading teachers, Reading Department Chair, Administration	Reading teachers and Reading Department Chair will collaborate during EPIC on materials and strategies to increase interest.	Benchmark Tests and FAIR Tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	To increase the achievement level of in reading for each student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 7 - 6% Level 8 - 13% Level 9 - 13%	Increase each level of performance by 3%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Modifications and teaching strategies may not be specific to the individual child's needs. Limited reading/comprehension skills and strategies for the students who are most in need of enhanced services.	Teachers will provide extensive classroom libraries and opportunities to focus on recreational reading, as well as individual student conferencing, data chats, goal setting, and instruction focused around the six essential.	Teachers	Conferences with students to determine level of engagement and degree of progress; students will meet regularly with teachers and/or administrators to ensure that they are aware of their academic standing and academic needs	Teacher evaluation and observation; administrator classroom walkthroughs and observations; student reading logs that record interest levels and time spent on-task

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:	Overall increasing the percentage of students scoring above proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not yet available.	Increase percentage of students making learning gains by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of Marzano's High Yield Strategies for Student Success	Provide informative sessions and professional development for teachers to understand how to engage students at a higher level of understand and provide opportunities for critical thinking using Marzano's High Yield Strategies	Administrators, District Personnel, Department Chairs, Teachers	Department Meeting collaborative sessions, Classroom Observations, Information and Formal Observations and follow up discussions about implementation of new strategies	Classroom Informal and Formal Observations, Pre and Post Conferences, Feedback and Follow Up
2	Instilling student with the motivation for achievement and need for higher level critical thinking skills and encouraging focus.	Increasing the cognitive complexity of activities. Challenging the students with more in depth projects.	Administration and Reading Department Chair	Benchmark Tests and FAIR Tests. Monthly EPIC meetings	Data monitoring forms to determine strategies that need to have focus.
3	Students having a lack of interest in nonfiction or textbook material.	Integrating more timely and high student interest materials.	All teachers, Reading Department Chair, and Administration	Evaluate student progress and monitor grades.	Benchmark Tests and FAIR Tests

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase the percentage of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not yet available by the FL DOE.	Increase the expected level of performance by 5 points in each area.

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	Understand how to use differentiated reading strategies in the classroom for our lowest 25%	Provide professional development for teachers on how to utilize differentiated reading strategies across all subject areas	Administrators, Department Chairs and Teachers	Observations, Collaborative team meeting logs and reflections, feedback	Progress monitoring tools, Classroom notes, anecdotal, teacher feedback and student work

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 number of students making learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not yet available.	Increase expected level of performance by 5 points.

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	Reading material and vocabulary becomes more challenging.	Continue use of SIMS strategies. Implement vocabulary menus.	Reading Teachers and Reading Department Chair	Data monitoring forms	Benchmark Tests, SRI, and FAIR Tests.
2	Students lack parental support for after school reading and lack of funding for more than one after school bus.	Implement a variety of activities that are appealing.	Reading teacher and Reading Department Chair	Data monitoring forms	Benchmark Tests, SRI, and FAIR Tests

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 # Increase the achievement rate of students taking the Reading FCAT test. AYP Target goal is 93%.					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%					

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:	To increase AYP subgroups proficiency in all subgroups
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 68%, Black 39%, Hispanic 48%, Asian 57%, American Indian or Alaskan 33%, Multiracial 70%, SWD 8%, ELL 17%, ED 51%	increase by 5% proficiency for all subgroups

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
	Budget cuts, lack of	Provide afterschool	Carrie Gammell,	Benchmark Test Data,	Data monitoring

1	parental involvement at home with student achievement strategies	intensive instruction tutoring program	Beth Hofer	FAIR Data	forms
2	Lack of CARPD trained content area teachers	Organize CARPD training for content area teachers	Beth Hofer along with Staff Development (District office)	Benchmark Data, FAIR Data	Data monitoring forms

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:	Increase the percentage of ELLs scoring at or above proficiency from 33% to 38% as evidenced on CELLA scores
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (25)	Increase ELL proficiency by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement and lack of help with homework.	Provide tutoring.	Teachers of subject areas and administrators.	Benchmark and classroom grades, reflections and feedback.	Benchmark and classroom grades, reflections and feedback.
2	Students lack the vocabulary strategies to be successful readers and understand the vocabulary across all core areas.	Students will be explicitly taught vocabulary that is necessary to understand text across the content areas. The continued use of Word Walls, Making and Building Words, Word Sorts, and word mapping will be strategies employed to improve student's abilities to make meaning of words and phrases in context.	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment Data to monitor student progress. Lesson plans. Rubrics Score Rubrics for tested Standards	Formative assessments such as Benchmarks, FAIR, mini-bats assessments, classroom made tests.
3	Lack of Bilingual resources in multiple languages. Lack of use of effective ESOL instructional strategies.	Implementation of documentation of ESOL strategies used on a daily basis.	Site based administrator and district ESOL monitor and Title 1/Migrant Staff	Compare and analyze 2012 CELLA results with 2013 CELLA results	CELLA results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase SWD making satisfactory progress in reading.
--	---

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

8% (88)		Increase the expected level of performance by 5%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading material is more challenging.	Providing additional support through appropriate strategies, such as thinking maps and graphic organizers. Implement small group work to maintain focus and interest.	All teachers, Reading Department Chair, and Administration	All teachers, Reading Department Chair, and Administration	Date Monitoring forms, Benchmark Tests, FAIR Tests, and teacher-generated tests
2	Students may have retention deficiencies and difficulty with abstract thinking.	Providing differentiated instruction, including using appropriate positive reinforcement and incentives. Offering additional assistance after school.	All teachers, Reading Department Chair, and Administration	Evaluate student progress and observe engagement.	Teacher-generated assessments.
3	Students are in need of intensive support implemented with consistency.	Increased use of data in instructional planning for targeted skill instruction. The Performance Matters data system will provide timely data reports for teachers to form differentiated lesson plans	Principal, Assistant Principals, Classroom Teachers RtI Core Team	Consultation with RtI Core team for remediation, and analysis of ongoing progress monitoring.	Formative assessments such as Benchmarks, FAIR, classroom made tests, and analysis of data.
4	Appropriate and timely placement of students in interventions has been a challenge.	Utilizing data to identify Tier 2 and 3 students, place in appropriate interventions within the two months of the school year and monitor student progress using data monthly	Principal, Assistant Principals, Classroom Teachers RTI Core Team	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings.	Formative assessments such as Benchmarks, FAIR, classroom made tests.
5	Students with Disabilities require reading instruction that addresses their individual needs.	Tier I: Determine core instructional needs by reviewing reading data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions	Principal, Assistant Principals, Classrooms teachers RtI Core Team, ESE Department Heads	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings.	Problem Solving RtI core team evaluations and feedback of progress monitoring of individual students, and teacher feedback and observations.

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:	Increase percentage of ED students reaching proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (435)	Increase the expected level of performance for ED students by 5%

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	Budget cuts and lack of parental involvement	afterschool tutoring with busses provided	Carrie Gammell	Benchmark Test Data/FAIR Data	Data Monitoring Form
2	Lack of CARPD training	Organize CARPD training for all content area teachers	Beth Hofer, along with District personnel (staff development)	Benchmark Test Data/FAIR Data	Data Monitoring Form
3	Students need explicit instruction in reading strategies which are aligned with tested benchmarks and the appropriate cognitive complexity at which they will be assessed	Teachers implement the Reading Instruction by providing explicit instruction and using formative assessments to drive instruction. Teachers use cognitive complexity levels for the benchmarks to plan and deliver the reading instruction.	Principal, Assistant Principals RtI Core Team, and Classroom Teachers	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment Data to monitor student progress. Lesson plans. Rubrics Teachers implement the Reading Instructional Focus Calendar and mini-lessons by providing explicit instruction and using formative assessments to drive instruction. Teachers use cognitive complexity levels for the benchmarks to plan and deliver the reading instruction.	Formative assessments such as Benchmarks, FAIR, classroom made tests, and analysis of reading samples.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accelerated Reader Training	6–8 Reading	Media Specialist	New teachers	Ongoing	Renaissance Learning Reports	Media Specialist, Reading and Language Arts Department Chairs
EPIC (Professional Learning Communities)	6–8 Reading	EPIC team	PLC-trained Administrators and Teacher	Ongoing	Monthly meetings	Monthly meetings
SIMS Strategy Training	6–8 Reading	SIMS Trainer	6th–8th grade Reading Teachers	TBD	TBD	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use materials/texts that align with NGSSS and incorporate new expectations for CCSS. Best Practices and Assessments, Provide practice proven, Provide support and strategies for student engagement programs designed to be flexible and collaborative Provide the latest novel choices and young adult novels available for student choice reading	PD 360, Department team meetings, Collaborative team sessions, District personnel, Videos, shared best practices - copies, powerpoints, extbooks, student reproducibles, handbooks, workbooks, media center books and resources	general fund	\$8,200.00
			Subtotal: \$8,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Update technology availability, software and/or hardware when and if needed for online testing requirements. Also for students to use and integration of technology in coursework.	hard-wiring of computers in labs, laptops cart reconfigurations, software updates	general fund	\$1,100.00
			Subtotal: \$1,100.00
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: \$9,300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		This school will increase the percentage of ELLs scoring at or above the proficient level from 60% to 65% as evidenced by the 2012 CELLA scores.			
2012 Current Percent of Students Proficient in listening/speaking:					
Listening / Speaking 60%					
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 Bilingual Resources in multiple languages. Lack of use of effective ESOL instructional	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrator District ESOL/Title I/ Migrant Staff	Compare and Analyze 2012 CELLA Results with 2013 CELLA Results.	CELLA Results

strategies.

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:

This school will increase the percentage of ELLs scoring at or above the proficient level from 33% to 38% as evidenced by the 2012 CELLA scores.

2012 Current Percent of Students Proficient in reading:

Reading 33%

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 Bilingual Resources in multiple languages. Lack of use of effective ESOL instructional strategies.	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrator District ESOL/Title I/ Migrant Staff	Compare and Analyze 2012 CELLA Results with 2013 CELLA Results.	CELLA
2	Students need explicit instruction in reading strategies which are aligned with tested benchmarks and the appropriate cognitive complexity at which they will be assessed.	Teachers implement the Reading Instruction providing explicit instruction and using formative assessments to drive instruction. Teachers use cognitive complexity levels for the benchmarks to plan and deliver the reading instruction.	Principal, Assistant Principals, Classroom Teachers	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment Data to monitor student progress. Lesson plans. Rubrics Score Rubrics for tested Standards	Formative assessments such as Benchmarks, FAIR, mini-bats assessments, classroom made tests, and analysis of reading samples.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The school will increase the percentage of ELLs scoring at or above the proficient level, from 17% to 22 %as evidenced by the 2012 CELLA scores

2012 Current Percent of Students Proficient in writing:

Writing 17%

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 Bilingual Resources in multiple languages. Lack of use of effective ESOL instructional strategies.	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrator District ESOL/Title I/ Migrant Staff	Compare and Analyze 2012 CELLA Results with 2013 CELLA Results.	CELLA
---	---	--	--	---	-------

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	To increase the percentage of students who are proficient in Mathematics from 26% to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (202)	Increase the expected level of performance for achievement level 3 in math by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement with homework or the ability to have students attend afterschool tutoring	Afterschool tutoring and FASTT Math program	Administration and Math Dept Chair	Monthly meetings of dept chairs and administration as well as monthly Math Dept Meetings	Math baseline and benchmark test data
2	Lack of parental involvement with homework	Afterschool tutoring, FASTT Math program, Kahn Academy	Administration and Math Dept Chair	Monthly meetings of dept chairs and administration as well as monthly Math Dept meetings	Data Monitoring through PM2
3	Inability of parents to provide transportation for students who attend after school tutoring	Provide bussing for students who stay after school for tutoring	Administration	Record of attendance at tutoring and Math Benchmark Data	Record of attendance at tutoring and Math Benchmark Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	To increase the level of performance on Math FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4 - 25% Level 5 - 13% Level 6 - 6%	Increase each level of performance by 3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Understanding the development and implementation of Common Core State Standards, Text Complexity, Comprehension	School-based leadership teams attended the four-day statewide CCSS regional training during the summer 2012. The district professional development department	Administrators, District Personnel, Department Chairs	Feedback, Plan for implementation, Follow up, Professional Development and Training Sessions	Observations, collaborative meetings and discussions on the implementation plan.

1	Instructional Sequence	will provide information at district administrative meetings, elementary reading coach meetings and secondary AP/department chair meetings throughout the 2012-13 school year.			
2	Students' knowledge and understanding of their strengths and weaknesses.	Students can take a learning and interest survey.	Teacher	Results of survey and feedback from student interviews	Interest Survey Academic Survey Feedback/Reflection Observation and Logs
3	All disabilities, depending on the nature of the disability could hinder a student's growth in math	Strategies would include using a wide range of teaching strategies. Such as, making lessons that suit visual, audio, and tactile learners. Having paraprofessionals visit classrooms to assist when needed.	Classroom teachers, support staff, administration	Implement strategies that best suit the student. After the implementation, students should be monitored for improvement in knowledge and understanding.	Teacher observations Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in Mathematics from 31% to 36%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% of students (241) scored a level 4 or 5 in Math	36% of students will score a level 4 or 5 in Math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack skills or motivation for continued success in school. Struggling students may need additional support services in academic core subject areas.	Our school will offer before and after school tutoring, and "camps" in order to provide students with additional instruction in small group settings, addressing specific skill deficits. Some schools also use educational technology to provide students with intervention in their skill deficits.	Administrators and teachers	Student grades, observations, data chats	Progress monitoring tools, eSembler, Performance matters
2	Lack of technology and online resources at home	Provide time for use of technology-online resources and additional practice in school	Dept Chair and Teachers	Benchmark Data	Data Monitoring through PM2

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.	Increase the achievement level in Math FAA
---	--

Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 7 - 19% Level 8 - 6% Level 9 - 0%	Increase the level of performance in each level by 3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students may not have access to many of the resources needed to achieve at higher levels.	Provide resources for students, such as, calculators, supplemental materials and after school tutoring.	Classroom Teachers	Students have the option to attend after school tutoring. Classroom lesson will be created with resources in mind and made available.	Classroom observations Lesson plans

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students making learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not yet available	Increase level of performance by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of Marzano's High Yield Strategies for Student Success	Provide informative sessions and professional development for teachers to understand how to engage students at a higher level of understand and provide opportunities for critical thinking using Marzano's High Yield Strategies	Administrators, District Personnel, Department Chairs, Teachers	Department Meeting collaborative sessions, Classroom Observations, Information and Formal Observations and follow up discussions about implementation of new strategies	Classroom Informal and Formal Observations, Pre and Post Conferences, Feedback and Follow Up
2	Access to technology at home	Provide computer time for students to use online resources and enrichment activities such as Kahn academy	Math Dept Chair	Math Benchmark Tests	PM2 Data Monitoring

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Increase the percentage of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Data not yet available	To increase the level of performance by 5% on the mathematics FAA
------------------------	---

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	Understanding of mathematical concepts at a higher level for students with disabilities	Increase opportunities for students to engage in higher level concepts at their level	Teachers and Department Chairs	Lesson Plans, Teacher and student observations	Progress monitoring, eSembler, Performance matters, student work, tests, and feedback

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:	Increase the percentage of students in the lowest 25% making learning gains from 62% to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not yet available.	Increase the current level of performance by 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental involvement	Afterschool tutoring	Administration, Teachers, Department Chairs	Benchmark test data	Data monitoring form
2	Parental involvement	Increase attendance at Open House and parent teacher conferences Increase membership in PTSA Provide afterschool busses for tutoring	Administration, PTSA president, Administration	Benchmark tests Common assessments	PM2 Data monitoring Common 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%.	Middle School Mathematics Goal #					
	Increase the achievement rate of students taking the Math FCAT test. AYP Target goal is 93%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%					

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:	To increase proficiency levels for all ethnic subgroups
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65% Black: 26% Hispanic: 46% Asian: 57% American Indian: 67%	White: 70% Black: 31% Hispanic: 51% Asian: 62% American Indian: 72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental involvement at home	After school tutoring and remediation during EPIC time (WOO).	Dept Chair and Teachers	Benchmark Tests Common assessments	Progress Monitoring through PM2 and teacher collaboration (common assessment results)
2	Budget Cuts (no Intensive Math classes)	Kahn Academy on-line program	Math Dept Chair and Teachers	Discussion at team meeting and teacher reflections, also included would be student reflection and student work	Progress reports, report cards, reflections
3	Increased rigor of FCAT 2.0 is more challenging for lower performing students	Include higher level thinking questions in class	Teachers	Benchmarks, tests, exams	Progress reports, report cards

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Increase percentage of ELL students making satisfactory progress from 25% to 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(6)	Increase current level of performance by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty comprehending English language	Use strategies in classroom (vocabulary word walls, pair student with bilingual student if possible, teacher modeling, visual cues)	Classroom teachers	Benchmark Test	Data Monitoring (PM2)

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.	Increase the percentage of SWD students making learning
---	---

Mathematics Goal #5D:	gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (14)	Increase current level of performance by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate time for remediation or intervention	Utilize EPIC time to work with struggling students or provide extra time. Provide afterschool tutoring	Math Dept Chair, teachers, administration	Benchmark Testing, common assessments	Data Monitoring through PM2

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 percentage of economically disadvantaged students making satisfactory progress from 46% to 51 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (197)	Increase the current level of performance by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduled time for interventions/tutoring	Use SAC funds for afterschool busses for tutoring	Administrators, SAC chair	Benchmark test data/common assessments	Data monitoring forms
2	Lack of adequate time for remediation or intervention	Utilize EPIC time to work with struggling students or provide extra time. Provide afterschool tutoring	Math Dept Chair, teachers Administration	Benchmark Testing Common assessments	Data Monitoring through PM2

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 achievement level on Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

19%(5)- 7th grade 43% (71) - 8th grade	24% - 7th grade 48% - 8th grade				
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 mathematical common language across content area courses.	Implement monthly articulation meetings to create a mathematical common language.	Principal, Assistant Principals, Classroom Teachers	Teachers/Administrators will review the results of school-wide District Benchmark Assessment Data to monitor student progress. Lesson plans. Rubrics Score Rubrics for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples.
2	Students lack the algebraic vocabular and knowledge of special reasoning to develop foundations for understanding.	Provide grade-level appropriate activities that promote higher level critical thinking, describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.	Principal, Assistant Principals, Classroom Teachers	Teachers/Administrators will review the results of school-wide District Benchmark Assessment Data to monitor student progress. Lesson plans. Rubrics Score Rubrics for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples.

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:	To increase students scoring at or above achievement level 4 in Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4 - 15% (4) - 7th grade Level 4 - 13% (22) - 8th grade Level 5 - 65% (17) - 7th grade Level 5 - 7% (12) - 8th grade	Increase each grade and each level of performance by 5%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack skills or motivation for continued success in school. Struggling students may need additional support services in academic core subject areas.	Our school will offer before and after school tutoring, and "camps" in order to provide students with additional instruction in small group settings, addressing specific skill deficits. Some schools also use educational technology to provide students with intervention in their skill deficits.	Administrators and teachers	Student grades, observations, data chats	Progress monitoring tools, eSembler, Performance matters

2	Limited classroom opportunities to develop exploration and inquiry activities.	Implement monthly articulation meetings to create a mathematical common language utilizing word wall and reading strategies.	Principal, Assistant Principals, Classroom Teachers	Teachers/Administrators will review the results of school-wide District Benchmark Assessment Data to monitor student progress. Lesson plans. Rubrics Score Rubrics for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples.
3	The lack of availability for students to practice online testing skills through District Benchmarks for the EOC Algebra 1.	Test simulation will be provided through online practice skill tests and other websites available through the internet.	Principal, Assistant Principals, Algebra 1 Teacher/Department Head	Formal, informal evaluations and snapshot classroom walkthroughs. Teacher feedback/share best practices during weekly departmental meetings. Teachers/Administrators will review the results of school-wide District Benchmark Assessment Data to monitor student progress. Lesson plans. Rubrics Score Rubrics for tested Standards	Formative assessments such as Benchmarks, classroom made tests, and analysis of mathematical samples.

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 # Increase proficiency rate of students taking the Algebra EOC. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%					

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack skills or motivation for continued success in	Our school will offer before and after school tutoring, and "camps" in	Administrators and teachers	Student grades, observations, data chats	Progress monitoring tools, eSembler,

1	school. Struggling students may need additional support services in academic core subject areas.	order to provide students with additional instruction in small group settings, addressing specific skill deficits. Some schools also use educational technology to provide students with intervention in their skill deficits.		Performance matters
---	--	--	--	---------------------

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal #			
		3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.					
Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.					
Geometry Goal #3C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-8/Math	District	Math Department Teachers, all other teachers as required	TBD	Discussion at dept meetings	Math Dept Chair
Differentiated Instruction	6-8 Math Including Algebra and Geometry teachers	PD360	Math Teachers	Monthly meetings	Utilization of Kahn Academy Discussion during Math dept meetings Benchmark Data Monitoring	Math Dept Chair Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Providing feedback through collaboration and observations, share best practices for success and high yield strategies and engaging strategies for students in all math classes.	Marzano's High Yield Strategies, District personnel, videos, PD 360, copies of handouts	general fund	\$8,200.00
			Subtotal: \$8,200.00
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: \$8,200.00

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:	The results of the 2012 FCAT 2.0 Science Test indicates that 46% of our 8th Graders scored a Level 3. Our goal for the 2013 Science FCAT 2.0 is that the percentage of students scoring a level 1 and 2 will decrease by 5%. The percentage of students in FCAT level 3 will increase by 2%, resulting in 48% of students scoring FCAT level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% of students (189) achieved proficiency in science. (Level 3 or above)			69% of students will achieve proficiency in science. (Level 3 or above)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge and barrier due to changes in Science Curriculum	Afterschool tutoring	Administration and Science Dept Chair	Monthly meetings if dept chairs and administration and monthly Science Dept Meetings	Science baseline test data and benchmark data
2	All grade levels are challenged to master new Next Generation Science Sunshine State Standards (NGSSS).	1. Utilize Science Vertical Plan for instructional planning and pacing; utilize Science website for resources linked to pacing calendar. 2. Share best practices at monthly Science Department meetings and Epic planning sessions. 3. Utilize benchmark tests to assess student growth. 4. Organize PLCs to enhance teaching strategies: Domain 1 Design Questions and lesson segments.	Science Teachers Department Head, Administration	Evaluate student progress, monitor grades, and compare benchmark data to see growth.	Data Monitoring Forms evaluated after each benchmark to assess current level of understanding and benchmarks that need to be re-taught.
3	Students avoid thoroughly reading complex texts and word problems and that prevents them from adequately solving performance tasks, math calculations, graph interpretations and data analysis.	1. Include higher order questions in assessments; focus on real world, multi-step problems. 2. Implement Formative Assessment Probes and the 5E's in lessons.	Science Teachers Department Head, Administration	Monitor student work and assessments. Share best practices at content meetings.	Assessment scores; lesson plans
4	Reading material becomes more challenging in science/informational text.	Thinking Maps will be implemented in all science classes in an effort to establish a common language of graphic organizers to assist student reading comprehension, note-taking/study skills and writing.	Science Teachers Department Head, Administration	Student work samples, classroom assessments, benchmark	Lesson plans, Data team meeting discussions, and student growth on benchmarks and FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Increase the scores in the Science FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4 - 0% Level 5 - 29% Level 6 - 14%	Increase each level of performance by 3%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding the development and implementation of Common Core State Standards, Text Complexity, Comprehension Instructional Sequence	School-based leadership teams attended the four-day statewide CCSS regional training during the summer 2012. The district professional development department will provide information at district administrative meetings, elementary reading coach meetings and secondary AP/department chair meetings throughout the 2012-13 school year.	Administrators, District Personnel, Department Chairs	Feedback, Plan for implementation, Follow up, Professional Development and Training Sessions	Observations, collaborative meetings and discussions on the implementation plan.
2	Lack of resources for science labs, experiments, and scientific based exploratory learning.	Provide resources for science inquiry based lessons	Teachers, Administrators	Observations Lesson plans	Lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science teachers will use a minimum of 2 district identified STEM projects (1 per semester) and instruction on Common Core standards in order to increase science FCAT level 4 and 5 scores from 21% to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students who scored within FCAT level 4 and 5 is 21%	The percent of students who will score within FCAT level 4 and 5 will be 23%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack skills or motivation for continued success in school. Struggling students may need additional support services in academic core subject areas.	Our school will offer before and after school tutoring, and "camps" in order to provide students with additional instruction in small group settings, addressing specific skill deficits. Some schools also use educational technology to provide students with intervention in their skill deficits.	Administrators and teachers	Student grades, observations, data chats	Progress monitoring tools, eSembler, Performance matters
2	Budget constraints	Provide Science tutoring afterschool and utilize FCAT Explorer.	Joan Martinelli and grade level science teachers	Science Benchmark Assessment Data	Data Monitoring Form
	Students lack a	Require all science	Science	Site admin, science	Assessment

3	thorough understanding of what STEM is.	teachers to conduct a minimum of 2 district identified STEM labs per school year (1 per semester).	Teachers Department Head, Administration, District Science Coordinator	dept. chair and district science coordinator will review STEM projects undertaken by classroom teachers.	scores: Pre/post tests, Performance Matters (Benchmark tests), and FCAT results.
4	Students have difficulty analyzing and comprehending highly complex texts.	Require all science teachers to conduct a minimum of 2 district identified STEM labs per school year (1 per semester). Include instruction on analyzing highly complex texts and reading comprehension strategies.	Science Teachers Department Head, Administration, District Science Coordinator	Classroom assessments and written responses of analysis of informational text assignments.	1. Students understanding of what STEM is based on assessment of STEM lab reports 2. Science FCAT 2.0 scores 2013
5	Rigor of FCAT problems increases each year.	Include higher order questions in assessments; focus on real world, multi-step problems Implement FCAT and Benchmark test discussions with students to help them set goals and improve individual FCAT scores. 3. Provide FCAT tutoring in Science prior to testing. 4. Utilize online testing through our teacher websites to help prepare students for online FCAT testing.	Science Teachers Department Head, Administration, District Science Coordinator	Classroom assessments Document student conferences; use benchmark test scores to re-address throughout year.	Assessment scores: Pre/post tests, Performance Matters (Benchmark tests), and FCAT results.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		Increase the achievement level in Science FAA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Level 7 - 14% Level 8 - 14% Level 9 - 0%		To increase each level of performance by 3%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of interest and motivation in the content area.	Increase student interest and raise motivational levels	Teachers	Engage students in higher level thinking and engaging students in physical activity while learning	Lesson plans Observations

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
STEM Lab In-service	6, 7, 8 Science	District Science Coordinator	Science Teachers	Mandatory in-service 10/19/12	Peer teacher STEM lab coordination and discussion of outcome at monthly science department meeting	Department Head: Kristin Shaw
Common Core Training for Science	6, 7, 8 Science	District / Common Core Training Specialists	All teachers	9/11/12 and ongoing discussion of CCSS instructional strategies in epic planning meetings.	Discussion of incorporation of STEM labs in monthly department meeting	Department Head: Kristin Shaw
Epic Grade Level planning in Science	6, 7, 8 Science	Science teachers and Science Department Head : Kristin Shaw	All Science Teachers	Epic planning weekly for each grade level and vertically once a month.	Discussion of effectiveness of epic planning at monthly department meetings	Department Head: Kristin Shaw

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide practice proven programs designed to be flexible and collaborative, Incorporation of STEM curriculum/strategies, integration of technology for science based experiments	Textbooks, handbooks, workbooks, technology, content specific manipulatives, copies,	general fund	\$8,200.00
			Subtotal: \$8,200.00
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: \$8,200.00

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:	The students in 8th grade do not have a comparable FCAT score since 4th grade FCAT Test. The 9.5% of 188 students (18) in Storm Grove had a 3 on their 4th grade FCAT Test. The goal for these students in 8th grade is that on the FCAT 2013, is that students earning a level 3 or higher from 4th grade will increase their score by at least one level in 8th grade
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%	Increase the expected performance by 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Developing and struggling writers. New changes in the assessment to include standard conventions in English and attention to details including word choice, and spelling	School wide writing prompts for expository and persuasive writing. Tiered instruction for each grade level with progressive collaborative planning through Language Arts. Use of a new vocabulary and spelling curriculum. Teachers developed a pacing guide for the year for grammar instruction using Prentice Hall. Frequent testing of students' knowledge of new material in grammar and vocabulary	Classroom teachers Department Head Administration	Writing samples School -wide writing assessments Classroom assessments including unit tests in grammar and weekly tests in spelling and vocabulary	2013 FCAT Writes School-wide writing prompts
2	Compacting instruction and planning to include Reading and Language Arts in a 48 minute class period	Department-wide annual plan and monthly plan to create a pacing guide to adjust instructional needs Grade level collaboration to plan effective writing strategies to incorporate grammar	Classroom teacher Department Head Administration	Annual and monthly pacing planning Writing Rubrics in the classroom	Scores for the school-wide writing prompts Scores for grade level in class essay writing 2013 Florida Writes Scores
3	A need for common instruction and writing terms for instruction	Department and grade level meetings to discuss writing instruction procedures and develop common writing terms for students to become familiar with from 6th through 8th grades	Classroom teachers Department Head	Department meetings Power point to utilized for all grade levels for common instruction for writing procedures Writing products	2013 FCAT scores School-wide writing prompts Classroom writing samples

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Increase the number of students scoring at 4 or higher in Writing FAA
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4 - 0% Level 5 - 29% Level 6 - 0% Level 7 - 14% Level 8 - 0% Level 9 - 29%	Increase each level of performance by 3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Developing and struggling writers. New changes in the assessment to include standard conventions in English and attention to details including word choice, and spelling	Implement regular school wide writing prompts for expository and persuasive writing. Tiered instruction for each grade level with progressive collaborative planning through Language Arts. Use of a new vocabulary and spelling curriculum. Teachers developed a pacing guide for the year for grammar instruction using Prentice Hall. Frequent testing of students' knowledge of new material in grammar and vocabulary	Classroom teachers Department Head Administration	School-wide writing assessments Classroom assessments including unit tests in grammar and weekly tests in spelling and vocabulary	2013 FCAT Writes School-wide writing prompts
2	Compacting instruction and planning to include Reading and Language Arts in a 48 minute class period	Department-wide annual plan and monthly plan to create a pacing guide to adjust instructional needs Grade level collaboration to plan effective writing strategies to incorporate grammar	Classroom teacher Department Head Administration	Annual and monthly pacing planning Writing Rubrics in the classroom	Scores for the school-wide writing prompts Scores for grade level in class essay writing 2013 Florida Writes Scores
3	A need for common instruction and writing terms for instruction	Department and grade level meetings to discuss writing instruction procedures and develop common writing terms for students to become familiar with from 6th through 8th grades	Classroom teachers Department Head	Department meetings Power point to utilized for all grade levels for common instruction for writing procedures Writing products	2013 FCAT scores School-wide writing prompts Classroom writing samples

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
------------------------------------	---------------------	----------------------------------	---	--	-----------------------------------	---

FCAT 2.0 Writes training	Grades 6-8	Rachel Serra	Reading and Language Arts Teachers	October 2, 2012	Feedback, Q & A, Department meeting and EPIC meeting follow up	Department chairs
--------------------------	------------	--------------	------------------------------------	-----------------	--	-------------------

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Make writing accessible for all learners by breaking a complex cognitive process into six key component processes. Writing strategies help to solve problems students encounter while writing and teach students to how to utilize the writing process effectively.	Write Traits Program/Curriculum	general fund	\$8,200.00
			Subtotal: \$8,200.00
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: \$8,200.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	To educate 100% of parents about the importance of attendance. To raise our attendance rate to 97% for the school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%(814)	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
301	290
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
36	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	Home environment Economic Climate	Educate parents, guardians and students as to the importance of students being here from bell to bell.	Jennifer Idlette-Williams, Principal Natasha Steenburgen (Attendance/Social Worker) Dawn Verderber, Attendance Secretary Michell Washington, Guidance Counselor Yvonne Douglas, Guidance Counselor Jacqueline Rosario, Assistant Principal Denny Hart, Assistant Principal All Teachers	Data collected through TERMS and E Sembler	Educational Review Committee Meetings
	Lack of parental	All WOO teachers will	All teachers	WOO teachers will call	Teacher phone

2	contact	call their students home within the first week of school as a new year introduction and invitation to open house/curriculum night		home of their WOO students (4th period Window of Opportunity). Conversations with parents will be the process used to determine effectiveness as well as sign in sheet and parent involvement during open house	logs and parent sign in sheets during open house
---	---------	---	--	---	--

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 decrease the number of ISS and OSS assignments for the school year 2012-2013
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
206	5% decrease in ISS days expected
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
206	5% decrease in students assigned to ISS
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
72	5% decrease in OSS days assigned
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
72	5% decrease in students assigned to OSS

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-compliance to school procedures	PBS Behavior Strategies implemented / Social skills stressed	Administrators, Guidance Counselors, Student Support Specialist, Resource Specialist, Teachers	Student behavior is monitored in the classroom and on our school campus. Student referrals are submitted through Online Discipline Referral (ODR) database. Administrators process referrals and issue consequences according to district policies and Student Code of Conduct.	Data compared to last year. Positive Behavior Support and Academic Interventions - monitoring Problem Solving Team Response to Intervention process of referral, progress monitoring, and evaluation TERMS reports and ODR reports
2	Parental Support/Involvement	Parent phone calls, conferences, guidance meetings, discipline meetings/follow up sessions, behavior agreement reviews, SAC meeting/trainings on parental involvement	Administrators, Guidance Counselors, Student Support Specialist, Resource Specialist, Teachers	Parent Survey Student behavior is monitored in the classroom and on our school campus. Student referrals are submitted through Online Discipline Referral (ODR) database. Administrators process referrals and issue consequences according to district policies and Student Code of Conduct.	Data compared to last year. Positive Behavior Support and Academic Interventions - monitoring Review of parent survey Problem Solving Team Response to Intervention process of referral, progress monitoring, and evaluation TERMS reports and ODR reports

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
Classroom management strategies Differences between minor and major infractions that may be teacher managed	Grades 6-8	Department Chairs, Student Support Specialist, District Trainers, Administrators	School-wide	TBD	Feedback Reflections Implementation Strategies observations	Department Chairs, Student Support Specialist, District Trainers, Administrators, Teachers
Anti-Bullying Workshop	Grades 6-8	Department Chairs, Student Support Specialist, District Trainers, Administrators	School-wide Teachers and Students	August 2012 and Ongoing	Feedback Reflections Implementation Strategies observations	Department Chairs, Student Support Specialist, District Trainers, Administrators, Teachers

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		To increase percentage of parents involved in school activities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
150 parents attending Camp Stingray for incoming 6th graders		200 parents attending Camp Stingray for incoming 6th 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	Parent work schedules Engaging activities	Plan activities that are convenient times for parents and double-up activities	Principal, SAC Chair	Count and survey the number of parent volunteers and participants at after-school activities	volunteer logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anti-Bullying Workshop through PTSA	Grades 6-8	PTSA President and School Resource Officer	Parents school-wide	TBD	Attendance Records	Principal, SAC Chair

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Implement state-mandated career planning through Social Studies department courses and EPAP		
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	Scheduling barriers and time-restraints	Collaboratively plan with the SS Department Chair and teachers to fully implement this program including technology	Teachers, Department Chair, Guidance Counselors	Completion of technology piece for 8th grade high school plan through EPAP	Lesson Plans, Classroom visits, EPAP

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

Career Planning Goal:

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. Career Planning Goal Career Planning Goal # 1:		Implement state-mandated career planning through Social Studies department.		
2012 Current level:		2013 Expected level:		
75% of students		100% of students		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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 Career Planning Goal(s)

Continue "GREEN" habits Goal:

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. Continue "GREEN" habits Goal Continue "GREEN" habits Goal #1:	Continue recycling program, using pulper, recycled water from sistern.
2012 Current level:	2013 Expected level:
90% of teachers recycled paper and plastics in classrooms.	100% of teachers participating in "GREEN" program.

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	Getting consistent number of students to work on the recycling team	Encourage dedicated students to believe in this school's Green Philosophy and join the GREEN TEAM to make a difference in the environment	School-wide, faculty, staff and students	Sign in sheets and observations of number of students who consistently attend Green Team and clean up and recycle accordingly	The amount of materials recycled. Attendance log of team members
2	Getting teachers and students to participate in gardening and upkeep of the green initiative on the campus	Involve teachers who are interested in gardening and the environment to volunteer time during and after school to pick up trash or assist with the vegetable garden	Administration and Teachers	The number of teachers who volunteer to participate in green practices on campus and activities that demonstrate those practices	The number of teachers who participate and the clubs and activities that focus on gardening, recycling, and protecting our environment

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

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

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

Budget:

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

End of Continue "GREEN" habits Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use materials/texts that align with NGSSS and incorporate new expectations for CCSS. Best Practices and Assessments, Provide practice proven, Provide support and strategies for student engagement programs designed to be flexible and collaborative Provide the latest novel choices and young adult novels available for student choice reading	PD 360, Department team meetings, Collaborative team sessions, District personnel, Videos, shared best practices - copies, powerpoints, extbooks, student reproducibles, handbooks, workbooks, media center books and resources	general fund	\$8,200.00
Mathematics	Providing feedback through collaboration and observations, share best practices for success and high yield strategies and engaging strategies for students in all math classes.	Marzano's High Yield Strategies, District personnel, videos, PD 360, copies of handouts	general fund	\$8,200.00
Science	Provide practice proven programs designed to be flexible and collaborative, Incorporation of STEM curriculum/strategies, integration of technology for science based experiements	Textbooks, handbooks, workbooks, technology, content specific manipulatives, copies,	general fund	\$8,200.00
Writing	Make writing accessible for all learners by breaking a complex cognitive process into six key component processes. Writing strategies help to solve problems students encounter while writing and teach students to how to utilize the writing process effectively.	Write Traits Program/Curriculum	general fund	\$8,200.00
				Subtotal: \$32,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Update technology availability, software and/or hardware when and if needed for online testing requirments. Also for students to use and integration of technology in coursework.	hard-wiring of computers in labs, laptops cart reconfigurations, software updates	general fund	\$1,100.00
				Subtotal: \$1,100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$33,900.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/25/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
After-school busses for tutoring of students	\$2,275.00

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

The School Advisory Council is an integral part of the school. They are proactive in meeting the needs of the students and staff. The SAC helps lead the way in creating a vision and mission for the school. It annually develops a school improvement plan that is focused on student achievement, meets the requirements of NCLB, and targets areas of concern based on FCAT and local assessment data. The SAC meets monthly to address issues such as teacher training, instructional materials, technology, student support services and other matters of resource allocation.

The SAC team also assists the principal in the development of the school's budget and determines how school improvement funds are spent. SAC membership reflects the ethnic, racial, and economic community served by the school. The majority of the SAC members are parents and community members who are not employed at the school. School improvement dollars have been targeted for use on communication with parents, staff development, and literacy-based programs. The SAC is scheduled to meet on the third Tuesday of each month at 3:30 p.m.

Activities of the SAC for this upcoming school year may include but are not limited to clothing and shoe donations as a fundraising effort and community service, school-wide spirit stick sales supporting school spirit, celebrations of student successes as well as teacher appreciations.

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

Indian River School District STORM GROVE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	68%	89%	59%	292	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	63%	71%			134	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?	61% (YES)	67% (YES)			128	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					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Indian River School District STORM GROVE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	67%	91%	55%	287	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	62%	70%			132	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?	60% (YES)	69% (YES)			129	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					548	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested