

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: ODYSSEY MIDDLE SCHOOL

District Name: Palm Beach

Principal: Bonnie C. Fox

SAC Chair: Shelia Cohen

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/27/2012

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 of Odyssey Middle School- 2011-2012- Grade A Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%. 2010-2011-Grade A- Reading Mastery 64%,Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Math. 2009-2010- Grade A Reading Mastery 60%, Math Mastery 73%, Science Mastery 53%: AYP 69%, Black, Economically disadvantage, ELL, Hispanic, White did not make AYP in Reading. Black, Economically disadvantage, ELL, Student with Disabilities did not make AYP in Math. 2008-2009 Grade A Reading Mastery 65%: Math Mastery 71%, Science Mastery 48%,

Principal	Bonnie Fox	Certified in Language Arts, Masters in Leadership and ESOL Endorsed	11	38	<p>AYP: 77%, Black, Economically disadvantage, ELL did not make AYP in Reading. ELL and SWD did not make AYP in Math.</p> <p>2007-2008 Grade A Reading Mastery 64%, Math Mastery 70%, Science Mastery, 45% AYP: 87%. Black, Economically disadvantage, ELL, SWD did not make AYP in Reading. SWD did not make AYP in Math.</p> <p>2006-2007-Grade A Reading Mastery 59%, Math Mastery 64%, Science 34%, AYP 85%, Black, Economically disadvantaged, ELL, SWD did not make AYP in Reading. All subgroups in Math made AYP.</p> <p>2005-2006 School Grade A, Reading Mastery 55%, Math Mastery, 60%-AYP 82%, Economically disadvantaged, ELL and SWD did not make AYP in Reading. Black, Economically disadvantaged,, ELL, SWD did not make AYP in Math.</p> <p>2004-2005- School Grade A- Reading Mastery 50%, Math Mastery 60%, AYP 73%, Black, Economically disadvantaged, ELL, SWD did not make AYP in Reading. Black, Economically disadvantaged, ELL SWD did not make AYP in Math</p>
Assis Principal	Andre' Mogilevsky	Bachelors in Elementary Education and Master's Degree in Educational Leadership, ESOL endorsed.	4	7	<p>Assistant Principal of Odyssey Middle School 2011-2012 Grade A -Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%.</p> <p>2010-2011 Grade A-Reading Mastery 64%, Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Math.</p> <p>2009-2010- Grade A Reading Mastery 60%, Math Mastery 73%, Science Mastery 53%, AYP 69%, Black, Economically disadvantage, ELL, Hispanic, White did not make AYP in Reading. Black, Economically disadvantage, ELL, Student with Disabilities did not make AYP in Math.</p>
Assis Principal	Pamela Camel	Bachelors in English Liberal Arts. Master's Degree in Education: Administration and Supervision. Doctorate in Educational Leadership	3	12	<p>Assistant Principal of Odyssey Middle School 2011-2012- Grade A-Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%.</p> <p>2010-2011. Grade A-Reading Mastery 64%, Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Math.</p>
Assis Principal	Crystal Clark	Bachelors in Psychology, Masters Degree in Educational Leadership	1	1	<p>New Assistant Principal of Odyssey Middle School 2011-2012 Grade A-Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%.</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jordan Peterson	Bachelor's in Communication Processes/Public Relations, Reading Endorsed,	8	4	<p>2011-2012 Grade A-Reading Mastery 46%, Math Mastery 61%, Science Mastery 45%</p> <p>2010-2011 Grade A- Reading Mastery 64%, Math Mastery 73%, Science Mastery 46%, AYP 74%, Black, Economically Disadvantaged, Students with Disabilities,, Hispanic, ELL did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL did not make AYP in Math.</p>

Certified in
English 5-9

2009-2010 Grade A -Reading Mastery 60%, Learning Gains: 63% Lowest 25%, 64%. All subgroups need improvement in Reading. No subgroups in Reading made AYP this year. The coach will work closely with the ELL, ESE, Language Arts, Social Science and Reading Departments.

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	Regular meetings of new teachers with administration	Assistant Principal	Ongoing	
2	Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	Solicit referrals from current employees	Principal	Ongoing	
4	Professional Development/Learning Team Meetings (LTM's)	Assistant Principals, Veronica Grabe	May 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
0%-- All Instructional Staff are HQ	

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
61	6.6%(4)	49.2%(30)	26.2%(16)	18.0%(11)	13.1%(8)	91.8%(56)	23.0%(14)	0.0%(0)	19.7%(12)

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
Nuncia Lowery	Clarence Crane	Ms. Lowery is the lead guidance counselor. She also leads the SBT, assists in coordinating the master schedule, and conflict resolution mediator.	The mentor and mentee will meet bi-weekly to discuss evidence-base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Modeling, pre and post test, conferences and informal observations.

Omar Farook	Monique Lockhart	Mr. Farook is a veteran teacher and works well with his peers. He is the 8th grade team leader as well as the chair person for both SwPBS and MSCR programs.	The mentor and mentee will meet bi-weekly to discuss evidence-base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Modeling, pre and post test, conferences and informal observations.
Shelia Cohen	Dominique Brown	Ms. Cohen is department chair for Social Science. She is an excellent mentor for new teachers.	The mentor and mentee will meet bi-weekly to discuss evidence-base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Modeling, pre and post test, conferences and informal observations.
Veronica Grabe, LTF	Aubrey Ludlow and Virginia Rigdon	Mrs. Grabe is a LTF who is certified in science. She has previously been a teacher buddy and is clinical educator trained.	The mentor and mentee will meet bi-weekly to discuss evidence-base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Modeling, pre and post test, conferences and informal observations.
Ashley Federico	Brittany Stephens	Ms. Federico is an excellent mentor for new teachers. She gives new teachers alot of support as she is the 6th grade team leader and has much experience on a middle school campus.	The mentor and mentee will meet bi-weekly to discuss evidence-base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Modeling, pre and post test, conferences and informal observations.
Jordan Peterson, Reading Coach	Maria Emiliani	Ms. Peterson is an experienced reading teacher and reading coach. She also has coordinated fot reading tutorial program "STAR" Tutoring.	The mentor and mentee will meet bi-weekly to discuss evidence-base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Modeling, pre and post test, conferences and informal observations.
Tamara Meyer	Steven Wiehagen	Ms. Meyers the math department chiar, as well as a successful veteran math teacher. She is the testing coodinator and master schedule coordinator.	The mentor and mentee will meet bi-weekly to discuss evidence-base strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Modeling, pre and post test, conferences and informal observations.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Odyssey Middle School integrates these programs in conjunction with Title I funds and district funding sources to train teachers, administration and staff in effective questioning techniques (Question the Author, Question Answer Relationship, etc.) CRISS Level I training, CRISS for FCAT Success, Lesson Planning and other Reading, Mathematics, Writing, Science and integrated curriculum programs and other research based strategies that improve student learning proficiency. Title I will also provide family involvement activities that are planned to increase the amount of parental involvement at the school. Title I funds will be used to provide trainings for parents in order to give them the skills that can assist with student achievement. Funds will support the professional development so that we can collaborate with parents and community to help students with their academic achievement. The Reading coach will provide ongoing professional development for Reading, Language Arts and Social Studies teachers. Additional funds in the budget will be used for substitutes so teachers can attend Professional development in their subject area.

Title I, Part C- Migrant

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

Title I, Part D

District provides these services to the school center. Services are coordinated with district and Alternative Education Programs.

Title II

Safe School Department provides these services to school center to implement Single School Culture for Academics, Behavior and Climate. Monies are used to fund LTF position and Coaches. The district coordinates with Title II ensuring staff development needs are met.

Title III

District provides these services to school center (Bilingual Education and ESOL Services and Support Staff). Odyssey Middle school reflects the Multicultural diversity for the community at large. The community and staff are enthusiastic, supportive, and have high expectations for all children. We recognize and value the racial, ethnic, cultural, and language diversity represented in our school. We see the need for all staff members to be actively involved in preparing students to interact effectively and positively in a Multicultural society. The ESOL program services offered at Odyssey Middle school as well as the School District of Palm Beach County are designed to assist in ELLs in developing English Language proficiency while simultaneously developing their competencies in academic content areas. Instructional models provide for comprehensible instruction parallel to the mainstream curriculum. Presentation of concepts and materials is adjusted to accommodate the learner's level of English proficiency using the State's English Language Proficiency Standards. ESOL teachers work collaboratively with mainstream teachers to provide instructional consistency to meet the needs of each ELL. Odyssey Middle School provides a Sheltered Instructional model for students with Beginner and Intermediate Oral Language Proficiency. ELL students whose Oral Language Proficiency are high and Proficiency speakers are in the Support model with regular language. District Personnel, our ELL Coordinator and Counselor, 2. Community Language Facilitators assist in monitoring, coordinating and facilitating the ESOL Program for the school. The ESOL Coordinator plans, coordinates and facilitates Parent Nights to disseminate academic information to parents to strengthen the communication and involvement to school vision and mission. Services are provided through the district education materials and ELL district services to improve the education of immigrant and English Language Learners. The district coordinates with Title III in ensuring staff development needs are provided.

Title X- Homeless

District provides these services to school center as needed.

Supplemental Academic Instruction (SAI)

SAI Funds will be incorporated with the Title I funds to provide Summer Pass for Level 1 students. Title I funds are used to provide tutorial support and enhance programs for students. We will work towards implementing our Summer Reading Academy to all students including all FCAT levels. In an effort to address the severe academic struggles of students especially those in intensive classes we will offer Learning Opportunities. The Learning Opportunities includes: 1. Before school tutorial- targets level 1 and 2 readers. 2. After school tutorial - targets level 1 and 2 students in Reading and Math. 3. Middle School Course Recovery(MSCR) program - targets students who have failed an academic class. 4. Saturday writing tutorials targets level 2-5 students to increase writing skills. 5. ELL summer school-provides extra opportunities to enhance language during the summer. 6. ESE summer school assist ESE students in meeting IEP objectives. 7. Extended school prepares at risk students for high school. 8.

Saturday FCAT prep sessions for low performing students. 9. ESE tutorial for students who have not mastered phonemic awareness. 10. Summer Middle School Course Recover (MSCR) program for students who have failed an academic course 11. After school science tutorials target level 2-5 students. Odyssey Middle School makes every effort to address the needs of all children in our school, particularly those at risk of not meeting state proficiency levels of achievement; we will use Title I funds to purchase Student Agendas to help all students with organizational skills and as mean for parents and teachers to communicate.

Violence Prevention Programs

The school will offer an anti-bullying committee.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

The school will offer a Healthy Choice program/committee.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Odyssey Middle School students are provided with career education planning. The Guidance Department works with 7th grade and 8th grade students making decisions about academic choices and careers. The choice of a major and a career has to involve self-understanding, in-depth exploration and experience, and commitment to a course of action. The 7th and 8th grade students will create their ePEP.

Job Training

Other

Middle School Course Recovery (MSCR) program- a computer based program for grade/credit recovery.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Assistant Principals: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conduct assessments of RTI skills of school staff, ensure implementation of interventions support and documentation and communicate with parents providing school-based RTI plans and activities.

Select General Education Teachers will provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities as co-teaching. Instructional Coaches/Reading- Develops leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole schoolscreen programs that provided early intervention services to children to be considered "at risk" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Guidance Counselors and ESOL Counselor/ESOL Coordinator: Provides a common vision for the use of data-based

decision making, ensure that the school based team in implementing RTI.

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

The Leadership Team will focus meetings on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students. The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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 Leadership team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets: academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship).

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System, Florida Comprehensive Test (FCAT). Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR) Palm Beach County Fall Diagnostics Palm Beach Writes Diagnostic Assessment for Reading (DAR) Discipline Referrals Retentions Absences Midyear data: Florida Assessment for Instruction in Reading (FAIR) Diagnostic Network (PRMN) End of year data: FCAT Writes.

Describe the plan to train staff on MTSS.

Professional Development will be provided during department meetings, planning time and small sessions will occur throughout the year. The school based RTI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days. (PDD). These in-service opportunities will include, but are not limited to, the following: Problem Solving Model Consensus building Selection and availability of research-based interventions tools utilized to identify specific discrepancies in reading. Individual professional development will be provided to classroom teachers as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Team consist of Principal, Assistant Principals, Department Leaders, Team Leaders, ESE Coordinator and ESOL Coordinator.

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

The Leadership team meets once a week in the morning and once a month during the evening. The team focuses on Reading, Math and Science goals as well as addressing concerns across the school. During the meetings, the team discusses goals, strategies and ways to implement the strategies. If additional needs and concerns arise, the LLT will investigate the concerns, study a plan of action and implement the action and analyze its effectiveness. We will discuss the action plans of the teachers in order to meet AYP this year.

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

One of the major initiatives this year will be addressing and meeting our AYP goals. Reading this year, we had only one subgroup (white)to make AYP. Math had two subgroups (White and Students with Disabilities) to make AYP.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

School-wide program to assist teachers with reading across the curriculum. Social Studies, Language Arts and Science teachers will meet twice a month to collaborate. One meeting with LTF and one without the LTF. The goal this year is to reinforce the tested benchmarks in Language Arts and strategies for teaching those benchmarks. The reading coach will also attend these meetings.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	55% of all students will achieve proficiency as measured by the FY13 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46 % of students showed proficiency on the FY12 Reading Test.	55% of all students will demonstrate proficiency as shown by the FY 13 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classroom instruction and tutorial has more focus on testing strategies and lack rigor and relevance	Students in targeted groups will receive before, during and after school tutoring in reading strands in which they need assistance.	Administration, Reading Coach	There will be weekly assessments given to students to determine improvements in targeted skills	After-school logs, mid-year assessments and IBMs/MBAs
2	Multi- year learning gap deficit	Quarterly assessments, Tutorials, Differentiation, regular benchmark checks	Administration, Reading Coach	There will be weekly assessments given to students to determine improvements in targeted skills	Quarterly assessments and IBMs/MBAs in FCAT format matching cognitive complexity.
3	Lack of motivation	Incentives, goal setting - Descriptive feedback to get to goal (Intrinsic motivation-relationship building), and SwPBS rewards	Administration, Reading Coach	Administrative team will meet with department chairs and team leaders to reflect upon the incentives and goals that are set among each grade level	Quarterly assessments and common assessments
4	Computer based testing in 6th and 7th grade	Regular and routine exposure to computer based testing and maneuvering	Administration, Reading Coach	There will be weekly and formative assessments given to students to determine improvements in targeted skills. This will be conducted on the computer including benchmark checks and finals	Quarterly assessments and IBM/MBA results
5	Students lack the endurance to take assessments.	SSR, IBMs, MBAs, and Diagnostic exams	Administration, Reading Coach and LTF.	Learning Team meetings and EDW reports	Assessment Data
6	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Administration, Reading Coach, Tutorial instructor, and LTF.	Learning Team Meetings, Data Chats and conferences.	EDW reports, analyzing data and monitoring progress.
7					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Through differentiated reading strategies, incentives and goals, we plan to increase our Level 4 and 5 students proficiency rate by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (169) students) scored proficiency on the FY12 Reading Test	To increase the proficiency by 10% for our Level 4 and 5 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
1	Rigor is not evident in daily classroom activities and instruction.	Through LTM sharing and evaluating curriculum that includes rigor, incorporate question stems with high complexity levels	Reading Coach, LTF.	Discussion of curriculum in LTM's, assessment results, Item's specifications, q-cards	Classroom assessments, District diagnostics Test and Literacy Assessments. Exams reflecting cognitive complexity of FCAT.
2	Some teachers are inexperienced	Rigor(higher order and thinking and training and use of question stems. Professional development with focus on differentiation, classroom management, writing across the curriculum, item specification and analysis	Administration, Reading Coach and LTF	Discuss questions in LTM meetings and reading coach modeling strategy, mentor, and ESP involvement	Classroom assessments, district diagnostics test and literacy assessments
3	Lack of above lexile reading opportunity	STAR Tutoring Program, Reading Counts	Media Specialist	Administration will meet monthly with media specialist, SRI reports	Classroom walk-throughs, assessments
4	Limited tutorial opportunities	Invite students to Afterschool tutorial, pull-outs after the fall diagnostics	Administration, Reading Coach	Administration will meet with Reading Coach and Tutorial director weekly	Classroom assessments, District diagnostics test, and literacy

					assessments
5	Teachers have limited knowledge and strategies to use with students of varying ability level. (Differentiated Instruction)	Teachers will be give the opportunity to attend conferences, professional development and trainings with emphasis on learning strategies that will benefit all students.	Administration, Reading Coach, Department Chairs and Teachers	Analyze and Evaluate Diagnostic results.	Diagnostics, 2012 Test Results
6	Teachers not separating the Lesson planning to reflect Advanced and Regular	Through LTMs and Department meetings, teachers will create lesson plans to reflect advanced and regular lessons.	Adminstration, LTF, Reading Coach and Department Chairs	Discussion of curriculum in LTM's assessment results and item specifications	Lesson planning check and classroom walk-throughs

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:

The goal is to increase the number of students making learning gains in Reading by 9%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

On the FY12 FCAT 66% of the students made learning gains in Reading.

75% of our students will make learning gains on the FY13 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with a low rate of comprehension.	Cross-curriculum instruction to increase students competency. The use of CRIS strategies school-wide.	Reading Coach, Dept. Chairpersons, Team Leaders and Administration	Observations, data analysis and reflective discussion	Reading Assessment, SRI, FAIR tesing, student work samples. Fall and Winter Diagnostics

2	NGSS/Complexity of 2013 FCAT	Teacher "rigor training, LTM support and backward design	Reading Coach, Dept. Chairpersons, Team Leaders and Administration	Observations, data analysis and reflective discussion	Reading Assessment, SRI, FAIR testing, student work samples
3	Lack of time with so many needs	STAR tutorial, mentoring program- Pre-testing, intensive classes to remediate Lvl 1 & Lvl 2 students	Rap director, Reading Coach and administration	Observations, data analysis and reflective discussion	Reading Assessment, SRI, FAIR testing, student work samples
4	Teacher lack of NGSS knowledge	Teacher training during PD days. LTM's - Unpacking benchmarks-Item Specifications.	Department, team leaders, Reading coach and administration	Observations, data analysis and reflective discussion	Reading Assessment, SRI, FAIR testing, student work samples
5	Unparallel cross-curricular plans	Language Arts, Social Studies and Reading teachers plan together- primary secondary benchmarks	Department, team leaders, Reading coach and administration	Observations, data analysis and reflective discussion	Reading Assessment, SRI, FAIR testing, student work samples
6	Parent Support	Conduct parent nights for conferences and/or trainings.	Administration, Reading Coach, teachers	Parent night trainings will be scheduled. Conferences will be set up with a flexible schedule for parents to be able to attend.	Parent conference notes and surveys
7	Students lack the endurance to take assessments	IBMs/MBAs and diagnostic exams	Administration, Reading Coach and LTF.	Learning Team meetings and EDW reports	Assessment Data

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.

Reading Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:

The percentage of students in the lowest 25% making learning gains will increase by 7%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

On the FY12 FCAT, 73% of students in the lowest 25% made

We expect to have a 7% increase of our lowest 25% to

learning gains.			improve on the Reading FY13 test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack grade-level vocabulary	Interactive student owned word walls, explicit taught context clues strategies	Administration, Reading Coach and ESOL,ESE Coordinator	Learning Teams and teacher discussions and walkthroughs	Test scores and Teacher observation
2	Students are not aware of the skills needed to be proficient.	Data Chats with Principal, Reading Coach and Assistant Principals.	Administration, Reading Coach, Guidance Counselor and LTF.	Learning Team Meetings and discussion with administration.	EDW Reports, analyzing data and monitoring progress.
3	Parent Support/Behavior	Parent nights and behavior contracts	Administration, Reading Coach	Adminstration will schedule monthly conferences with parents of students having difficulty. Teachers will also assist with conferences	Parent teacher surveys
4	Students with a low rate of comprehension	Cross-curriculum instruction to increase students competency. The use of CRISS strategies school-wide, and other research based strategies	Administration, Rading Coach, Department Chairs.	Observations and walk-throughs, data analysis during LTM meetings	Reading assessments and student work
5	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after-school	Administration, Reading Coach and Tutorial teachers	Learning Teams, data chats and conferences	EDW reports and analyzing data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # <div>5A :</div>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:			Through different reading incentives and goals, we hope to increase learning gains and proficiency levels in each of the ethnic subgroups.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
34% (168) of the black subgroups are proficient, 67% (128) of the white subgroups are proficient, and 49% (93) of the Hispanic subgroups are proficient.			86% of all subgroups will demonstrate proficiency as shown on the FY13 Reading Test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Vocabulary background knowledge.	School wide initiatives to increase vocabulary and Literacy Team meetings for strategy development.	Administration, Reading Coach and LTF	The reading leadership team will meet once a month to reflect upon strategies used to review assessment data	Observation assessment data
2	Encouragement in Reading	SwPBS, Growth charts, as well as short and long term goal planning	Administration, Reading Coach and LTF	LTMs, meet with administration, and Reading Coach	Observation, assessment data and classroom walk-throughs
3	FCAT 2.0 NGSS on computer for 6th and 7th graders	Regular exposure and practice with computer maneuvering and tools	Administration, Reading Coach and LTF	The reading leadership team will meet once a month to reflect upon strategies used to review assessment data	data assessments, walk-throughs
4	Lack of motivation	STAR tutoring, Reading Counts, Varying modalities, SAL-P and Goal Setting, SwPBS	Administration, Reading Coach and LTF	The reading leadership team will meet once a month to reflect upon strategies used to review assessment data	Observation, assessment data and classroom walk-throughs
5	Vocabulary exposure	Word Attack, Ray Gosa, vocabulary Bees context clues and strategies. Literacy Teams-strategies for attacking vocab in all content.	Administration, Reading Coach and LTF	The reading leadership team will meet once a month to reflect upon strategies used to review assessment data	Observation, assessment data and classroom walk-throughs
6	Students do not have ample quality reading materials at home	Classroom libraries will be enhanced and students will be encouraged to check out library books	Administration, Reading Coach and Media Specialist	Make sure classrooms and library have plenty of reading materials for students to check out	Diagnostic Results and SRI lexile scores
7	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school, STAR tutoring	Administration, Reading Coach and LTF.	Learning Team Meetings, Data Chats and conferences.	EDW reports and analyzing data monitoring progress.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Through different reading strategies, incentives and goals, we plan to increase learning gains and proficiency levels with our English Language Learners by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (12) of ELL students were proficient on the FY11 Reading Test.	86% of ELL students will demonstrate proficiency as shown on the FY13 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary Exposure	Word attack, Words in context using context clues-Literacy Teams-prefixes and suffixes to help attack unknown words.	Administration, Reading Coach and LTF	The reading leadership team will meet once a month or as often as needed to reflect upon strategies used to review assessment data	Observation and assessment data
2	Lack of 1 on 1/small group intervention	Push-in support	Administration, Reading Coach, ESOL LT, and LTF	The reading leadership team will meet once a month or as often as needed to reflect upon strategies used to review assessment data	Observation and assessment data
	Lack of background knowledge	Purpose setting with an emphasis in lessons	Administration, Reading Coach,	The reading leadership team will meet once a	Observation and assessment data,

3			ESOL LT, and LTF	month or as often as needed to reflect upon strategies used to review assessment data	classroom walk-throughs
4	Encouragement in Reading	Implementation of Big 7, motivational activities, goals, and data chats	Administration, ESOL LT, and Reading Coach	Administration and the Reading Coach will monitor through observations and data chats	Observations, assessments, and Walk-throughs
5	Students are in need of additional remediation and enrichment	Provide tutorial services before and after school	Principal, Department Chairs and Reading Coach	Administration and Reading Coach will monitor data	EDW reports, data chats and analyzing data and attendance at tutorials

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:	Through different reading strategies, incentives and goals, we plan to increase learning gains and proficiency levels with our SWD students by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (32) of Students with Disabilities were proficient on the FY11 Reading test.	86% of Students with Disabilities will demonstrate proficiency as shown on the FY12 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the students are mainstreamed	Inclusion (Facilitative Support) model	Administration, ESE coordinator, Reading Coach and LTF	Administration and Reading Coach will meet with ESE coordinator once a month to reflect upon strategies used and review assessment of data	Classroom walk-throughs, assessment data
2	Students are not motivated and have difficulty with behavior	Incentive Program and Progress monitoring. Student goal setting and relationship building, SwPBS	Administration, ESE coordinator, Reading Coach and LTF	Administration and Reading Coach will meet with ESE coordinator once a month to reflect upon strategies used and review assessment of data	Classroom walk-throughs, assessment data
3	Parent support	Ed-Line Training/Parent Conferences RTI when needed. Parent Phone calls	Administration, ESE coordinator, Reading Coach and LTF	Administration and Reading Coach will meet with ESE coordinator once a month to reflect upon strategies used and review assessment of data	Classroom walk-throughs, assessment data
4	Students are in need of additional remediation and enrichment	Provide tutorial services before and after school.	Administration, Reading Coach and LTF.	Learning Team Meetings, Data Chats and conferences.	EDW reports, analyzing data and monitoring progress.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Through different reading strategies, incentives and goals, we plan to increase learning gains, and proficiency levels with our Economically Disadvantaged students by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

39% of (255) Economically Disadvantaged students were proficient on the FY12 Reading test.			86% of Economically Disadvantaged students will demonstrate proficiency as shown on the FY12 Reading Test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited at home resources	Enrichment activities, after-school programs	Adminstration, ESOL Coordinator and Reading Coach	The Leadership team will meet once a week to monitor progress of students and parenental involvement	Parent surveys, Assessment data
2	Lack of parent involvement	Parent nights, increased conferences and phone calls	Adminstration, ESOL Coordinator and Reading Coach	The Leadership team will meet once a week to monitor progress of students and parenental involvement	Parent surveys, Assessment data
3	Lack of vocabulary background knowledge	School-wide initiatives to increase vocabulary, purpose, and setting strategies before lesson delivery	Administration, Reading Coach, Department Chairs and LTF	The reading leadership team will meet monthly to reflect upon strategies used to increase vocabulary and review assessment data	Observations
4	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Administration, Reading Coach and LTF.	Learning Team Meetings, Data chats and conferences.	EDW reports, analyzing data and monitoring progress.

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
EDW Training	6-8th grade	LTF and Coaches	School wide	August 2012	Teachers will bring EDW reports to LTM meetings for use when developing assessment goals and determining student achievement in class	LTF, Department Chair, Team Leader, and Administration
Learning Village	6-8th	Faculty members training in Learning Village	School wide	August 2012	Administration will review lesson plans to determine if being used	Administration and Learning Village Chairperson
Reading NGSSS	6-8th	Reading Coach and Language Department Chair	Reading Language Arts and Social Studies teachers	Early release days, department meetings	Lesson Plans	Administration, Reading Coach, and Social Studies Teachers
Provide an opportunity for teachers to increase proficiency in writing FCAT formatted questions using varied complexity of questions for developing	6-8th	District personnel and Reading Coach	Language Arts, Social Studies, and Reading Teachers	On-going all year	Lesson plans, CWT	Administration

higher order thinking						
Provide an opportunity for teachers to create their quarter assessments using the appropriate SSSbenchmarks and FCAT formatted questions of varying complexity for regular and advanced classes	6-8th	District Personnel and Reading Coach	Language Arts, Social Studies, and Reading Teachers	On-going all year	Lesson Plans and Classroom walk through	Administration
New Teacher Evaluation (Marzano)	6-8th	District Personnel and Assistant Principals	School-wide	On going all year	Classroom walk throughs and observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Reading Coach to analyze data, model lessons and assist with professional development	1 Reading Coach	Title I	\$33,794.00
Provide pullout for students that drop proficiency on their diagnostic test	Part-time in system	Title I	\$13,000.00
Subtotal: \$46,794.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize resources for classroom instruction and professional development	Headphones, cartridges, paper, post it notes, chart paper highlighters, student response boards, markers, and white board markers	Title I	\$5,000.00
Subtotal: \$5,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize house experts to lead professional development	read 180 and CRIS training to build capacity in all subject areas. CRIS manuals. STipends for development	Title I	\$2,000.00
Workshops for teachers	Professional development/Stipends	Title I	\$8,000.00
Teachers will work in teams and departments to assist in meeting PYG goals	Professional development/stipends	Title I	\$5,000.00
Subtotal: \$15,000.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize in house experts to lead professional development activities	Temporary coverage for Professional Developmet	Title I	\$7,000.00
Students in targeted groups will receive before, during, and after school tutoring in different instruction for students needing Tier 2 and 3 interventions and direct instruction in Reading 180 and tutorial programs	RTI Training	Title I	\$1,000.00
Provide in house experts to assist	Temporary coverage fir		

teachers with meeting PYG goals in reading	Professional developmen. Provide substitute coverage.	Title I	\$7,000.00
Provide substitute teachers for push-in and pullout tutorial in order to assist students who drop a level on diagnostic test	Substitute coverage	Title I	\$7,000.00
Subtotal: \$22,000.00			
Grand Total: \$88,794.00			

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	Overall 61% of students demonstrated proficiency on the FY12 Math Test. We will increase our rate of proficiency by 14
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (641) of all students scored a level 3 or above on the FY11 FCAT Math test	75% of all students will score a level 3 or above on the FY13 Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in learning due to variations in implementation of new standards and lessons	Benchmark checks, quarterly assessments and differentiated lessons, common planning, classroom walkthroughs, prescriptive feedback	Administration and Math Department chair and LTF	Assessments will be given bi-weekly to determine student's progress toward expected goal	Review assessments
2	Teachers in-experience in organizing/managing differentiated lessons	Observing other teachers (such as Rotational model in Reading) Brainstorm at department meetings	Administration and Math Department chair	Assessments will be given bi-weekly to determine student's progress toward expected goal	Review Assessments, lesson plans and classroom walk-throughs
3	Lack of motivation among students	Goal setting, incentives, District personnel on PDD days on topic for teacher training and SAL-P	Administration, Math Department chair, SwPBS Team	Progress monitoring, data chats	Review Assessments, lesson plans and classroom walk-throughs, student attitude, pre and post test
4					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Through different math strategies, incentives and goals, we plan to increase rigor of Lessons to our Level 4 and 5 students by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (288) of students achieved Levels 4 and 5 on the FY11 Mathematics test	35% of our students will demonstrate proficiency on the FY 12 FCAT Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor and relevance in lessons	Train teachers on higher order questioning	Administration and Math Department Chair	The math department team will meet once a month or as needed to reflect upon strategies used to review assessment data	Review assessments. Assessments match complexity level of FCAT.
2	Students in high school credit courses learning higher grade level benchmarks	Use a secondary benchmark in lessons to cover grade level benchmarks	Administration and Math Department Chair	The math department team will meet once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
3	Limited tutorial activities	Offer Saturday School academics for levels 4 and 5 who drop on the Fall and Winter Diagnostics, Math pullout, and personalized instructional work packets	Administration and Math Department Chair	The math department team will meet once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
4	Lesson Plans do not reflect Advanced and Regular lesson for students.	Through LTM's and Department meetings teachers will create lessons to reflect advanced and regular	Administration, Department Chair and LTF	Discussion of curriculum in LTM's and assessment results and item specifications.	Lesson Plans and assessment data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Through different incentives and goals, we plan to increase our learning gains on the FY13 Mathematics test by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (622) students made learning gains on the FY12 Mathematics test.	83% of our students will make learning gains as shown on the FY13 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in learning from implementation of new standards	Benchmark checks, quarterly assessments, differentiated lessons. Pre-test to determine student needs.	Math Chair and Administration, LTF	The leadership team will meet with the Math Department once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
2	New test using NGSS	Utilize item specs, train teachers on how to unpack standards	Math Chair and Administration, LTF	The leadership team will meet with the Math Department once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
3	Teachers inexperience in organizing/managing differentiated lessons	Observing other teachers (such as Rotational model in Reading), brainstorm at department meetings	Math Chair and Administration, LTF	The leadership team will meet with the Math Department once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
4	Lack of motivation from students	Goal setting, incentives, guest speaker from District Personnel for teacher trainings. Student monitoring their own progress and descriptive feedback, SwPBS	Math Chair and Administration, LTF	The leadership team will meet with the Math Department once a month or as needed to reflect upon strategies used to review assessment data, Attitude surveys	Review assessments

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


3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	
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Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Through different math strategies, incentives and goals we plan to increase or maintain our learning gains for our students in the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (143) of our lowest 25% made learning gains on the FY11 Mathematics test	85% of our lowest 25% will make learning gains on the FY13 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers inexperience in organizing/managing differentiated lessons	Observing other teachers and brainstorming at department meetings	Administration, Math Department Chair and LTF	The leadership team will meet once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
2	Lack of parental support	Parent nights, parent contacts made by teachers	Administration, Math Department Chair and LTF	The leadership team will meet once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
3	Identifying struggling students	Identify and closely monitor the progress of targeted students; revise instruction and intervention groups as indicated by student progress	Administration, Math Department Chair and LTF	Maintain a record of strategies and interventions utilized with targeted students	Increase achievement between 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 # 5A : 				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Through different math strategies, we will maintain our proficiency with our White and Hispanic subgroups but will work to increase our Black subgroup proficiency by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White subgroup made 77%(147), Black subgroup 50%, (248), and Hispanic 67% (127)demonstrated to be above proficiency on the FY12 MATH FCAT	86% of all subgroups will demonstrate proficiency as shown on the FY12 Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teaches inexperience in organizing/managing differentiated lessons	Utilize item specs, train teachers how to unpack standards, Observe other teachers and brainstorming at departmental meetings	Administration, Math Department Chair and LTF	The Leadership team will meet once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
2	Lack of motivation from students	Goal setting, incentives and district personnel speaker on topic for teacher training	Administration, Math Department Chair and LTF	The Leadership team will meet once a month or as needed to reflect upon strategies used to review assessment data	Review assessments
3	Students are in need of additional remediation and enrichment	Provide tutorial services before and after school.	Principal, Assistant Principal, Math Chair	Data chats, conferences, Learning team meetings	EDW reports, analyzing and monitoring progress.
4	Intensive classes are needed to remediate level 1 and 2 students	Provide pull out teachers that will use V-Math to support level 1 and 2 students.	Principal, Assistant Principal, Math chair	Learning Team Meetings, Instructional council team and Administrative team.	EDW reports, analyzing and monitoring progress.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Through different math strategies, incentives and goals, we will increase our ELL subgroup by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(43) students made proficiency on the FY12 Mathematics test.	86% of ELL students will demonstrate proficiency as shown on the FY13 Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of background knowledge	CRISS strategies, hands on activities (concrete before abstract)	Administration, Math Department Chair and LTF	The leadership team will meet with the Math Chair and team at least once a	Review Assessments

1				month or as needed to reflect upon strategies used to review assessment data	
2	Language Barriers	Push ins from ELL department or language facilitator to checkup on mainstreamed students	Administration, Math Department Chair and LTF and ESOL Coordinator	The leadership team will meet with the Math Chair/ESOL Coordinator and team at least once a month or as needed to reflect upon strategies used to review assessment data	Review Assessments
3	New test using NGSSS	Utilize item specs, train teachers on how to unpack standards	Administration, Math Department Chair and LTF and ESOL Coordinator	The leadership team will meet with the Math Chair and team at least once a month or as needed to reflect upon strategies used to review assessment data	Review Assessments
4	Lack of motivation from students	Goal settings and incentives- guest speaker from district personnel. SAL-P-I can statements.	Administration, Math Department Chair and LTF and ESOL Coordinator	The leadership team will meet with the Math Chair and team at least once a month or as needed to reflect upon strategies used to review assessment data	Review Assessments
5	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Administration, Math Department Chair and LTF.	Learning Team Meetings, Data Chats and conferences.	EDW reports, analyzing data and monitoring progress.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Through math strategies, incentives and goals, we plan to increase our Students with Disabilities subgroup by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (54) of Students with Disabilities made proficiency on the FY12 Mathematics test.	45% of our SWD students will demonstrate proficiency on the FY13 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent support/Student behaviors	Parent nights and behavior contracts	Administration, Math Department Chair, Guidance Counselors and ESE Coordinator	The leadership team will meet with the Math Department Chair once a month or as often as needed to reflect upon strategies used to review assessment data	Review assessments
2	Lack of motivation from students	Goal setting, incentives and guest speaker from District personnel. SAL-P-I can statments	Administration, Math Department Chair, Guidance Counselors and ESE Coordinator	The leadership team will meet with the Math Department Chair once a month or as often as needed to reflect upon strategies used to review assessment data	Review assessments
3	Students are in need of additional remediation and enrichment.	Provide tutorial services before and after school.	Administration, Math Department Chair, and LTF.	Learning Team Meetings, Data chats, and conferences.	EDW reports, analyzing data and monitoring progress.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Through different math strategies, incentives and goals, we plan to increase our Economically Disadvantaged subgroup by 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(366) students made proficiency on the FY12 Mathematics test.	70% of our students will demonstrate proficiency on the FY1 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources at home	Enrichment activities, after school, tutorial programs and Saturday Academy	Administration and Math Department Chair	The leadership team will meet once a month or as often as needed to reflect upon strategies used to review assessment data	Review Assessments
2	Lack of parental involvement	Parent nights and parent contact by teachers. Reward phone calls	Administration and Math Department Chair	The leadership team will meet once a month or as often as needed to reflect upon strategies used to review assessment data	Review Assessments
3	Limited teacher familiarity with using NGSSS	Utilize item specs, train teachers on how to unpack standards. Pre-testing Item specs.	Administration and Math Department Chair	The leadership team will meet once a month or as often as needed to reflect upon strategies used to review assessment data	Review Assessments
4	Gaps in learning from implementation of new standards	Benchmark checks, quarterly assessments, differentiated lessons	Administration and Math Department Chair	The leadership team will meet once a month or as often as needed to reflect upon strategies used to review assessment data	Review Assessments
5	Students are in need of additional remediation and enrichment	Provide tutorial services before and after school.	Administration, Math Department Chair and LTF.	Learning Team Meetings, Data Chats and conferences.	EDW reports, analyzing data and monitoring progress

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaps in learning due to variation of previously taught lessons	Benchmark checks, quarterly benchmark checks	Administration, Math Department Chair, LTF	Assessments will be given as needed to determine students progress toward expected goal.	Review 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:

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

Algebra Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	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"/>	<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 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:	
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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:

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Problem-Solving Process to Increase Student Achievement

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

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Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # <div style="border: 1px solid black; height: 40px; width: 100%;"></div> 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>

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:
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

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:
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

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				

End of Geometry EOC Goals

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
Math NGSSS	6-8th	Math Department Chair	Math Teachers	Early release days, Team and Department meetings	Lesson Plans	Administration and Math Department Chair
LTF to provide professional development in order to achieve consistency in data collection and common understanding on the tier 3 interventions	6-8th	LTF	Math Teachers	Early release days, team and department meetings	lesson plans	Administration and Math Department Chair
Marzano Evaluation System/ Learning Goals and Scales	6-8th	Principal, Assistant Principals	6-8th grade teachers	Ongoing	Professional learning teams, teacher observations, CWT	Principal, Assistant Principal for Math, LTF
Unpack benchmarks for Math NGSSS	6-8th	Principal	Schoolwide	Ongoing	Lesson Plans, CWT	Administration
Target the needs of subgroups that did not make a year's growth	6-8th	Math Chairperson	Math Teachers	Early release days, Team and Department meetings	Lesson Plans, CWT, and mid year assessment	Administration and Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers to utilize classroom manipulatives to enhance learning	Portfolio folders, paper, post it notes, chart paper, index cards, highlighters, and white board markers	Title I	\$1,000.00
Provide pull-out for students who drop a level on diagnostic test	Part time in system	Title I	\$15,000.00
Subtotal: \$16,000.00			
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
Utilize in house experts to lead professional development activities and utilize district personnel	Temporary coverage for Professional Development. Provide substitute coverage	Title I	\$5,000.00
Workshops for teachers	Professional Development/Stipends	Title I	\$6,000.00
Workshop for teachers on Marzano	Professional Development	Title I	\$2,100.00
Subtotal: \$13,100.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extra tutorial services	Materials and supplies needed for tutorial services	Title I	\$2,000.00

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:	Through different strategies, incentives and goals, we plan to increase our Science proficiency by 5%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

45% (142) of all students tested on the FY12 FCAT Science scored a level 3 or above.

50% of students will score a level 3 or above on the FY13 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not understanding the material being presented.	Train teachers on how to present material to students that do not understand. Use strategies from Literacy Teams to Scaffold Instruction.	Administration, Science Department Chair, LTF	Classroom walk-throughs, work samples, assessments	Portfolios
2	Students are not able to relate to labs, materials, and discussion to question items.	Curriculum mapping with LTF as well as lesson studies	Science Chair, LTF and Administrator	Science Teachers will meet once a week during the LT meetings and discuss the what is working during their labs and questioning techniques as far as what's working and what's not working.	Portfolios, Assessments. test and quizzes
3	Lack of differentiated instruction.	Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.	Science Department Chair, Learning Team Facilitator, Assistant Principal	Implement differentiated instruction as detailed in lesson plans	Classroom assessments and Diagnostic scores (Fall and Winter).
4	Identify students that have the potential of scoring a level 3 on the FCAT.	Run EDW reports to identify level 3 students in both reading and math. We will target these students through weekly science tutorials after school	Learning Team Facilitator, Principal, Assistant Principal and Science Chair	Progress monitoring throughout the year and Learning Team Meetings	Benchmark checks in Science, Reading and Math
5	Students are in need of additional remediation and enrichment	Provide tutorial services before and afterschool tutorial and allow students during that time to use Gizmos and FCAT Explorer. Teachers will use various FCAT 2.0 resource books during tutorial and	Principal, Assistant Principal and Science Chair	Data chats, conferences and Learning team meetings.	EDW reports analyzing data and monitoring progress.

		dictionaries.			
6	Limited teacher content with the NGSSS science standards	Continuous review and examination of Science item specification, hands-on experiments, and instructional delivery	Science Department Chair, LTF, and Administration	Science teachers will meet at minimum 2 times weekly for team collaboration, weekly team meetings, and bi-weekly meetings with LTF to discuss strategies and unpack standards	Portfolios, lesson plans, student assessments

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a:

Through different strategies, incentives and goals, we plan to increase our Science proficiency by 6%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

12 % (48) students scored a Level 4 or 5 on the FY10 FCAT Science Test

18 % of students will score a Level 4 or 5 on the FY12 FCAT Science Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students that score higher do not always review older materials.	Students in the Advance classes will have time to review and question material that they do not understand. Pre-test	Science Chair, Science Teachers and Administration	Teachers will use their warm-up time to review or answer and questions from previous lessons.	Assessments, quizzes and test to reflect cognitive complexity levels of the FCAT.
2	Students in the advance classes do not follow through with their assignments.	Allow for morning and after school time to complete unfinished assignments.	Science Chair, Teachers and Administration	Teachers will each be assigned a day for tutorial to assist students in their assignments.	Assessments, quizzes and test
	Limited tutorial	Invite students to	Administration	Administration will	Improvement on the

3	opportunities	Saturday Science Enrichment Camp	and Science Chairperson	meet with Science Coach weekly	Science Assessments
4	Lack of motivation	Conduct pull-outs with targeted students using previous Science FCAT scores	Administration and Science Chair	Discuss data analysis during LTM's	Improvement on the Science Assessments
5	Identify students who have the potential of scoring a level 4 or 5.	Run EDW reports to see which students are level 4 or 5 in both reading and math. These are the students we target and monitor.	Learning Team Facilitator, Administration and Science Chair	Continuous analysis of assessment data.	Benchmark checks in both reading and math.
6	Students are not exposed to programs that promote higher achievement.	The arts program offer electives and afterschool clubs that promote higher achievement.	Principal, Assistant Principal, Science Chair, Electives Chair	Learning teams and student feedback	EDW reports and progress monitoring.

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

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
Science NGSSS	6-8th	District Personnel and School based personnel	Science Department	Department meetings	Learning Team Meetings	LTF, Science Department Chair
LTF facilitator to provide professional development						

in order to achieve consistency in data collection and understanding tier 3 interventions	6-8th	LTF	Science Teachers	Early release days, Team and department meetings	Lesson plans	Administration, Science Department Chair
GIZMO user and refresher training	6-8th	School based personnel and district personnel	Science teachers	Early release and department meetings	GIZMO reports	Administration and Science Chair
Targeting the needs of subgroups to assist with PYG	6-8th	Administration and Science Department Chair	Science Teachers	Ongoing	Learning Team meetings, observations, CWT	Principal, Assistant Principal, and Science Chair
Marzano Framework- Learning Goals and Scales	6-8th	Administration and Science Chair	Science Teachers	Ongoing	Learning Team, Professional Development days, CWT	Principal, Assistant Principal, and Science Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize computer labs and computers in class to access FCAT Explorer and GIZMOs	Lab equipment (microscopes, prepared slides, black lights, models, composition books, graph paper) for lab books.	Title I	\$300.00
Increase understanding of the text. To help with vocabulary with subgroups	Classroom set dictionaries	Title I	\$300.00
Teachers to add rigor and relevance to their curriculum	FCAT Coach Books	Title I	\$300.00
			Subtotal: \$900.00
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
Teachers to increase their knowledge of curriculum	CRISS, Effective Science Hands on trainings	Title I	\$200.00
Teachers will be provided the opportunity to attend content area professional development	Temporary coverage/funding for professional development	Title I	\$500.00
Workshops for teachers	Professional Development/stipends	Title I	\$500.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students in targeted groups will receive before, during, or after school tutoring	Provide funding for after school tutoring for science students not meeting academic standards.	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$2,600.00

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:	93% of students will be proficient on their FY12 Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (296) students scored proficiency on the FY11 Writing FCAT test.	93% of our eighth grade students will demonstrate proficiency as shown by the FY 12 FCAT Writing test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not staying after-school to receive extra help.	Students in targeted groups will receive before, during or after-school tutorial. Reward for attending and succeeding.	Language Arts Chair, Reading Coach and Administration	Teachers will target the students that need extra assistance in their writing and will follow-up with parent contact.	Palm Beach Writes and work samples
2	Students lack skills to evaluate their own writing	Thirty-six stars Curriculum	Language Arts Chair, Reading Coach and Administration	Observations and Assessment results	Sample and practice test
3	Lack of differentiated instruction	Construct lesson plans that provide varied assignments for approaching level, on level and below.	Language Arts teacher, Department Instructional Leader, Assistant Principal	Implement differentiated instruction as detailed in lesson plans.	Classrooms assessments, Diagnostic scores (Fall and Winter)

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

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

Problem-Solving Process to Increase Student Achievement

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

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching the use of revisions and editing strategies	8th	Language Arts/District personnel	8th Grade Language Arts teachers	Early release days	Palm Beach Writes and Lesson Plans	Administration, Language Arts Chair
Training on writing techniques	6-8th	PD Team	Language Arts teachers	PD Days	Discussion in Learning Team Meetings, review of Palm Beach Writes, and student drafts	Administration and Language Arts Department Chair, teachers, and LTF

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize in house experts and sitrict personnel to lead professional development activities.	Temporary coverage for professional development	Title I	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize in house experts and district personnel to lead professional development.	Journals, red pens, highlighters, laminating materials for student folders and science notebooks	Title I	\$600.00
			Subtotal: \$600.00
			Grand Total: \$5,600.00

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 decrease the number of absences and tardies by 10%		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
There were 1,125 students in attendance for the FY12 school year.			We expect to increase our attendance rate for the FY13 school year by 20%.		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
There were 336 students with Excessive Absences for the FY11 School year.			We expect to decrease our Students with Excessive Absences by 30% for the FY13 school year.		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
There were 425 students with Excessive Tardies for the FY11 school year.			We expect to decrease our tardies by 30% for the FY13 school year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of contact informatin for parents	Schedule home visits by school staff to all parents whose parents do not attend schedule parent conferences related to attendance	Adminstration, Attendance Clerk and Guidance Counselors	When a parent does not attend scheduled truancy meetings and can't be reached by phone, staff member will make home visit	Student attendance record and follow-up visits by staff
	Students getting suspended in excess	Implement after disciplinary measures for student referrals including detentions	SwPBS Team, Administration, Guidance Counselors	SwPBS Team, and Guidance Counselors will meet monthly to discuss the suspension	Gold report, Mainframe and EDW report

2		and Saturday School Detention. Implement prevented measures before student referrals are generated. schedule small group counseling and with counselors or outside agencies. To establish the SwPBS program which will provide students with positive motivational support and reinforcers.		rate.	
3	Instructional staff not keeping accurate records	Grade-quick, attendance training for instructional staff	Administratin, Grade-quick/ED-line and Administration	Administration will review discrepancy report weekly	Attendance and discrepancy report
4	Parents are not aware of middle school grades attendance policies	Utilize mass media including school-wide site. Newsletters and voice mail to inform parents	Administration, guidance counselor and Program Director	VIPs log and Mainframe	Attendance 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
Attendance and Scratron Training	All levels	Attendance Clerk	Schoolwide	August 2012	Monitor attendance roster weekly and meet with teachers that are not in compliance	Administration, Attendance Clerk, and Guidance Counselors

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

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:			During the FY12 school year there 1125 students enrolled at Odyssey Middle School. Students were suspended for various infractions. The district matrix was followed with each infraction.		
2012 Total Number of In–School Suspensions			2013 Expected Number of In-School Suspensions		
There were 2 In-School Suspensions for the FY12 school year.			We expect to decrease our In-School Suspensions to 0 for the FY13 school year.		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
There were 2 number of students Suspended In School for the FY12 school year.			We expect to decrease our number of Students Suspended In School to 0 for the FY13 School year.		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
There were 330 Out-of-School Suspensions for the FY12 school year.			We expect to decrease our Out-of-School Suspension this school year by 50% to 165 for the FY13 School year.		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
There were 181 number of Students Suspended Out of School for the FY12 School year.			We expect to decrease our Out-of-school Suspensions by 50% for the FY13 School year.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough funds for Saturday School detentions	Adminstration will facilitate Saturday School Detention once a month.	Adminstration	There will be quarterly review of the suspension data to determine Saturday School decreases in suspensions	SASSY report data. School Improvement Planning- Differentiated Accountability- RX000A0197
2	Teachers new to the profession lack classroom management skills	Tips 1 and 2 training, ESP support, SwPBS program	SwPBS Team, ESP Administrator, Administration	Administration will review interventions as indicated on Corrective Behavior Intervention Form, prior to referrals written as well as review classroom discipline plan	Referrals and discipline plans School ImprovementPlanning- Differentiated Accountability- RX000A0197, Corrective Behavior Intervention Form
3	There is a lack of viable alternative to suspension	Work with district for more options	Adminstration	Administration will look for alternative ways by working with district personnel	Referrals, and SASSY data. School Improvement Planning- Differentiated Accountability- RX000A0197

4	Faculty and staff need training on when and how to write referrals	During grade level meetings, Administration will review interventions that are effective for decreasing referrals, Training on utilizing Corrective Behavior Intervention Form	SwPBS Team, PD team, Administration	Administration will work with the teacher that writes excessive referrals and trained teachers on how to implement interventions	Referral log
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TIPS II Training for 2-4 years teaching experience	6-8th	District Personnel	Teachers teaching 2-4 years	October 2012	Teachers will implement strategies reviewed int TIPS II training. Administration will monitor via referrals and incidents	Administration
TIPS Training 1	6-8th	District Personnel	Teachers in ESP	August 2012	Teachers will implement strategies in TIPS training. Administration will moniotr via reports in behavior incidents	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			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>	We will increase our parent participation this school year by 20% from the previous school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35% of parents participate in school functions.	There will be an increase of 20% parents who participate in school functions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough activities geared toward family involvement	Plan and implement at least 3 school wide activities toward family involvement. First PLC meeting to take place sometime in October.	Administration, Title 1 contact, Team and Department leaders and Program Coordinators	Staff that is responsible will meet once a week to monitor the school activities and see the effectiveness of the activities that are planned.	Sign-in sheets at school activities
2	Teachers are not utilizing ED-line effectively	Provide training to the teachers by expert.	Administration and Grade-quick ED-line contact person	ED-Line contact will monitor effectiveness of each teacher.	Ed-line communication
3	There is a huge barrier in getting correct contact information from parents	Require all students to update student registration forms at least 2 times a year	Administration and Data processor	Meet with Data Processor monthly to update and monitor children's correct information	Voice mail, mailings and attendance sign in sheets from parents
4	We do not have a parent resource center for parents to access	Create a parent resource center that will be easily accessible for parents. Have students write in their agenda books the SAC meetings	Administration and Media Clerk	Media Clerk will set up resource center for parents in the media center	Attendance sheet and VIP log
5	Parents not aware of the use of Ed-line.	On Open-house train parents in their native language on how to access Ed-Line.	Technology committee	Committee will set up training for parents and invite district personnel to translate. Training will take place before Open House	Attendance sheet and parent follow-up
6	Involving parents on a consistent basis. Parents tend to come out for Open House and do not return for subsequent meetings throughout the year. Invite parents in to assist with school compact and policy plan	Parent Proficiency training/Work with parents that require follow-up and contact. Parent trainings.	All administrative staff and Leadership team	Total percentage increase at each event.	Meeting/Event sign-ins, teacher and administrative call logs. Parent participating logs.
7	Not enough parents attending SAC	Increase SAC attendance by flyers and personal invitations and phone calls/automated and during this time administer annual Title	All administrative and Leadership Team	Increase parent participation for SAC by 10% and encourage more parents to fill out school survey.	Sign-ins, parent participation and survey results.

		1 surveys to use the data to evaluate school programs.			
8	Lack of community resources	Invite community leaders who represent different cultural groups to speak and encourage students to pursue careers of their choice. Parents will also use their student agenda books to communicate with parents	All administrative team and Leadership Team	Committee will meet to identify leaders in the community and send letter of invitation	Visitation log
9	Lack of time	Plan events around parents' schedules. Partner with organizations that provide service to parents such as churches, Beacon Center and Community organizations	Leadership Team	Committee will meet once a month to schedule meeting times and find flexible scheduling for parents.	Parent logs and surveys
10	Language Communication barriers	Communicate with parents via phone calls, home visits and newsletters (translated). Develop materials that are parent user friendly.	Administrative Team, ESOL coordinator and ESE coordinator	Administrative team will meet with Coordinators and Department Heads to ensure communication in the native language is being presented to parents.	Parent surveys
11	Cultural Sensitivity	Train staff in the diverse cultural practices of school's families. Provide translators for meetings and trainings. Provide translated documents of the school's diverse population.	Administration and Leadership Team	During department meetings, invite district personnel to train staff on cultural sensitivity. Each month discuss issues pertaining to cultural sensitivity	Teacher participation, and Parent surveys
12	We do not have enough activities geared toward family and community involvement.	Plan and implement at least 2 school wide activities geared toward family involvement. (ex, Raining FCAT night) provide child care and light refreshments for parents attending trainings.	Administration, Program Coordinator, Team Leader and ESOL coordinator	Review of sign in sheets will show an increase in parent involvement meetings.	Attendance sheets, VIPs Log
13	Awareness of Title 1 programs.	Informational meetings about Title 1.	Administration team, Reading Coach and Department Chairs	Parent-turn out.	Parent sign-in and ed-line log on.
14	Parents need to be a part of the Parent Involvement Policy Plan and School-Parent Compact	Public notifications of SAC meetings, voice call out, Open House and Informational meetings	Administration and SAC chair	SAC agendas, SAC minutes and parent participation.	Parent surveys, Attendance at Open house and SAC meetings.
15	Parents need to give input to improvement parental involvement.	Public notification of SAC meetings and Informational meetings.	Administration and SAC chair	SAC agendas, SAC minutes and survey results	Parent survey at the end of the year. Increase in parent attendance.
16	Receiving timely information about the curriculum, assessments, and proficiency levels of their students.	Teachers use ed-line weekly and Grade Quick to keep all information up to date and available	Principal, Assistant Principal, Department chairs	Administration to check teacher's grade quick and ed-line.	Parents log-on into ed-line

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train parent volunteers that will assist with pullouts or tutorials.	6-8th	Reading Coach	Parents of the school/community	Ongoing	Meet with volunteers as needed	Administration and Reading Coach
Train teachers on cultural sensitivity	6-8th	District personnel and ESOL Coordinator	All teachers	Monthly Department meetings	Teacher participation at meetings, parent surveys	Administration
Receive timely information about the curriculum, assessments, and proficiency levels of their students	All teachers	Principal, classroom teachers, and Assistant Principals	Schoolwide	ongoing	Administration to check teachers Ed-Line and Grade Quick.	Parent log-on onto Ed-line
Parents input with school Compact and Policy Plan	SAC meetings and Title I parent meetings	Administration and SAC Chair	Parents of the community and SAC members	Ongoing	Attendance at parent meetings and SAC meetings	Administration
Train teachers on how to conduct parent conferences	6-8th	Administration	All teachers	November 2012	Meet with teachers and department heads monthly and attend parent conferences with teachers	Administration
Awareness of Title I programs	Information meetings about Title I	Principal and Assistant Principals	Parent participation	3 meetings a year	Sign in sheets and surveys	Administration
Parents are not involved with decision making policies and planning	Notification of SAC meetings, voicemail callout	Principal, Assistant Principal, and SAC Chair	Parents of the community and SAC members	Ongoing	Parent Survey at end of the year	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Agenda books are used to communicate with parents and help with student organization	Training/materials/agendas	Title I	\$4,610.00
			Subtotal: \$4,610.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parents to become more involved	Training and Username/Password given to parents	Title I	\$42.00
			Subtotal: \$42.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Trainings	Materials for parent trainings	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
To have a variety of ways to communicate to parents	Parent newsletters/ postcards	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$6,652.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Reading Coach to analyze data, model lessons and assist with professional development	1 Reading Coach	Title I	\$33,794.00
Reading	Provide pullout for students that drop proficiency on their diagnostic test	Part-time in system	Title I	\$13,000.00
Mathematics	Teachers to utilize classroom manipulatives to enhance learning	Portfolio folders, paper, post it notes, chart paper, index cards, highlighters, and white board markers	Title I	\$1,000.00
Mathematics	Provide pull-out for students who drop a level on diagnostic test	Part time in system	Title I	\$15,000.00
Science	Teachers will utilize computer labs and computers in class to access FCAT Explorer and GIZMOS	Lab equipment (microscopes, prepared slides, black lights, models, composition books, graph paper) for lab books.	Title I	\$300.00
Science	Increase understanding of the text. To help with vocabulary with subgroups	Classroom set dictionaries	Title I	\$300.00
Science	Teachers to add rigor and relevance to their curriculum	FCAT Coach Books	Title I	\$300.00
Parent Involvement	Agenda books are used to communicate with parents and help with student organization	Training/materials/agendas	Title I	\$4,610.00
				Subtotal: \$68,304.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize resources for classroom instruction and professional development	Headphones, cartridges, paper, post it notes, chart paper highlighters, student response boards, markers, and white board markers	Title I	\$5,000.00
Parent Involvement	Parents to become more involved	Training and Username/Password given to parents	Title I	\$42.00
				Subtotal: \$5,042.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize house experts to lead professional development	read 180 and CRIS trainings to build capacity in all subject areas. CRIS manuals. Stipends for development	Title I	\$2,000.00
Reading	Workshops for teachers	Professional development/Stipends	Title I	\$8,000.00
Reading	Teachers will work in teams and departments to assist in meeting PYG goals	Professional development/stipends	Title I	\$5,000.00
Mathematics	Utilize in house experts to lead professional development activities and utilize district personnel	Temporary coverage for Professional Development. Provide substitute coverage	Title I	\$5,000.00
Mathematics	Workshops for teachers	Professional Development/Stipends	Title I	\$6,000.00
Mathematics	Workshop for teachers on Marzano	Professional Development	Title I	\$2,100.00

Science	Teachers to increase their knowledge of curriculum	CRISS, Effective Science Hands on trainings	Title I	\$200.00
Science	Teachers will be provided the opportunity to attend content area professional development	Temporary coverage/funding for professional development	Title I	\$500.00
Science	Workshops for teachers	Professional Development/stipends	Title I	\$500.00
Writing	Utilize in house experts and sitrict personnel to lead professional development activites.	Temporary coverage for professional development	Title I	\$5,000.00
Parent Involvement	Parent Trainings	Materials for parent trainings	Title I	\$1,000.00
				Subtotal: \$35,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize in house experts to lead professional development activities	Temporary coverage for Professional Developmet	Title I	\$7,000.00
Reading	Students in targeted groups will receive before, during, and after school tutoring in different instruction for students needing Tier 2 and 3 interventions and direct instruction in Reading 180 and tutorial programs	RTI Training	Title I	\$1,000.00
Reading	Provide in house experts to assist teachers with meeting PYG goals in reading	Temporary coverage fir Professional developmen. Provide substitute coverage.	Title I	\$7,000.00
Reading	Provide substitute teachers for push-in and pullout tutorial in order to assist students who drop a level on diagnostic test	Substitute coverage	Title I	\$7,000.00
Mathematics	Provide extra tutorial services	Materials and supplies needed for tutorial services	Title I	\$2,000.00
Science	Students in targeted groups will receive before, during, or after school tutoring	Provide funding for after school tutorin for science students not meeting academic standards.	Title I	\$500.00
Writing	Utilize in house experts and district personnel to lead professional development.	Journals, red pens, highlighters, laminating materials for student folders and science notebooks	Title I	\$600.00
Parent Involvement	To have a variety of ways to communicate to parents	Parent newsletters/ postcards	Title I	\$1,000.00
				Subtotal: \$26,100.00
				Grand Total: \$134,746.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority

☐ Focus

☐ Prevent

☐ NA

Are you a reward school: ☐ Yes ☐ No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
	\$0.00

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

School Advisory Council Committee will meet once a month starting in September. The members will consist of teachers, education support employees, students, parents, and business/community citizens that will represent the ethnic, racial, and economic community served by the school. The meetings will be centered around department leaders giving the committee an overview of their curriculum. The committee will vote on the order as to what subject area for each month is to be presented.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District ODYSSEY MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	73%	89%	46%	272	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	81%			150	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	82% (YES)	84% (YES)			166	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					588	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District ODYSSEY MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	73%	95%	53%	281	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%	78%			141	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	64% (YES)	80% (YES)			144	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested