FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: INDIAN RIDGE MIDDLE SCHOOL

District Name: Broward

Principal: Mr. Frank Zagari

SAC Chair: Jacquelaine J. Jones & Daniel Gurtov

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/19/2012

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

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

Assis Principal	Elpidio Muniz	MS Educational Leadership;Bachelors Degree in Communications; History 6-12	2	9	Indian Ridge Middle School 2011-2012 A School 2010-2011 A School 2010-2011: Did not make AYP in Math and Reading for Black students, Hispanic students, Economically Disadvantaged students, and SWD students. Asian, American Indian and ELL students N/A. Reading Scores: White students 81%; Black students 60%; Hispanic students 73%; Economically Disadvantaged students 64%; ELL N/A; SWD 40% Math Scores: White students 83%; Black students 65%; Hispanic students 70%; Economically Disadvantaged 67%; ELL N/A; SWD 47% 2009-2010: Arthur Ashe Middle School Grade: C High Standards Reading: 43% High Standards Math: 43% High Standards Science: 28% High Standards Writing: 85% Learning Gains Reading: 57% Learning Gains Math: 56% Lowest 25% Reading: 65% Lowest 25% Math: 60% AYP: 79% of criteria met – Black, ED and SWD did not make AYP in Reading or Math 2008-2009: Arthur Ashe Middle School Grade: C High Standards Reading: 46% High Standards Science: 21% High Standards Writing: 97% Learning Gains Reading: 61% Learning Gains Math: 65% Lowest 25% Reading: 72% Lowest 25% Math: 68% AYP: 97% criteria met- SWD did not make AYP in Reading 2007-2008: Arthur Ashe Middle School Grade: D High Standards Reading: 26% High Standards Math: 32% High Standards M
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					work only at the school site. Assis Principal Elpidio Muniz Leadership Bachelors Degree in Communications History 6-12 5 7 Black, ED, and SWD did not meet AYP in Reading or Math 2006-2007: Arthur Ashe Middle School Grade: F High Standards Reading: 22% High Standards Math: 33% High Standards Science: 5% High Standards Writing: 94% Learning Gains Reading: 46% Learning Gains Math: 53% Lowest 25% Reading: 65% Lowest 25% Math: 68% AYP: 74% criteria met- Black, ED, and SWD did not meet AYP in Reading or Math 2005-2006: Attucks Middle School Grade: B High Standards Reading: 55% High Standards Writing: 81% Learning Gains Reading: 71% Learning Gains Math: 67% Lowest 25% Reading: 76% AYP: 92% criteria met- SWD did not meet AYP in Reading Hispanic and SWD did not make AYP in Math 2004-2005: Attucks Middle School Grade: C High Standards Reading: 41% High Standards Math: 44% High Standards Reading: 41% High Standards Math: 44% High Standards Writing: 77% Learning Gains Reading: 53% Learning Gains Math: 58% Lowest 25% Reading: 66% AYP: 73% criteria met- Black, ED, and SWD did not meet AYP in Reading Math: 58% Lowest 25% Reading: 66% AYP: 73% criteria met- Black, ED, and SWD did not meet AYP in Reading
Principal	Mr. Frank Zagari	MS Program Development and Evaluation BA Liberal Arts Certified Educational Leadership, VE,Elementary Ed., Primary Ed.	9	19	Black, Hispanic, ED, and SWD did not make AYP in Math Bennett Elementary 2000-2003: A School Indian Ridge Middle School 2003-2012: A School 2010-2011: Did not make AYP in Math and Reading for Black students, Hispanic students, Economically Disadvantaged students, and SWD students. Asian, American Indian and ELL students N/A. Reading Scores: White students 81%; Black students 60%; Hispanic students 73%; Economically Disadvantaged students 64%; ELL N/A; SWD 40% Math Scores: White students 83%; Black students 65%; Hispanic students 70%; Economically Disadvantaged 67%; ELL N/A; SWD 47% 2009-2010: Did not make AYP in Math and Reading for SWD. Reading Scores: White students 82%; Black students 72%; Hispanic students 75%; Economically Disadvantaged

					students 69%; ELL N/A; SWD 47% Math Scores: White students 84%; Black students 69%; Hispanic students 76%; Economically Disadvantaged 70%; ELL N/A; SWD 48% 2008-2009: Did not make AYP in Math for SWD. Reading Scores: White students 81%; Black students 61%; Hispanic students 76%; Economically Disadvantaged students 65%; ELL N/A; SWD 46% Math Scores: White students 83%; Black students 65%; HL N/A; SWD 46% Math Scores: White students 83%; Black students 60%; Hispanic students 77%; Economically Disadvantaged 66%; ELL N/A; SWD 44% 2007-2008: Did not make AYP in Math and Reading for SWD. Did not make AYP in Reading for Black students. Reading Scores: White students 81%; Black students 54%; Hispanic students 72%; Economically Disadvantaged 59%; ELL N/A; SWD 38% Math Scores: White students 80%; Black students 54%; Hispanic students 72%; Economically Disadvantaged 59%; ELL N/A; SWD 40% 2006-2007: Did not make AYP in Math for SWD. Reading Scores: White students 79%; Black students 66%; Hispanic students 71%; Economically Disadvantaged 63%; ELL 51%; SWD 37% Math Scores: White students 80%; Black students 59%; Hispanic students 76%;
Assis Principal	Ms. Patty Brown	M. Ed. Psychological Counseling; M.A. in Counseling, Certified in Ed. Leadership	13	13	Economically Disadvantaged 60%; ELL 57%; SWD 37% Indian Ridge Middle School 2003-2012: A School 2010-2011: Did not make AYP in Math and Reading for Black students, Hispanic students, Economically Disadvantaged students, and SWD students. Asian, American Indian and ELL students N/A. Reading Scores: White students 81%; Black students 60%; Hispanic students 73%; Economically Disadvantaged students 64%; ELL N/A; SWD 40% Math Scores: White students 83%; Black students 65%; Hispanic students 70%; Economically Disadvantaged 67%; ELL N/A; SWD 47% 2009-2010: Did not make AYP in Math and Reading for SWD. Reading Scores: White students 82%; Black students 72%; Hispanic students 75%; Economically Disadvantaged students 69%; ELL N/A; SWD 47% Math Scores: White students 84%; Black students 69%; Hispanic students 76%; Economically Disadvantaged 70%; ELL N/A; SWD 48% 2008-2009: Did not make AYP in Math for SWD.

					Reading Scores: White students 81%;
					Black students 61%; Hispanic students 76%; Economically Disadvantaged
					students 65%; ELL N/A; SWD 46% Math Scores: White students 83%; Black
					students 60%; Hispanic students 77%;
					Economically Disadvantaged 66%; ELL N/A; SWD 44%
					2007-2008: Did not make AYP in Math
					and Reading for SWD. Did not make AYP in Reading for Black students.
					Reading Scores: White students 81%;
					Black students 54%; Hispanic students
					72%; Economically Disadvantaged 59%; ELL N/A; SWD 38%
					Math Scores: White students 80%; Black
					students 54%; Hispanic students 72%;
					Economically Disadvantaged 59%; ELL N/A; SWD 40%
					2006-2007: Did not make AYP in Math
					for SWD.
					Reading Scores: White students 79%; Black students 66%; Hispanic students
					71%; Economically Disadvantaged 63%;
					ELL 51%; SWD 37%
					Math Scores: White students 80%; Black students 59%; Hispanic students 76%;
					Economically Disadvantaged 60%; ELL
					57%; SWD 37%
					Indian Ridge Middle School 2003-2012: A School
					2010-2011: Did not make AYP in Math
					and Reading for Black students, Hispanic students, Economically Disadvantaged
					students, and SWD students. Asian,
					American Indian and ELL students N/A.
					Reading Scores: White students 81%; Black students 60%; Hispanic students
					73%; Economically Disadvantaged
					students 64%; ELL N/A; SWD 40%
					Math Scores: White students 83%; Black students 65%; Hispanic students 70%;
					Economically Disadvantaged 67%; ELL
					N/A; SWD 47% 2009-2010: Did not make AYP in Math
Assis	Mr. Mike	MS Educational	0		and Reading for SWD.
Principal	Lyons	Leadership; BA History; Certified Social Studies	9	9	Reading Scores: White students 82%;
					Black students 72%; Hispanic students 75%; Economically Disadvantaged
					students 69%; ELL N/A; SWD 47%
					Math Scores: White students 84%; Black students 69%; Hispanic students 76%;
					Economically Disadvantaged 70%; ELL
					N/A; SWD 48%
					2008-2009: Did not make AYP in Math for SWD.
					Reading Scores: White students 81%;
					Black students 61%; Hispanic students
					76%; Economically Disadvantaged students 65%; ELL N/A; SWD 46%
					Math Scores: White students 83%; Black
					students 60%; Hispanic students 77%; Economically Disadvantaged 66%; ELL
				l	

	 N/A; SWD 44% 2007-2008: Did not make AYP in Math and Reading for SWD. Did not make AYP in Reading for Black students. Reading Scores: White students 81%; Black students 54%; Hispanic students 72%; Economically Disadvantaged 59%; ELL N/A; SWD 38% Math Scores: White students 80%; Black students 54%; Hispanic students 72%; Economically Disadvantaged 59%; ELL N/A; SWD 40% 2006-2007: Did not make AYP in Math for SWD. Reading Scores: White students 79%; Black students 66%; Hispanic students 71%; Economically Disadvantaged 63%; ELL 51%; SWD 37% Math Scores: White students 80%; Black students 59%; Hispanic students 76%; Economically Disadvantaged 60%; ELL 57%; SWD 37%
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)		
	Ms. Jamie Ruccolo	Bachelor Degree in Special Education K-12		11			
Reading		Master's in Reading			Center Schools: Whispering Pines and Sunset School		
		National Board Certified					

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	 New reading teachers are assigned peer teachers as mentors and partners. 	Reading Coach/Administration	On-going	

2	 Staff development workshops are held in all subject areas. 	In-service Coordinator/Department Heads	On-going	
3	3. Site based induction program	Mrs. Hale	On-going	
4	4.NESS	NESS Coordinator	On-going	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	Teachers	Years of	Years of	% of Teachers with 15+ Years of Experience	with Advanced	% Highly Effective Teachers	Reading	% National Board Certified Teachers	% ESOL Endorsed Teachers
101	0.0%(0)	9.9%(10)	57.4%(58)	33.7%(34)	49.5%(50)	98.0%(99)	11.9%(12)	20.8%(21)	36.6%(37)

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
Carrie Hale	None at this time.	veteran teachers. When possible, mentees are assigned an instructional coach	Weekly contact between Mentor and Mentee, meet in monthly Learning Communities, sharing of Best Practices, observations of veteran teachers, Mentor observes Mentee (classroom management and Instructional Planning).

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

We are not a Title I school.	
Title I, Part C- Migrant	
N/A	
Title I, Part D	
N/A	
Title II	
N/A	
Title III	
N/A	
Title X- Homeless	
N/A	
Supplemental Academic Instruction (SAI)	
N/A	
Violence Prevention Programs	
N/A	
Nutrition Programs	
N/A	
Housing Programs	
N/A	
Head Start	
N/A	
Adult Education	
N/A	
Career and Technical Education	

N/A	
Job Training	
N/A	
Other	
N/A	

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team. Frank Zagari, Principal; Chauntea Cummings, School Psychologist; Pablo Uriarte, School Social Worker; Nan Busjit, Guidance Director; Sidona Delcorral, ESE Specialist; Rose-Edith Morgan, Guidance Counselor; Jamie Ruccolo, Reading Coach; Classroom Teachers, TBA

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

The RTI Team provides resources and assistance for the instructional staff in helping to identify students requiring additional academic interventions and support in order to increase academic and behavioral progress. The team makes recommendations for implementation and monitoring of Tiered Interventions as necessary. The team does provide training as needed for instructional and administrative staff. The RTI Team meets weekly for ten months of the school year and is coordinated by Mrs. Busjit, the Guidance Director. Mr. Zagari, the Principal, attends all meetings.

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

The focus of the RTI process is not only to proactively identify those students who are encountering difficulties with student achievement but also to select and recommend interventions geared towards promoting student achievement. Additionally, the team makes recommendations and generates referrals for students to be evaluated for placement into the ESE program. Tier 1 data will identify students who are in need of general interventions. Tier 2 data identifies students who require one level of intense interventions (e.g. small groups). Tier 3 data identifies students who require the most intense interventions (e.g. one-on-one support). The intensity of interventions are based upon individual student needs. Particular areas of targeted interventions included weak Reading and Math skill sets described within the SIP.

MTSS Implementation

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

The data source for summarizing data are data graphs and charts, observations, assessments, report cards, interims, attendance, and discipline records. The data source for reading, mathematics, science, and writing are student test scores and classwork/homework. These data sources are reviewed and monitored as necessary. The data source for Behavior consists of teacher, counselor, administrator, and parent observations, as well as cumulative discipline (schoolwide and classroom specific) and attendance records(historical and current year). Additional intervention records such as outside agencies involved as collaborative resources are also accessed. RTI data management system includes an electronic database of individual student files including academics, behavior, progress monitoring and attendance. The file is accessed via the school site.

Describe the plan to train staff on MTSS.

Trainings for the RTI Process and implementation geared towards Instructional and Administrative staff is scheduled at the beginning of each school year. Follow up training is scheduled at the end of the school year.

Describe the plan to support MTSS.

Within the school site, instructional, administrative, support, and clerical staff are provided varying roles within the MTSS. The school staff is charged with various aspects of support implementation, including, daily monitoring, paperwork completion, observations, providing feedback and identifying areas of need. The administrative staff along with district and community agencies are actively involved and support this end.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT includes the following: Administrators: Mr. Zagari, Mr. Lyons, Mr. Muniz, Ms. Brown. Department Heads: Ms. Bastos, Mr. Haase, Ms. Benacquisto, Ms. Swanton, Ms. Hogg, Ms. Jones. Media Specialist: Ms. Raub, Guidance: Ms. Busjit.

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

Meetings are held monthly or more frequently if necessary. The LLT will keep the staff informed of the LLT's focus and implementation of goals and objectives through faculty, departmental, grade level and administrative meetings.

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

Based upon incoming data, the LLT will fine tune existing programs (i.e., Book Swap, Ridge Reading) and implement necessary trainings through the PLC's. The Book Swap entails providing used books to our lowest 25th percentile and low income students. Ridge Reading is a school-wide initiative provides silent sustained reading once a month through core and elective classrooms. Other major initiatives will be determined as data is made available including analyzing BAT testing and FAIR testing determining instructional focus, on-going progress monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs. Additionally, the LLT will create and share school-wide initiatives and activities that promote literacy.

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.

N/A

*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.

Classroom walkthroughs, on-going staff development provided by the Reading Coach implementing reading and writing strategies in the content and elective areas.

*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?

N/A

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?

N/A

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 <u>High School Feedback Report</u>

N/A

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:

	By May 2013, 32% of students will be proficient at Level 3 on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (546)	32% (600)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of new materials such as novels, computer programs for innovative programming for level 3 students.	and supplemental materials when materials are lacking.	Reading Department Head Administrators	Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On- going	conferencing, teacher observation, teacher made

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:	By May 2013, 33% of students will score at Levels 4, 5, and 6 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	33% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of students willingness to perform as well as the students mood in general	Maintaining a persistent calming environment Frequent breaks	SVE Teacher Administration	Classroom Observations	Teacher generated tests Unit assessments Diagnostic Assessment of Reading Brigance

	d on the analysis of st define areas in need o				ns", identify	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:			By May 2013, 46% of students will be proficient at Level 4 on the 2013 FCAT Reading Test.			
2012 Current Level of Performance:			2013 Expec	2013 Expected Level of Performance:		
43% (812)		46% (862)	46% (862)			
	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness of	Evaluation Tool	

			for Monitoring	Strategy	
	Lack of enrichment materials and replacement	Use of reading activities and wireless carts to	Reading Coach Reading	Strategies will be a focus monitored and discussed at monthly	Unit tests, Student
	technologies for level 4 students.	student knowledge	Department Head	Department Meetings.	conferencing,
1		and fill in gaps for students lacking enrichment	Administrators	Monitoring/On- going	Teacher observation,
		materials.			Project based/research
		Mentoring Daily			assessments Teacher made
		Tutorials Small group instruction			tests

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

Level 7 In reading.	By May 2013, 33% of students will score at or above achievement level 7 in Reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	33% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	- Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of students willingness to perform as well as	Maintaining a persistent calming environment	SVE Teacher Administration	Classroom Observations	Teacher generated tests
1	the students mood in general	Frequent breaks			Units assessments
1					Diagnostic Assessment of Reading
					Brigance

	FCAT 2.0: Percentag		-		
learning gains in reading. Reading Goal #3a:			By May 2013, 74% of students will achieve adequate reading gains on the FCAT 2.0 Reading		
201	2 Current Level of P	erformance:	2013 Expec	ted Level of Perforn	nance:
71%	(1287)		74% (1340)		
	Probler	n-Solving Process t	o Increase Stu	dent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of before or after school tutoring programs.	Classroom teacher volunteers will provide in-house tutoring before and/or after school. Mentoring Daily Tutorials Parent Outreach Small group instruction will occur during class.	Reading Department Head	Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On- going	Unit tests FAIR Student conferencing Teacher observation Project based/research assessments Teacher made tests
2	Faculty requiring training in the area of reading strategies focusing on their particular content area.	To develop and implement staff training. Small group instruction Tutorials	Reading Coach Department Head Administration	Monitoring/On-going Strategies will be a focus monitored and discussed at monthly Department Meetings.	Benchmark Assessment Tests Mini Benchmar Assessments FAIR Diagnostic Assessment of Reading

	Degrees of Reading Powers	s
	DAR Word List	
	Fluency Probes	
	Unit Tests	
	Student Conferencing	

	d on the analysis of st define areas in need o		•	ce to "Guiding Questic):	ons", identify	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:				By May 2013, 63% of students will make learning gains on the Florida Alternate Assessment.		
2012	2 Current Level of P	erformance:	2013 Expec	ted Level of Perform	nance:	
60% (4)			63% (5)	63% (5)		
	Probler	n-Solving Process	to Increase Stu	dent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of students willingness to perform as well as student's mood.	Maintaining a persistent calming environment Frequent breaks	SVE Teacher Administration	Classroom Observations	Teacher generated tests Unit assessments Diagnostic Assessment of Reading Brigance	

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By May 2013, 67% of the lowest quartile students will make adequate progress on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (298)	67% (312)

Problem-Solving Process to Increase Student Achievement

ļ	1	1	1	1	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consumable materials needed for students to utilize during reading strategies.	Students requiring specialized reading instruction based upon low performance receive formal level specific instruction daily. Indicators are FCAT results, county guidelines, and teacher input. Lower quartile students will receive reading instruction through all content area classes using specific reading strategies such as graphic organizers and other CRISS/McRel strategies Students will be provided copies of materials to utilize strategies taught. Daily Tutorials Small group instruction	Administrators	focus monitored and	Mini Benchmark Assessments Diagnostic

		Individual Support			
2	Reading program has not been updated, lack of computer software, antiquated computers	Use of free on-line resources and the computer lab.	Reading Coach Administrators	monthly Department Meetings. Monitoring/On-going	Assessment Tests Mini Benchmark Assessments Diagnostic

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target				
	5A. Ambitious but Achievable Annual	Reading Goal # 5A :		

Measurable O year school w achievement	bjectives (AM vill reduce the	10s). In six ir	Indian Ridge Middle School will reduce the number of non-proficient students in reading by 50% in a six year period.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	80%	81%	83%	85%	85%			

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.	By May 2013, the number of student sub-groups
Reading Goal #5B:	by ethnicity not making satisfactory progress will reduce on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 24% (261) Black: 39% (46)	White: 21% (232) Black: 36% (42)
Hispanic: 34% (186)	Hispanic: 31% (172)

Problem-Solving Proce	ss to Increase Student Achievement
American Indian: 40% (4)	American Indian: 36% (3)
Asian: 16% (9)	Asian: 13% (7))

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Anticipated barriers will impact all sub-groups equally. White: Black: Hispanic: Asian: American Indian: Lack of consumable materials and working technology.	Utilize existing materials and use of free technological resources as a means to enhance project based learning. Mentoring Daily Tutorials Small group instruction Individual Support	Reading Coach Department Head Administrators	FCAT Explorer FOCUS Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On-going	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment of Reading FAIR Degrees of Reading Powe DAR Word List Fluency Probe Unit Tests Student Conferencing Portfolio Review
2	Students inability to adequately utilize reading strategies.	To provide tutorials and individualized reading instruction specific to student needs. Mentoring Daily Tutorials Small group instruction Individual Support Parent Night	Reading Coach Department Head Administrators	FOCUS Strategies will be a	Benchmark Assessment Tests Mini Benchmark Assessments Diagnostic Assessment o Reading FAIR Degrees of Reading Powe

		DAR Word List
		Fluency Probes
		Unit Tests
		Student Conferencing
		Portfolio Review

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:				By May 2013, the number of ELL students not making satisfactory progress will reduce on the 2013 FCAT 2.0 Reading Test.			
201	2 Current Level of	Performance:		2013 Ex	pected Level of Per	formance:	
65% (44)				60% (40)		
	Probl	em-Solving Proces	s to I	ncrease	Student Achieveme	ent	
	Anticipated Barrier	Strategy	Po Resp	rson or osition oonsible for nitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	ELL students may require more support within the classroom setting.	All ELL students will receive reading instruction through all content area classes using specific reading strategies and graphic organizers. Students requiring specialized reading instruction based upon low performance receive formal level specific instruction. Small group instruction	Readi Depai Head Admir	ng Coach ng rtment	Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On-going	Mini Benchmark Assessments Diagnostic	

		Individual support			
		Tabardala			Fluency Probes
		Tutorials			Unit Tests
		Mentoring			
					Student
	A1 and A2 students	Drovido noor	Dooding Cooch	Ctrotogiae will be a	Conferencing Benchmark
	A1 and A2 students are not proficient	tutoring, peer	Reading Coach	Strategies will be a focus monitored and	
	enough to be	buddies, small	Reading	discussed at	
		5 17	Department	1	Mini-Benchmark
	content area	differentiated	Head	1	Assessments
	classes.	instruction, and the application of ELL	Administrators	Meetings.	Mini
		strategies.	Administrators		Assessments/Weekly
		5		5, 5 5	, ,
		Small group			Diagnostic
		instruction			Assessment of Reading
		Individual support			Reduing
2					FAIR
		Tutorials			
		Montoring			Degrees of Reading Powers
		Mentoring			Powers
					DAR Word List
					Fluency Probes
					Unit Tests
					Student
					Conferencing

Anticipated	Problem-Solving Proce	ss to Increase Person or	Student Achieveme Process Used to	nt Evaluation Tool	
68% (139)		65% (13	65% (132)		
2012 Current	Level of Performance:	2013 E>	2013 Expected Level of Performance:		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.By May 2013, the number of SWD not making satisfactory progress will reduce on the 2013 F 2.0 Reading Test.			-		
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:					

	Barrier		Position Responsible for Monitoring	Determine Effectiveness of Strategy	
1		All SWD will receive reading instruction through all content area classes using specific reading strategies and graphic organizers (i.e. McRel and CRISS). Small group instruction Individual support Tutorials Mentoring Collaboration/Accommodations	Reading Coach Reading Department Head Administrators	Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On-going	Mini Assessments/Weekly Mini Benchmark Assessments FAIR Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List
					Fluency Probes Unit Tests Student Conferencing
12	Student's lack of grade level reading skills.	Students requiring specialized reading instruction based upon low performance receive formal level specific instruction. Small group instruction Individual support Tutorials Mentoring	Reading Coach Reading Department Head Administrators	Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On-going	Mini Benchmark Assessments FAIR
		Collaboration/Accommodations Parent Night			Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student

					Conferencing
	Lack of	Students will have access to	Reading	Strategies will be a	Benchmark
	updated	free on-line technology based	Coach	focus monitored and	Assessment Tests
	computer	programs (i.e.,programs such		discussed at	
	programs	as FCAT Explorer, FOCUS,	Reading	monthly	Mini
	and	Unitedstreaming)	Department	Department	Assessments/Weekly
	computers.	Creall array in struction	Head	Meetings.	Mini Danah manulu
		Small group instruction	Administrators	Monitoring/On-going	Mini Benchmark
		Individual support	Auministrators	Monitoring/On-going	Assessments
					FAIR
		Tutorials			
					Diagnostic
-		Mentoring			Assessment of
3					Reading
		Collaboration/Accommodations			
					Degrees of Reading
					Powers
					DAR Word List
					Fluency Probes
					Unit Tests
					Student
					Conferencing

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:		By May 2013 Disadvantage	By May 2013, the number of Economically Disadvantaged students not making satisfactory progress will reduce on the 2013 FCAT 2.0 Reading		
201	2 Current Level of P	erformance:	2013 Expec	ted Level of Perform	nance:
41%	o (256)		38% (236)		
	Probler	n-Solving Process to	o Increase Stu	dent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate staff development in	Economically Disadvantaged	Reading Coach	Mini Benchmark Assessments	Benchmark Assessment

	content area reading strategies.	students will receive specific reading instruction through content area classes utilizing CRISS and McRel strategies and the integration of technologies based upon trainings. Mentoring Daily Tutorials Small group instruction Individual support		Benchmark assessments/Bi- annually Administration will be aware of school's focus and monitor implementation through Classroom Walkthroughs/Bi- Monthly Monitoring/On-going Re-evaluation of data through progress monitoring to target instruction focus	Tests Mini Benchmark Assessments Diagnostic Assessment of Reading FAIR Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review
2	Student lack of ability to read on level text in content area classes.	Students are enrolled in individualized programs such as IMPACT, Rewards, Wilson, Developmental and other intensive programs. Small group instruction Individual support Tutorials Mentoring Parent Night	Reading Coach Department Head Administrators	Mini-Benchmark Assessments Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On-going	Benchmark Assessment Tests Mini Benchmark Assessments FAIR Diagnostic Assessment of Reading Degrees of Reading Powers DAR Word List Fluency Probes Unit Tests Student Conferencing Portfolio Review

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)).

|--|

1. Students scoring proficient in	
listening/speaking.	By May 2013 students scoring proficient in
	listening/speaking on the 2013 CELLA will increase to 41%

2012 Current Percent of Students Proficient in listening/speaking:

38% (31)

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
	ELL students may	Small group		On-going	IPT
	require more support within the	instruction	Coordinator	Monitoring	CELLA
	classroom setting.	Individual support	Administration		CLLLA
1				Observations	Classroom
		Tutorials	ESOL Contact		Tests
				Portfolios	
		Mentoring			Student
					Conferencing

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:	By May 2013, students scoring proficient in reading on the 2013 CELLA will increase to 29%.		
2012 Current Percent of Students Proficier	nt in reading:		
26% (21)			

	Problem	-Solving Process t	o Increase Stu	dent Achievement	:
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ELL students may require more	Small group	Test Coordinator	On-going Monitoring	IPT
	support within the				CELLA
	classroom setting.	Individual support	Administration	Classroom	
1				Observations	Classroom
		Tutorials	ESOL Contact		Tests
				Portfolios	
		Mentoring			Student
					Conferencing

Stud	ents write in English	at grade level in a r	manner similar t	o non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:			By May 2013	3, students scoring p le 2013 CELLA will ir	
201	2012 Current Percent of Students Proficient in writing:				
30%	30% (24)				
	Problem	-Solving Process to	o Increase Stu	dent Achievement	:
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ELL students may require more support within the classroom setting.	Small group instruction Individual support	Test Coordinator Administration	On-going Monitoring Classroom	IPT CELLA
1		Tutorials	ESOL Contact	Observations Portfolios	Classroom Tests
		Mentoring			Student Conferencing

CELLA Budget:

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

End of **CELLA** Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:				By May 2012, 30% of students will score at Level 3 or above on the 2013 FCAT 2.0 Math Test.			
2012 Current Level of Performance:			2013 Exp	ected Level of Perfo	ormance:		
28% (527)				30% (565))		
	Proble	m-Solving Process	to I	ncrease S	tudent Achievemen	t	
	Anticipated Barrier	Strategy	P Res	rson or osition ponsible for nitoring		Evaluation Tool	
1	Lack of new technologies.	Math students will utilize current technology programs and free on-line resources. Daily tutorials Small group instruction Individual Support	Head	artment d	Strategies will be a focus monitored and discussed at monthly Department Meetings. Monitoring/On-going Modify instruction Student Conferencing Data chats with students	Mini Assessments Weekly	

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:					
mathematics.	By May 2013, students scoring at levels 4, 5, and 6 in mathematics on the Florida Alternate Assessment will increase to 36%.				

Mat	hematics Goal #1b	:				
201	2012 Current Level of Performance:			2013 Expected Level of Performance: 36% (4)		
33% (3)			36% (4)			
	Probler	n-Solving Process	to Increase Stu	dent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of students willingness to perform as well as the students mood in general	Maintaining a persistent calming environment Frequent breaks	SVE Teacher Administration	Classroom Observations	Teacher generated tests Unit assessments Diagnostic Assessment of Boading	
					Reading Brigance	

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:

			By May 20	By May 2013, 47% of students will score Level 4 and 5 on the 2013 FCAT 2.0 Math Test.		
2012 Current Level of Performance:			2013 Exp	2013 Expected Level of Performance:		
43% (815)			47% (884	47% (884)		
	Problei	m-Solving Process	to Increase S	tudent Achievemen	ıt	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	Lack of enrichment materials and replacement	Use of math activities and wireless carts to	Math department Head	Monitoring/On-going Student	Benchmark Assessment Test
	technologies for	enrich advanced		Conferencing	Mini Assessments
	students.	student knowledge.	Administration		Weekly
				Data chats with	
				students	Teacher
1		Daily tutorials			generated tests
		Small group			BAT
		instruction			Mini-Assessments
		Individual Support			Unit Tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By May 2013, students scoring at or above achievement level in mathematics on the Florida Alternate Assessment will increase to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	47% (5)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of students willingness to perform as well as the students mood in general	Maintaining a persistent calming environment Frequent breaks	SVE Teacher Administration	Classroom Observations	Teacher generated tests Unit assessments Diagnostic Assessment of Reading Brigance

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:				By May 2013, 74% of students will make Learning Gains on the 2013 FCAT 2.0 Math Test.			
2012 Current Level of Performance:			201	3 Ехр	ected Level of Perf	ormance:	
71% (1298)			74%) (134	5)		
	Proble	m-Solving Process	to Incre	ase S	tudent Achievemen	t	
	Anticipated Barrier	Strategy	Person Positi Respon for Monito	ion sible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of before or after school tutoring programs.	Classroom teacher volunteers will provide in-house tutoring. Daily tutorials Small group instruction Individual Support	Departm Head Administ		Mini Assessments Weekly Monitoring/On-going Student Conferencing Data chats with students	Benchmark Assessment Test Teacher generated tests BAT Mini-Assessments Unit Tests	

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

68%	(4)
00 /0	(')

71% (5)

	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Lack of students willingness to perform as well as student's mood.	Maintaining a persistent calming environment Frequent breaks	SVE Teacher Administration	Classroom Observations	Teacher generated tests Unit		
1					assessments Diagnostic Assessment of Reading Brigance		

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:				By May 2013, 56% of the lowest quartile students will make adequate progress on the 2013 FCAT 2.0 Math Test.				
2012 Current Level of Performance:				2013 Exp	ected Level of Perfe	ormance:		
53% (251)				56% (267)				
	Proble	m-Solving Process	to I	ncrease S	tudent Achievemen	t		
	Anticipated F Barrier Strategy Re		Person or Position esponsible for onitoring		Evaluation Tool			
1	Lack of consumable materials and updated technologies and programs.	Use of free on-line resources and computer lab and intensive math class.	Dep Hea	artment d	Monitoring/On-going Student Conferencing	Benchmark Assessment Test Mini Assessments Weekly		

Daily tutorials Small group instruction Individual Support	Data chats with students	Teacher generated tests BAT Mini-Assessments Unit Tests
		Unit Tests

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

Maacurahla Objectives (AMOs) In			Middle School Mathematics Goal # 5A : Indian Ridge Middle will reduce the number of non-proficient students in math, by 50% in a six year period.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	81%	83%	84%	86^	88%			

Ame			rionitoring				
Ame	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Ame	Probler	m-Solving Process	to Increase S	Student Achievemen	t		
Black Hispa	e: 24% (261) <: 44% (52) anic: 38% (209) n: 11% (6) rican Indian 30% (3)		Black: 41 Hispanic: Asian: 8%	White: 21% (233) Black: 41% (48) Hispanic: 35% (192) Asian: 8% (4) American Indian 27% (3)			
2012	2 Current Level of	Performance:	2013 Exp	2013 Expected Level of Performance:			
Blac mak matl	Student subgroups k, Hispanic, Asian, ing satisfactory pr hematics. nematics Goal #5B	American Indian) ogress in	not Sub-grou				
	d on the analysis of define areas in need		•	erence to "Guiding Que ubgroup:	estions", identify		

White: Black: Hispanic: Asian: American Indian Lack of consumable materials and working technology.	technological resources as a means to remediate skills. Daily tutorials Small group instruction	Administration	Student Conferencing Data chats with students	Teacher generated tests BAT Mini-Assessments Unit Tests Mini Assessments Weekly
Students inability to adequately utilize math strategies.	To provide tutorials and individualized math instruction specific to student needs. Daily tutorials Small group instruction Individual Support	Administration	Monitoring/On-going Student Conferencing Data chats with students	Benchmark Assessment Test Mini Assessments Weekly Teacher generated tests BAT Mini-Assessments Unit Tests

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

			By May 2013, ELL students will make satisfactory progress in mathematics on the 2013 FCAT 2.0.			
2012 Current Level of Performance:				2013 Expected Level of Performance:		
57%	57% (39)			54% (37)		
	Problem-Solving Process to 1				tudent Achievemen	ıt
	Anticipated Barrier	Strategy	Р	erson or osition sponsible for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

			Monitoring		
	require more support within the	All ELL students will receive math strategies	Department Head	Monitoring/On-going	Benchmark Assessment Test
	classroom setting.	commensurate with their abilities and individualized	Administration	Student Conferencing	Mini Assessments Weekly
		instruction.		Data chats with students	Teacher generated tests
		Provide peer tutoring, peer buddies, small			BAT Mini-Assessments
1		group, differentiated instruction and application of ELL strategies.			Unit Tests
		Daily tutorials			
		Small group instruction			
		Individual Support			

	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.				By May 2013, SWD students will make satisfactory progress in mathematics on the 2013 FCAT 2.0 Test.				
2012 Current Level of Performance:				2013 Exp	ected Level of Perfo	ormance:		
67% (140)				64% (134)				
		Problem-Solving Process	to I	ncrease St	udent Achievemen	t		
	Anticipated Barrier	Strategy	F Re	erson or Position sponsible for onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Insufficient support staff.	All SWD will receive additional support through peer tutoring, support facilitators.	Dep Hea	oartment ad	focus monitored and discussed at	Benchmark Assessment Test Mini Assessments		

		Daily tutorials Small group instruction Individual Support Collaboration/Accommodations	Support Facilitator Administration	Department Meetings. Monitoring/On-going Student Conferencing Data chats with students	Weekly Teacher generated tests BAT Mini-Assessments Unit Tests C-MAT/TOMA
	lack of grade level abilities.	Based upon test scores, SWD students will be placed in an intensive math class. Small group instruction	Department Head	Strategies will be a focus monitored and discussed at monthly Department Meetings.	Benchmark Assessment Test Mini Assessments Weekly
2		Individual Support Daily tutorials Collaboration/Accommodatioms	Support Facilitator Administration	Monitoring/On-going Student Conferencing Data chats with students	Teacher generated tests BAT Mini-Assessments Unit Tests C-MAT/TOMA

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:			By May 2013, Economically Disadvantaged students will make satisfactory progress in mathematics on the 2013 Math 2.0 FCAT Test.			
2012 Current Level of Performance:			2013 Expected Level of Performance:			
45%	45% (285)			42% (263)		
	Problem-Solving Process to 2				tudent Achievemen	t
	Anticipated Barrier	Strategy	P	erson or Position sponsible	Process Used to Determine Effectiveness of	Evaluation Tool

			for Monitoring	Strategy	
	Lack of staff	Provide staff	Department		Benchmark
	development in the area of math	development in math strategies in	Head	Monitoring/On-going	Assessment Test
	strategies.	order to address	Administration	Student	Mini Assessments
		individual needs		Conferencing	Weekly
		through modeling.			
				Data chats with	
1				students	Teacher
					generated tests
					BAT
					Mini-Assessments
					Unit Tests

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By May 2013, students scoring at achievement level 3 in Algebra will increase to 25% on the 2013 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (34)	25% (39)

	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Lack of enrichment materials and replacement technologies for students.	Use of math activities and wireless carts to enrich advanced student knowledge.	department Head	Monitoring/On-going Student Conferencing	Benchmark Assessment Test Mini Assessments Weekly		

Daily tutorials	Data chats with students	Teacher
Small group instruction		generated tests BAT
Individual Support		Mini-Assessments Unit Tests

	ed on the analysis of define areas in need			•	erence to "Guiding Qu roup:	estions", identify
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:				By May 2013, students scoring at or above achievement level 4 in Algebra will increase to 81% on the 2013 Algebra I EOC.		
2012 Current Level of Performance: 2013 E			2013 Exp	ected Level of Perf	ormance:	
78% (123)				81% (127)	
	Problei	m-Solving Process	to Ir	ncrease S	tudent Achievemen	t
	Anticipated Barrier	Strategy	Po Res	erson or osition ponsible for nitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of enrichment materials and replacement technologies for students.	Use of math activities and wireless carts to enrich advanced student knowledge. Daily tutorials Small group instruction Individual Support	Heac	irtment 1	Monitoring/On-going Student Conferencing Data chats with students	Benchmark Assessment Test Mini Assessments Weekly Teacher generated tests BAT Mini-Assessments
						Unit Tests

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

3A. Ambitious but Achievable Annual Algebra Goal # 3A : Measurable Objectives (AMOs). In

six year school will reduce their achievement gap by 50%.			N/A			
Baseline data 2010-2011		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By May 2013, student subgroups by ethnicity (White, Black, Hispanic Asian, American Indian) will maintain current proficiency on the 2013 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 0% (113) Black 0% (3)	White 0% Black 0%
Hispanic 0% (28)	Hispanic 0%
Asian 0% (10)	Asian 0%
American Indian N/A	American Indian N/A

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
EII O	ELL 0

Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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:		N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A		N/A			
Pro	blem-Solving F	Process to I	ncrease	Student Achieveme	ent
Anticipated Barrier Strategy Barrier B				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:

	By May 2013, Economically Disadvantaged students will maintain current proficiency on the 2013 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0%	6 (20)		0% (20)		
	Problen	1-Solving Process to	o Increase Stu	dent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	By May 2013, students scoring at achievement level 3 in Geometry will increase to 3% on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	3% (2)

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 enrichment		Math department	Monitoring/On-going	Benchmark Assessment Test
	materials and		Head	Student	
	replacement	enrich advanced		5	Mini Assessments
1	technologies for students.	student knowledge.	Administration	Data chats with	Weekly
	students.	knowledge.		students	Teacher
		Daily tutorials		statents	generated tests
					-

Small group instruction		BAT Mini-Assessments
Individual Support		Unit Tests

to 100% on the 2013 Geometry EOC. 2012 Current Level of Performance: 2012 Current Level of Performance: 2013 Expected Level of Performance: 100% (67) 100% (68) Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Too Strategy Lack of enrichment materials and replacement technologies for students. Use of math activities and wireless carts to enrich advanced student knowledge. Math Department Head Monitoring/On-going Benchmark Assessment Tes Student Administration Data chats with students Mini Assessmen Weekly 1 Small group Small group Small group BAT		•	of student achieven as in need of impro		•	reference to "Guiding following group:	g Questions",
100% (67) 100% (68) 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 Strategy Lack of enrichment materials and replacement technologies for students. Use of math activities and wireless carts to enrich advanced student knowledge. Math Department Head Monitoring On-going Student Conferencing Benchmark Assessment Tes Student Conferencing 1 Small group Small group Small group BAT	Achievement Levels 4 and 5 in Geometry.		etry.	By May 2013, students scoring at or above achievement level 4 in Geometry will increase			
Problem-Solving Process to Increase Student AchievementAnticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine 	2012 Current Level of Performance:		2013 E>	pected Level of Pe	rformance:		
Anticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of StrategyEvaluation ToeLack of enrichment materials and replacement technologies for students.Use of math activities and wireless carts to enrich advanced student howledge.Math Department HeadMonitoring/On-going Student ConferencingBenchmark Assessment Tes Weekly1Small groupSmall groupSmall groupBAT	100% (67)				100% (6	58)	
Anticipated BarrierStrategyPosition Responsible for MonitoringProcess Used to Determine Effectiveness of StrategyEvaluation To Evaluation To Effectiveness of StrategyLack of enrichment materials and replacement technologies for students.Use of math activities and wireless carts to enrich advanced studentMath Department HeadMonitoring/On-going StrategyBenchmark Assessment Tes1Lack of enrichment materials and replacement technologies for students.Use of math activities and wireless carts to enrich advanced studentMath Department HeadMonitoring/On-going Student ConferencingBenchmark Assessment Tes1Small groupSmall groupMath DepartmentMonitoring and Department AdministrationBAT	Problem-Solving Process to I			s to I	ncrease	Student Achievem	ent
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Individual Support Unit Tests	1	enrichment materials and replacement technologies for	activities and wireless carts to enrich advanced student knowledge. Daily tutorials Small group instruction	Depa Head Admi		Student Conferencing Data chats with	Assessment Test Mini Assessments Weekly Teacher generated tests BAT Mini-Assessments

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

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American By May 2013, student subgroups by ethnicity Indian) not making satisfactory progress (White, Black, Hispanic, Asian, American in Geometry. Indian) will maintain 100% mastery on the 2013 Geometry EOC. Geometry Goal #3B: 2012 Current Level of Performance: **2013 Expected Level of Performance:** White 0% (51) Black 0% (2) Hispanic 0% (7) Maintain current percentages Asian 0% (6) American Indian N/A **Problem-Solving Process to Increase Student Achievement** Person or **Process Used to** Position

	Anticipated Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement d identify and define areas in need of improvement			
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	N/A		
Geometry Goal #3C: 2012 Current Level of Performance:	2013 Expected Level of Performance:		
	N/A		
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	N/A	N/A	N/A	N/A	N/A

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:			у.	•		
			N/A	N/A		
2012 Current Level of Performance:			2013 Expe	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Problem	-Solving Process to	Increase Stu	dent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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

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			
1	N/A	N/A	N/A	N/A	N/A			

End of **Geometry EOC** Goals

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

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

PD Content /Topic and/or PLC Focus	or Grade and/or PL	(=) / =/	release) and	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
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Quarter Activities- August SessionImage: second s							
Activities- August Session One: Set Norms (Schedule, Location, Roles, Documentation of PLC, Assessment/Reflection, Review needs based upon FCAT Data and Individual classroom teachers Virtual Counselor ReportsDepartment HeadAugust 30, 2012Classroom diagnostic and assessment, Nathrough Counselor ReportsAugust 30, 2012Classroom diagnostic and assessment, instrumentsMath Department HeadAugust 30, 2012Classroom diagnostic and assessment, instrumentsMath Department HeadAugust 30, 2012Classroom diagnostic and assessment, instrumentsMath Department HeadAugust 30, 2012Classroom diagnostic and assessment, instrumentsMath Department HeadNorms Two: Review SIP Att of Science and Traching; Establish PLC Goal;Department HeadMath 201Classroom diagnostic and assessment instrumentsMath Math Att of Science Science Science Science Science ScienceDepartment HeadMath 201Administration of diagnostic and assessment instrumentsPhic Goal;iiiiiiiiPhic Goal;iiiiiiiiiPhic Goal;iiiiiiiiiiPhic Goal;iiiiiiiiiiiPhic Goal;iiiiii<	First						
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Second Quarter						
Activities- November Session						
One: Review of						
CCSS Writing Standards						
Standards Session Two: CCSS Appendix B (grade level samples of text complexity) Activities- December Session One: Review of CCSS Writing Standards Session Two: Share Best Practices relating to Writing CCSS Activities- January Session One: Review CCSS Activities- January Session One: Review CCSS Language Standards (Convention: Knowledge of Language, Vocab. Acquisition	6, 7, & 8 Math	Department Head	Math Department	November 2, 2012 November 15, 2012 December 6, 2012 January 10, 2013 January 24, 2013	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations Teacher/ Coach conferencing	Math Department Head Administration
and Use)						
Session Two: Review						
Best Practices						

Third Quarter Activities- February Session One: Detailed analysis of Speaking and Listening domainImage: Comparison Activities- Session Speaking and Listening tomainSession Two: Share Best Practices relating to Speaking and Listening CCSSImage: Comparison Activities- Ac	Math Department	Department Head	February 7, 2013 February 21, 2013 March 7, 2013 March 21, 2013	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations Teacher/ Coach conferencing	Math Department Head Administration
and determine					

Fourth Quarter Activities-April Session One: Overview of Project-Based Learning Session Two: Best Practices Project-Based Learning SessionOne: Review of CCSS Math as it applies to subject area Session Two: Review outcomes, reflect and evaluate PLC's	Math Department	Department Head	April 4, 2013 April 25, 2013 May 2,2013 May 9, 2013	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations Teacher/ Coach conferencing	Math Department Head Administration
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Mathematics Budget:

Evidence-based Pro	ogram(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 Develo	opment			
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 **Mathematics** Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By May 2013, 43% of students will attain a Level 3 or above on the 2013 FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (269)	43% (289)

	Problem-Solving Process to Increase Student Achievement								
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1	Student's reading abilities.	Use of consumable textbooks with highlighting strategies. Use morphemic analysis to promote learning new vocabulary words. Mentoring Monitoring progress Individual	Science Department Head Administration	Learning Strategies that focus on developing reading skills will be presented during monthly PLC/or Department Meetings and effectiveness monitored.	Benchmark Assessment Test Teacher generated tests BAT min-assessments Unit tests Weekly Assessments Student conferencing Lab reports				

		Support			
		Classroom participation			
2	Unable to replace technical equipment such as computer cords and batteries, does not allow students to access internet and enrichment programs on an individual basis in the classroom.	Students will work in small groups to make up for lack of individual technology. Increase use of LCD projectors to present material.	Science Department Head Administration	Strategies will be monitored and discussed at monthly Department Meetings as a means of monitoring effectiveness. Classroom participation	Virtual Lab Activities FCAT Focus Student directed research

	ed on the analysis of tify and define areas		•	ference to "Guiding blowing group:	Questions",	
Stud scie	Florida Alternate A lents scoring at Lo nce. nce Goal #1b:		By May 2013 & 6 will incre	By May 2013, students scoring at levels 4, 5, & 6 will increase to 42% on the 2013 Florida Alternate Assessment.		
201	2 Current Level of	Performance:	2013 Expe	2013 Expected Level of Performance:		
40%	(2)		42% (3)	42% (3)		
	Problem-	Solving Process t	o Increase Stu	ıdent Achievemen	t	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of students willingness to perform as well as	Maintaining a persistent calming environment	SVE Teacher Administration	Classroom Observations	Teacher generated tests	

the students mood in general	Frequent Breaks		Unit assessments
			DAR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By May 2013, 22% of Level 4 and 5 students will maintain or increase their scores on the 2013 FCAT 2.0 Science Test.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
19% (130)	22% (147)				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of	Use of lab	Science	Weekly	Benchmark
	enrichment materials and	activities and wireless carts to	Department Head	Assessments	Assessment Test
	replacement	enrich advanced		Strategies will be	Teacher
	technologies.	student application of	Administration	monitored and discussed at	generated tests
		learned content		monthly	BAT
		towards mastery.		Department Meetings.	min-assessments
1		Mentoring		Classroom	Unit tests
		Individual		participation	Student
		Support			conferencing
					Lab reports
					Project/research
					based
					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:

Stue Ach	Florida Alternate , dents scoring at o ievement Level 7 ence Goal #2b:	r above	achievemen 22% on the	By May 2013, students scoring at or above achievement level 7 in science will increase to 22% on the 2013 Florida Alternate Assessment.		
201	2 Current Level of	Performance:	2013 Expe	cted Level of Perf	ormance:	
20%	o (1)		22% (2)	22% (2)		
	Problem-	Solving Process t	o Increase Stu	ident Achievemen	t	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of students willingness to perform as well as the student's mood.	Maintaining a persistent calming environment Frequent breaks	SVE Teacher	Classroom Observations	Teacher generated tests Unit assessments	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
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Fourth Quarter Activities-Ap Session One: Overview of Project-Base Learning Session Two: Best Practices Project-Base Learning Activities-Ma SessionOne: Review of CCSS Math as it applies to subject area Session Two: Review outcomes, reflect and	d d 6, 7, & 8	Science Department Head	Science Department	April 4, 2013 April 25, 2013 May 2,2013 May 9, 2013	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations Teacher/ Coach conferencing	Science Department Head Administration
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Third Quarter Activities- February Session One: Detailed analysis of Speaking and Listening domainISession Two: Share Best Practices relating to Speaking and Listening CCSSIReading Activities-Ma Session One: Disaggregat of data for BAT-determine area of need and revise IFC to meet those needsScience Activities-Ma ScienceSession Two: Disaggregat of data for BAT-determine area of need and revise IFC to meet those needsScience Activities-Ma Acti	Science Department Head	Science Department	February 7, 2013 February 21, 2013 March 7, 2013 March 21, 2013	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations Teacher/ Coach conferencing	Science Department Head Administration
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Science Budget:

Evidence-based Program(s)/Material(s)							
Strategy	Description of Resources	Funding Source	Available Amount				
Ancillary materials to support the science curriculum.Consumable materials determined by science 		Science Lab allocation operating budget.	\$2,630.00				
Subtotal: \$2,630.00							

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		Sut	ototal: \$0.0
Professional Developme	nt		
Strategy	Description of Resources	Funding Source	Available Amount
Science curriculum	Staff development.	General operating budget	\$1,000.00
		Subtota	l: \$1,000.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		Sub	ototal: \$0.0
		Grand Tota	l: \$3,630.00

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:

writing.			By May 2013, 93% of eighth grade students will attain a Level 4 or above on the 2013 FCAT 2.0 Writing Test.			
2012 Current Level of Performance:			2013 Expected Level of Performance:			
90% (608)			93% (626)			
	Proble	em-Solving Proc	ess to I	ncreas	se Student Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	for printing	All students will maintain a writing portfolio containing	Departn Chair	nent	Bi-monthly Classroom Walkthroughs Quarterly Monitoring of	Rubric based grades Multi-genre writing

	student portfolios	throughout the year. All students will produce a final product based on rubric specifications.	Administration	Student Portfolios	samples
2	Lack of Supplies Antiquated computers: Unable to replace/repair	Follow Writing IFC All students will be given the opportunity to use various technological applications during the writing process. Individual Support Follow Writing IFC	Department Chair Administration	Strategies will be a focus monitored and discussed at monthly Department Meetings. Weekly Monitoring Writing Conferences Peer Collaboration/Conferencing	Classroom assessments Teacher monitoring Peer revisions
3	Lack of Supplies Lack of consumable materials Dilapidated textbooks (10 years old) that are out of adoption, lack of funding for replacement	All students will be instructed in and use the writing process daily. The revision and editing process will be explicitly taught and seen in all student writing drafts. All students will produce a final product based on rubric specifications. Individual Support Follow Writing IFC	Department Chair Administration	Strategies will be a focus monitored and discussed at monthly Department Meetings. Weekly Monitoring Writing Conferences	Writing BAT tests Classroom assessments Teacher monitoring Peer revisions Self- reflection

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By May 2013, students scoring at 4 or higher in writing will increase to 69% on the 2013 Florida Alternate Assessment.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
66% (4)	69% (5)			
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of students willingness to perform as well as the students mood	Maintaining a persistent calming environment	SVE Teacher Administration	Classroom Observations	Teacher generated tests
1		Frequent breaks			Unit Assessments
					Diagnostic Assessment of Reading

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
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		1				
First						
Quarter						
Activities-						
August						
Session						
One: Set						
Norms						
(Schedule,						
Location,						
Roles,						
Documentat	ion					
of PLC,						
Assessment	Reflection,					
Review						
IFC's,						
Review						
needs						
based						
upon FCAT						
Data and						
Individual						
classroom						
teachers						
Virtual				August 30,		
Counselor				2012	Classroom	
Reports				2012	Walkthrough	
				September 6,		
Session				2012	Administration of	
Two:		Language		2012	diagnostic and	Language Arts
Review SIP	6, 7, & 8	Arts		September	assessment	Department
Draft,		Department	Language Arts	20, 2012	instruments	Head
Marzano	Language Arts	Head		20, 2012		
Art of		neau		October 4,	Observations	Administration
Science				2012		
and				2012	Teacher/	
Teaching;				October 18,	Coach	
Establish				2012	conferencing	
PLC Goal;				2012		
Determine						
Strategies						
based						
upon Data						
Activities-						
September						
Session						
One:						
Progression						
of						
Standards						
Activity						
Session						
Two:						
Overview						
of CCSS						
Domains						
and						
Organization						
of						
Document	I	I	I	l	l	I I

Second						
Quarter Activities- November Session One: Review of CCSS Writing Standards Session Two: CCSS Appendix B (grade level						
samples of text complexity)						
Activities- December Session One: Review of CCSS Writing Standards Session Two: Share	6, 7, & 8 Language Arts	Language Arts Department Head	Language Arts	November 2, 2012 November 15, 2012 December 6, 2012 December 20, 2012	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations	Language Arts Department Head Administration
Best Practices relating to Writing CCSS				January 10, 2013 January 24,	Teacher/ Coach conferencing	
Activities- January Session One: Review CCSS Language Standards (Convention Knowledge of Language, Vocab. Acquisition and Use)	5,			2013		
Session Two: Review Best Practices						

Third Quarter Activities- February Session One: Detailed analysis of Speaking and Listening domain Session Two: Share Best Practices relating to Speaking and Listening CCSS Reading Activities-Ma Session One: Disaggregat on of data for BAT-determine area of need and revise IFC to meet those needs Session Two: Discuss and determine strategies to remediate students	Arts	Language Arts	February 7, 2013 February 21, 2013 March 7, 2013 March 21, 2013	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations Teacher/ Coach conferencing	Language Arts Department Head Administration
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Fourth Quarter Activities-April Session One: Overview of Project-Based Learning Session Two: Best Practices Project-Based Learning 6, 7, & 8 Activities-May SessionOne: Language Arts Review of CCSS Math as it applies to subject area Session Two: Review outcomes, reflect and evaluate PLC's	Language Arts Department Head	Language Arts	April 4, 2013 April 25, 2013 May 2,2013 May 9, 2013	Classroom Walkthrough Administration of diagnostic and assessment instruments Observations Teacher/ Coach conferencing	Language Arts Department Head Administration	
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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 Developmer	nt		
Strategy	Description of Resources	Funding Source	Available Amount
SpringBoard Curriculum.	Staff development training.	Inservice - State - operating budget.	\$4,209.00
			Subtotal: \$4,209.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,209.00

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:			N/A		
2012 Current Level of Performance:			2013 Expe	cted Level of Perfo	rmance:
N/A			N/A		
	Problem	-Solving Process to	Increase Stu	ident Achievement	:
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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	o Increase Stu	dent Achievement	:
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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	Leader	PLC, subject,	release) and Schedules (e.g.,	up/Monitoring	Person or Position Responsible for Monitoring
	No Data Submitted					

Civics Budget:

Evidence-based Pr	ogram(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 Devel	opment		
Strategy	Description of Resources	Funding Source	Available Amount

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

Attendance Goal(s)

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

	ed on the analysis of ne areas in need of ir		d reference to `	'Guiding Questions",	identify and	
1. Attendance Attendance Goal #1:				By June 2012, Attendance rate will increase 2% percent.		
2012 Current Attendance Rate:		2013 Expe	cted Attendance R	ate:		
94.1% (2012)			96% (2055)			
2012 Current Number of Students with Excessive Absences (10 or more)				2013 Expected Number of Students with Excessive Absences (10 or more)		
142			135	135		
	2 Current Number essive Tardies (10			cted Number of Str Fardies (10 or mor		
97			90	90		
	Problem	-Solving Process to	o Increase Stu	ident Achievement	:	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of information from the feeder schools and	Social Worker surveys previous school's attendance	Administration Guidance	Weekly BRIO Reports	TERMS Pinnacle	

	excessive excused	concerns.	Social Worker		Attendance Summaries
2	Lack of student compliance	File BTIP	Administration Guidance Social Worker State Attorney	Reports	TERMS Pinnacle Attendance Summaries

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-	Person or Position Responsible for Monitoring
Attendance Policy	6, 7, & 8 All Subjects	Administration	School-wide	Pre-planning week	On-going: Parent/Teacher Conferences Referrals	Guidance/Social Worker

Attendance Budget:

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

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

End of **Attendance** Goal(s)

Suspension Goal(s)

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

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

By May 2013, the number of suspensions will decrease by 10%. AES is an option made available to students instead of external suspension.
2013 Expected Number of In-School Suspensions
577
2013 Expected Number of Students Suspended In-School
255
2013 Expected Number of Out-of-School Suspensions
149
2013 Expected Number of Students Suspended Out-of-School
99
s 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 being properly placed in class or school.	RTI team properly placing student.	Administration Guidance RTI Team	CWTs	TERMS DMS
2	Insufficient identification of students who need learning supports	Provide family counseling	Administration Guidance	CWTs	TERMS DMS
3	Students not following through due to transportation issues	Saturday School Internal Suspension After school detentions AES	Administration Guidance	CWTs	TERMS DMS
4	Lack of implementation of CHAMPs/behavioral strategies	CHAMPs refresher course On-going monitoring	Department Heads Administration	Classroom Observation	Student disciplinary referrals CHAMPs Rubric

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
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Classroom Behavior Management Training for all Staff including effective classroom strategies and review of District s Discipline Matrix.	6, 7, & 8	School-Wine	Reading and Math Teachers	Monthly Meetings	Classroom Observatioms	Administration
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Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Saturday detentions. Implementation of the district's discipline matrix.	Instructional staff.	Accountability/operating budget.	\$10,300.00
After school. Implementation of the district's discipline matrix.	Instructional staff.	Accountability/operating budget.	\$700.00
		Subtota	l: \$11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		Si	ubtotal: \$0.00
Professional Developmen	it		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		Si	ubtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		S	ubtotal: \$0.00
		Grand Tota	l: \$11,000.00

End of **Suspension** Goal(s)

Parent Involvement Goal(s)

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

	•	parent involvement in need of improver	•	ence to "Guiding Que	estions",		
1. P	arent Involvement	t					
*Ple part	-	oal #1: entage of parents wi tivities, duplicated or	decisions reg evidenced b	By May 2013, 85% of parents will participate in decisions regarding their child's education as evidenced by attendance at parent trainings, PTA, participation in school activities, and SAC meetings.			
	2 Current Level of plvement:	Parent	2013 Expec Involveme	cted Level of Parer nt:	nt		
83%	o (1826)		85% (1870)				
	Problem	-Solving Process to	o Increase Stu	ident Achievement	:		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Parents lack of access to technology	Utilize the school website, monthly newsletter, robot dialer, SAC and PTA meetings to keep parents updated.	Administration Guidance	Sign-in Sheets	Parent Survey School Climate Survey		
2	Parents lack of knowledge in subject area remediation	Interactive Reading and Math for Success Night for parents and students Community Outreach Program (Reading/Math /Study Skills Strategies provided to parents/students outside of the school and within the community	ESE teachers Dept. Heads	Sign-in Sheets	Parent Survey School Climate Survey		
3	Parents lack of knowledge base concerning environmental issues that impact academic performance	Parent Counseling Training	Guidance Director	Sign-in Sheets	Sign-in Sheets		

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
Reading and Math Strategies	6, 7, & 8		Reading and	Monthly Meetings	Data Chats	Administration

Parent Involvement Budget:

Evidence-based Pro	gram(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 Develo	pment		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:							
	STEM M Goal #1:		literacy for a not pursue S	Indian Ridge Middle School will increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.			
Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Lack of sufficient funding Parental economic costs and involvement	Donated supplies PTA Support	Administration	Classroom Observaions	Participation in District Science and Math Competitions Science		
					related fieldtrips		

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	PLC Leader	PLC, subject,	Schedules (e.g.,	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
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No Data Submitted

STEM Budget:

Evidence-based Prog	ram(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 Develop	ment		
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:	N/A	N/A					
Problem-Solving Process to Increase Student Achievement							
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			

			Monitoring		
1	N/A	N/A	N/A	N/A	N/A

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	Leader	PLC, subject,	release) and Schedules (e.g.,	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring	
No Data Submitted							

CTE Budget:

Evidence-based Pro	ogram(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 Develo	opment		
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

	Program(s)/Material			A
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida School Book Depository 6th, 7th & 8th grade Florida Reading workbooks.	Supplemental materials	Instructional Materials operating budget	\$15,525.00
Reading	Florida School Book Depository Rewards intermediate level 6th grade student workbooks.	Supplemental materials	Instructional Materials operating budget.	\$715.92
Reading	Cambuim/Sopris Rewards secondary level 7th & 8th grade student workbooks.	Supplemental materials	Instructional Materials operating budget	\$549.72
Science	Ancillary materials to support the science curriculum.	Consumable materials determined by science department chair person.	Science Lab allocation operating budget.	\$2,630.00
Suspension	Saturday detentions. Implementation of the district's discipline matrix.	Instructional staff.	Accountability/operating budget.	\$10,300.00
Suspension	After school. Implementation of the district's discipline matrix.	Instructional staff.	Accountability/operating budget.	\$700.00
Technology			Subto	tal: \$30,420.64
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional De Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Impact Curriculum.	Staff development training.	Reading allocation - State - operating budget.	\$4,209.00
Science	Science curriculum	Staff development.	General operating budget	\$1,000.00
Writing	SpringBoard Curriculum.	Staff development training.	Inservice - State - operating budget.	\$4,209.00

Other

Subtotal: \$9,418.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$39,838.64

Differentiated Accountability

School-level Differentiated Accountability Compliance

O Priority O Focus O Prevent O NA

Are you a reward school: OYes ONo

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Saturday School	\$10,000.00
Tardy Detentions	\$700.00

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

SAC will monitor the implementation of the School Improvement Plan and assist in any necessary modifications/updating. Training in interpreting data, team building activities, and information relating to CCSS, RTI and LLT will be provided throughout the year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School Dis INDIAN RIDGE MID 2010-2011		DL				
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	83%	91%	65%	322	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	66%	73%			¹³⁹ •	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	64% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					590	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School Dis INDIAN RIDGE MID 2009-2010		DL				
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)		85%	95%	65%	329	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	78%			148 •	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	67% (YES)			131	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					608	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested