

**William J. Montford, III**  
**2012-2013 School Improvement Plan (SIP)**

**ASSURANCES**

Our school held a properly noticed public hearing at which we reviewed the SIP mission and goals.

Our SAC approved our SIP for 2012-2013, and our meeting minutes reflect the SIP approval vote.

We have copies of our approved SIP on file at school and available to the school community.

**September 13, 2012**

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Date of Public Hearing

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Principal Signature

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SAC Chair Signature

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TEC Representative Signature

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Site Facilitator Signature (Optional)

**September 20, 2012**

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Date of SAC Approval

**Lewis Blessing**

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Principal Name

**Lynda Thabes**

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SAC Chair Name

**Jan Graham**

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TEC Representative Name (Type or Print)

**Deborah Thomas**

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Site Facilitator Name (Optional)

# FLORIDA DEPARTMENT OF EDUCATION



## William J. Montford, III Middle School School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

## PART I: SCHOOL INFORMATION

School Name: <b>William J. Montford, III Middle School</b>	District Name: <b>Leon County Schools</b>
Principal: <b>Mr. Lewis Blessing</b>	Superintendent: <b>Mr. Jackie Pons</b>
SAC Chair: <b>Dr. Lynda Thabes</b>	Date of School Board Approval: <b>2012 (Pending)</b>

### Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

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

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

School # Name	School Year	School Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math
William J. Montford III Middle # 1201	2008- 2009	A	89	81	93	51	74	67
#1201	2009- 2010	A	84	86	90	69	66	77
#1201	2010- 2011	A	87	89	81	76	67	79
#1201	2011- 2012	A	75	77	83	67	67	74

[AMO Trend Data](#) (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

William J. Montford III Middle	% of Lowest 25% Learning	% of Lowest 25% Learning	Total Points	Middle School Acceleration	Percent Tested	Free & Reduced Lunch	Minority Rate
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# 1201	Gains in Reading	Gains in Math		Qualification			
2008-2009	71	64	590	N/A	100	13	21
2009-2010	60	72	604	N/A	100	16	24
2010-2011	68	78	625	N/A	100	18	25
2011-2012	65	62	656	Yes	100	20	26

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

### MATCHED CURRICULUM COUNT /PERCENT AT ACHIEVEMENT LEVELS

READING												
Grade	3 – C# 10-11	3-P% 10-11	3 –C# 11-12	3 – P% 11-12	4/5- C# 10-11	4/5-P% 10-11	4/5-C# 11-12	4/5-P% 11-12	TOTAL 10-11 C #	TOTAL 10-11 P%	TOTAL 11-12 C #	TOTAL 11-12 P%
06	90	29%	109	30%	188	60%	163	46%	N/A	N/A	N/A	N/A
07	109	34%	83	23%	174	54%	191	42%	N/A	N/A	N/A	N/A
08	110	37%	90	25%	143	48%	168	47%	N/A	N/A	N/A	N/A
ACH 3									309	33%	276	26%
ACH4/5									505	54%	513	49%

MATH												
Grade	3 – C# 10-11	3-P% 10-11	3 –C# 11-12	3 – P% 11-12	4/5- C# 10-11	4/5-P% 10-11	4/5-C# 11-12	4/5-P% 11-12	TOTAL 10-11 C #	TOTAL 10-11 P%	TOTAL 11-12 C #	TOTAL 11-12 P%
06	93	30%	95	27%	188	60%	168	47%	N/A	N/A	N/A	N/A
07	116	36%	103	28%	163	51%	188	51%	N/A	N/A	N/A	N/A
08	120	40%	112	31%	148	49%	153	43%	N/A	N/A	N/A	N/A
ACH 3									329	35%	30	29%
ACH4/5									499	53%	502	48%

### Highly Effective Administrators

List your school's highly effective 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)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Lewis Blessing	<b>B.A.</b> Secondary Social Science Education <b>M.S.</b> Educational Leadership and Administration <b>Florida Certification</b> Education Leadership (All levels) Social Science Education (6-12)	1	5	<b>Deerlake Middle School 11-12-A</b> <ul style="list-style-type: none"> <li>• AMO: NO</li> <li>• Reading: <u>84%</u> Proficient</li> <li>• Math: <u>85%</u> Proficient</li> </ul> <b>Deerlake Middle School 10-11-A</b> <ul style="list-style-type: none"> <li>• AYP: Yes</li> <li>• Reading: 89% Proficient</li> <li>• Math: 92% Proficient</li> </ul> <b>Deerlake Middle School 09-10-A</b> <ul style="list-style-type: none"> <li>• AYP: Yes</li> <li>• Reading: 89% Proficient</li> <li>• Math: 90% Proficient</li> </ul> <b>Deerlake Middle School 08-09-A</b> <ul style="list-style-type: none"> <li>• AYP: NO</li> <li>• Reading: 87% Proficient</li> <li>• Math: 88% Proficient</li> </ul>
Assistant Principal	Deborah Thomas	<b>Ed.D.</b> Instructional Leadership <b>Ed.S.</b> Curriculum & Instruction <b>MAT</b> Master of Art in Teaching & Integrating Technology in Education <b>B.S.</b> Secondary Math Education <b>Florida Certification</b> Secondary Mathematics (6-12)	5	8	<b>Montford Middle School 11-12-A</b> <ul style="list-style-type: none"> <li>• AMO: NO</li> <li>• Reading: 75% Proficient</li> <li>• Math: 77% Proficient</li> </ul> <b>Montford Middle School 10-11-A</b> <ul style="list-style-type: none"> <li>• AYP: NO</li> <li>• Reading: 87% Proficient</li> <li>• Math: 89% Proficient</li> </ul> <b>Montford Middle School 09-10-A</b> <ul style="list-style-type: none"> <li>• AYP: NO</li> </ul>

		Educational Leadership (All levels)			<ul style="list-style-type: none"> <li>• Reading: 84% Proficient</li> <li>• Math: 86% Proficient</li> </ul> <p><b>Montford Middle School 08-09-A</b></p> <ul style="list-style-type: none"> <li>• AYP: Yes</li> <li>• Reading: 89% Proficient</li> <li>• Math: 81% Proficient</li> </ul>
Assistant Principal	George H. Edwards, Jr.	<b>B.S.</b> Secondary English Education <b>M.S.</b> Educational Leadership <b>Florida Certification</b> Secondary English (6-12) Educational Leadership (All levels)	1	2	<p><b>Fort Braden K-8 School (Dean of Students) 11-12-A</b></p> <ul style="list-style-type: none"> <li>• AMO: NO</li> <li>• Reading: 49% Proficient</li> <li>• Math: 43% Proficient</li> </ul>
Dean of Curriculum	Lee Fagan	<b>B.S.</b> Secondary Social Science Education <b>Florida Certification</b> Social Science (6-12)	5	12	<p><b>Montford Middle School 10-11-A</b></p> <ul style="list-style-type: none"> <li>• AMO: NO</li> <li>• Reading: 75% Proficient</li> <li>• Math: 77% Proficient</li> </ul> <p><b>Montford Middle School 10-11-A</b></p> <ul style="list-style-type: none"> <li>• AYP: NO</li> <li>• Reading: 87% Proficient</li> <li>• Math: 89% Proficient</li> </ul> <p><b>Montford Middle School 09-10-A</b></p> <ul style="list-style-type: none"> <li>• AYP: NO</li> <li>• Reading: 84% Proficient</li> <li>• Math: 86% Proficient</li> </ul> <p><b>Montford Middle School 08-09-A</b></p> <ul style="list-style-type: none"> <li>• AYP: Yes</li> <li>• Reading: 89% Proficient</li> <li>• Math: 81% Proficient</li> </ul>

## Highly Effective Instructional Coaches

List your school's highly effective 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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Beverly Taylor	<b>B.S.</b> Elementary Education <b>M.S.</b> Elementary Education <b>Florida</b> <b>Certification</b> K-3 Primary Education Reading K-12	5	5	<p><b>Montford Middle School 11-12-A</b></p> <ul style="list-style-type: none"> <li>• AMO: NO</li> <li>• Reading: 75% Proficient</li> <li>• Math: 77% Proficient</li> </ul> <p><b>Montford Middle School 10-11-A</b></p> <ul style="list-style-type: none"> <li>• AYP: NO</li> <li>• Reading: 87% Proficient</li> <li>• Math: 89% Proficient</li> </ul> <p><b>Montford Middle School 09-10-A</b></p> <ul style="list-style-type: none"> <li>• AYP: NO</li> <li>• Reading: 84% Proficient</li> <li>• Math: 86% Proficient</li> </ul> <p><b>Montford Middle School 08-09-A</b></p> <ul style="list-style-type: none"> <li>• AYP: Yes</li> <li>• Reading: 89% Proficient</li> <li>• Math: 81% Proficient</li> </ul>

## Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Leon County School District aggressively recruits highly qualified teachers by hosting recruitment fairs locally and at events throughout the nation.	District HR Department Principal	On-going	
2. William J. Montford III Middle School is one of the leading technology schools in the county which attracts qualified applicants.	Principal Administrative Assistant	On-going	
3. Our administrative team reviews District County policies to ensure that highly qualified teachers are hired at William J. Montford III Middle School.	Administrative Team	On-going	
4. New teachers are mentored by veteran teachers.	Administrative Team & Curriculum Leadership Team	On-going	

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

\*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
6% (4) – 1(LA); 3(ESOL)	Meet bi-weekly with a highly effective teacher in the content area of non- effectiveness to collaborate on best practices

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	5%	20%	30%	45%	41%	100%	15%	6%	45%

***Teacher Mentoring Program***



Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

William J. Montford III Middle School has hired four instructors for the 2012-2013 school year. All new instructional staff members were given instructional packets which contained pertinent information about William J. Montford III Middle School. All new faculty members attended a training session before preplanning designed to prepare them for the upcoming school year, and were matched with seasoned instructors to formulate the building wide mentoring program. Every mentor and mentee will meet on a bi-weekly basis for the first two months of school and then every month for the remaining of the school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter and gain feedback on best practices.

In addition, each teacher is observed by the Principal within the first 45 days of the school year using the Florida Performance Measurement System Screening/Summative Instrument (LEADS). The resource team consists of a Curriculum Leadership Team member, Mentor, and Mentee. This team meets to create an Action Plan. The plan is reviewed quarterly by the Mentor or Curriculum Leadership Team member. The Mentor provides resources and keeps a check list to insure the timeline is followed and that the induction process is completed for each new teacher. In addition, these pre-professional teachers create an extensive portfolio that documents mastery of the Twelve Accomplished Practices.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Curriculum Leadership Team	5New teachers to the school	<ul style="list-style-type: none"> <li>All new instructors will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology.</li> </ul>	<ul style="list-style-type: none"> <li>Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee.</li> <li>Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.</li> </ul>
Joyce Madsen Mike Sever Wendy Taylor Katie Allen Jodi Drew	Christy Sears Alyson Rogers Thomas Lynch James Gorman Ashley Hagadorn	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology	<ul style="list-style-type: none"> <li>Ongoing observation of teacher</li> <li>Informal meetings to provide support</li> <li>Assist with Accomplished Practices</li> </ul>

**Additional Requirements**

*Coordination and Integration-Title I Schools Only N/A*

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

**School-Based MTSS/RtI Team**

Identify the school-based MTSS Leadership Team.

Administrative Team, Reading Coach, Select General Education Teacher(s), Guidance Counselor(s), School Psychologist, School Social Worker, ESE Program Specialist, Attendance Clerk, Referral Coordinator, Speech Language Pathologist, and Parent

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 role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions. The team will meet two times per month to address referrals. Referral to the intervention team for academic and behavioral concern.

- The **administrative team** is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS.
- **Select General Education Teachers** provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
- **Select ESE Teachers** (Varying exceptionalities, speech, gifted) provide information about intervention instruction participates in student data collection, collaborates with general education teachers.
- **Reading Coach** participates in student data collection and evaluation of data collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.
- **The Psychologist** is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.
- **The School Social Worker** conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the object, and the parent agrees to allow the social worker can also assist parents in finding appropriate community resources.
- **The ESE Program Specialist** is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.

- **The Attendance Officer** is on call to join the intervention team to discuss students who have been deemed chronically absent. He reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues.
- **The Referral Coordinator or (Guidance Counselor)** drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.
- **Speech Language Pathologist** educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of students need with respect to language skills.

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

The role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on FCAT. Once specific strategies are identified and determined to be effective the departments use these strategies to meet the goals of the school improvement plan.

#### **MTSS Implementation**

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

**Baseline Data:** FAIR, Achieve 3000, Data Director, Pre-Writes Upon Request,

**Midyear Data:** FAIR, Achieve 3000, Data Director, Pearson/Successmaker, Writes Upon Request,

**End of year:** FAIR, Achieve 3000, Data Director, Pearson/Successmaker, Writes Upon Request, FCAT 2.0

Describe the plan to train staff on MTSS.

#### **School-Wide Professional Development from the District's train the trainer model**

Response to Intervention Teacher Training during pre-planning and monthly department meeting

What is MTSS?

- Multi-tiered model
- Classroom behavior management
- The intervention process
- Academic and behavior interventions

*Literacy Leadership Team (LLT)*

**School-Based Literacy Leadership Team**

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

**Administrative Team, Reading Coach, Reading Teacher(s), Guidance Counselor(s)**

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

The team meets once a month to engage in the following activities: Review baseline data used to drive instruction and progress monitoring to ensure mastery of the grade level benchmarks in reading.

- The **administrative team** is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing PMRN, ensures implementation of intervention support, ensures adequate professional development is provided to support PMRN and communicates with outside stakeholders regarding PMRN.
- **Reading Coach**  
Oversee and create data report from the PMRN, Achieve 3000 on students and evaluate data to collaborate with LLT and other stakeholders to identify appropriate, evidence-based intervention strategies. As well as, assist with design and delivery of professional development relative to implementation of effective reading strategies.
- **Reading teachers** will meet monthly to look at PMRN, Achieve 3000 data and progress monitoring through assessments data to determine success and continuous concerns. Data is disaggregated to determine student needs and success.

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

Increase the percentage of students' reading level not reaching the proficiency level in all subgroup by providing opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher.

***\*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.

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## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1a. 1. Background Knowledge	1a. 1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	1a. 1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,  Language Arts grade level leaders coordinate with social studies teachers to provide support in reading and writing.	1a. 1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	1a. 1. FAIR Achieve 3000 FCAT Explorer
<b>Reading Goal #1a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 FCAT 2.0 28% of the matched students in grades 6-7 will score at level 3 in reading. The students in this category according to FAIR/FCAT data the area of need improvement is research and reference.	26% (276).	28% (297)					
			1a.2. Student Motivation	1a.2. Students will be placed in pullout advanced reading programs based on their needs.	1a.2. Reading Teachers, Reading Coach, APC	1a.2. FAIR, Achieve 3000 Data for groups, data from pullout advanced reading courses	1a.2. Hampton Brown Inside Program
			1a.3 Reading in the content area	1a.3 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1a.3 Principal/Assistant Principal	1a.3 Monitoring of progress toward the reading goals	1a.3 Appropriate benchmark assessment; classroom observation tools; various classroom assessments
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1b.1. Student Motivation	1b.1. Students will be placed in pullout	1b.1. Reading Teachers, Reading Coach, APC	1b.1. FAIR, Achieve 3000 Data for groups, data from	1b.1. Hampton Brown Inside Program

<b>Reading Goal #1b:</b> The percentage of identified students proficient in reading will increase by least 1% as evidenced by performance on the FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		advanced reading programs based on their needs.		pullout advanced reading courses	
	33% (7)	34% (8)					
			1b.2. Reading in the content area	1b.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1b.2. Principal/Assistant Principal	1b.2. Monitoring of progress toward the reading goals	1b.2. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
		1b. 3. Background Knowledge	1b. 3. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	1b. 3. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach, Language Arts grade level leaders coordinate with social studies teachers to provide support in reading and writing.	1b. 3. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	1b. 3. FAIR Achieve 3000 FCAT Explorer	
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>			2a.1. Background Knowledge	2a.1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students	2a.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach, Language Arts grade	2a.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress	2a.1 FAIR Achieve 3000 FCAT Explorer
<b>Reading Goal #2a:</b> On the 2013 FCAT 2.0 51% of the students in grades	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	49% (513)	51% (541)					

6-7 will score at level 4 or 5 in reading. The students in this category according to FAIR/FCAT data the area of need improvement is research and reference.				accordingly	level leaders coordinate with social studies teachers to provide support in reading and writing.	monitoring data for groups to show growth	
			2a.2 Reading in the content area	2a.2 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	2a.2 Principal/Assistant Principal	2a.2 Monitoring of progress toward the reading goals	2a.2 Appropriate benchmark assessment; classroom observation tools; various classroom assessments
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b. 1. Background Knowledge	2b. 1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	2b. 1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,  Language Arts grade level leaders coordinate with social studies teachers to provide support in reading and writing.	2b. 1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	2b. 1. FAIR Achieve 3000 FCAT Explorer
Reading Goal #2b: The percentage of identified students proficient in reading will increase by least 1% as evidenced by performance on the FAA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48% (10)	49% (11)					
			2b.2. Reading in the content area	2b.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	2b.2 Principal/Assistant Principal	2b.2. Monitoring of progress toward the reading goals	2b.2. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
		2b.3. Student Motivation	2b.3. Students will be	2b.3. Reading Teachers,	2b.3. FAIR, Achieve 3000	2b.3.	

			placed in pullout advanced reading programs based on their needs.	Reading Coach, APC	Data for groups, data from pullout advanced reading courses	Hampton Brown Inside Program
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>		3a.1. Background Knowledge	3a.1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	3a.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,  Language Arts grade level leaders coordinate with social studies teachers to provide support in reading and writing.	3a.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	3a.1. FAIR Achieve 3000 FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
<b>Reading Goal #3a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>				
On the 2013 FCAT 2.0 70% of the students will make learning gains in reading. The students in this category according to FAIR/FCAT data the area of need improvement is research and reference.	68% (689)	70% (709)				
		3a.2. Student Motivation	3a.2. Students will be placed in pullout advanced reading programs based on their needs.	3a.2. Reading Teachers, Reading Coach, APC	3a.2. FAIR Data for groups, data from pullout advanced reading courses	3a.2. Hampton Brown Inside Program
		3a.3. Reading in the content area	3a.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	3a.3. Principal/Assistant Principal	3a.3. Monitoring of progress toward the reading goals	3a.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments



<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			3b.1. Background Knowledge	3b.1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	3b.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,  Language Arts grade level leaders coordinate with social studies teachers to provide support in reading and writing.	3b.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	3b.1. FAIR Achieve 3000 FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
Reading Goal #3b: The percentage of identified students proficient in reading will increase by least 1% as evidenced by performance on the FAA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32% (6)	33% (7)					
			3b.2. Student Motivation	3b.2. Students will be placed in pullout advanced reading programs based on their needs.	3b.2. Reading Teachers, Reading Coach, APC	3b.2. FAIR Data for groups, data from pullout advanced reading courses	3b.2. Hampton Brown Inside Program
		3b.3. Reading in the content area	3b.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	3b.3. Principal/Assistant Principal	3b.3. Monitoring of progress toward the reading goals	3b.3. Appropriate benchmark assessment; classroom observation tools; various classroom 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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>			4a.1. Background Knowledge	4a.1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000, data to determine needs and weaknesses and group students accordingly.	4a.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,	4a.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	4a.1. FAIR Achieve 3000 FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Materials Kaleidoscope
Reading Goal #4a: On the 2013 FCAT 2.0 70% of the students in the lowest 25% will make learning gains in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63% (142)	70% (158)					

The students in this category according to FAIR/FCAT data the area of need improvement is research and reference.							
			4a.2. Student Motivation	4a.2. Students will be placed in pullout advanced reading programs based on their needs.	4a.2. Reading Teachers, Reading Coach, APC	4a.2. FAIR Data for groups, data from pullout advanced reading courses	4a.2. Hampton Brown Inside Program
			4a.3. Reading in the content area	4a.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	4a.3. Principal/Assistant Principal	4a.3. Monitoring of progress toward the reading goals	4a.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5a. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011  87% ≥ level 3	75 % ≥ 3	AMO Target	AMO Target	AMO Target	AMO Target	AMO Target
		88%	89%	90%	91%	92%	93%
Reading Goal #5A: Base on the criteria to reduce the achievement gap by 2016-2017, Montford students will reach proficiency or above proficiency in reading at our target number of 93% of the students in six years.		NO					
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5b.1. Background Knowledge	5b.1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	5b.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach,	5b.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	5b.1. FAIR Achieve 3000 FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
Reading Goal #5B: On the 2013 FCAT 2.0, the percentage of students in the all subgroups not making progress in reading will decrease by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: <b>20%(156)</b>	White: <b>15%(117)</b>					
	Black: <b>50%(71)</b>	Black: <b>45%(64)</b>					
	Hispanic: <b>23%(11)</b>	Hispanic: <b>18%(9)</b>					
	Asian: <b>23%(11)</b>	Asian: <b>18%(9)</b>					
			5b.2. Student Motivation	5b.2. Students will be placed in pullout recovery reading programs based on their needs.	5b.2. Reading Teachers, Reading Coach, APC	5b.2. FAIR Data for groups, data from pullout recovery reading courses	5b.2. Hampton Brown Inside Program
			5b.3. Reading in the content area	5b.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	5b.3. Principal/Assistant Principal	5b.3. Monitoring of progress toward the reading goals	5b.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5c.1. Background Knowledge	5c.1. Reading , Social Studies & Language Art teachers will use	5c.1. Administrative Team, Reading , Social Studies	5c.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/	5c.1. FAIR Achieve 3000 FCAT Explorer
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
On the 2013 FCAT							

2.0, the percentage of students in the ELL subgroup not making progress in reading will decrease by 5%.	50% (5)	45% (4)		FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	& Language Art Teachers, Reading Coach,	weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
			5c.2. Student Motivation	5c.2. Students will be placed in pullout recovery reading programs based on their needs.	5c.2. Reading Teachers, Reading Coach, APC	5c.2. FAIR Data for groups, data from pullout recovery reading courses	5c.2. Hampton Brown Inside Program
			5c.3. Reading in the content area	5c.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	5c.3. Principal/Assistant Principal	5c.3. Monitoring of progress toward the reading goals	5c.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:  On the 2013 FCAT 2.0, the percentage of students in the SWD subgroup not making progress in reading will decrease by 5%.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	5d.1. Background Knowledge	5d.1. Use real world examples to enhance background knowledge in teacher directed small group.  Reading, Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	5d.1. Administrative Team, ESE Teachers, Reading, Social Studies & Language Art Teachers, Reading Coach,	5d.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth. Review student data weekly.	5d.1. FAIR Achieve 3000 FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
	65% (78)	60% (72)					
			5d.2. Student	5d.2. Students will be placed	5d.2. Reading Teachers,	5d.2. FAIR Data for groups, data from	5d.2. Hampton Brown Inside Program

		Motivation	in pullout recovery reading programs based on their needs.	Reading Coach, APC	pullout recovery reading courses	
		5d.3. Reading in the content area	5d.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	5d.3. Principal/Assistant Principal	5d.3. Monitoring of progress toward the reading goals	5d.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>		5e.1. Background Knowledge	5e.1. Use real world examples to enhance background knowledge in teacher directed small group.  Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	5e.1. Administrative Team, ESE Teachers, Reading , Social Studies & Language Art Teachers, Reading Coach	5e.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth. Review student data weekly.	5e.1. FAIR Achieve 3000 FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
On the 2013 FCAT 2.0, the percentage of students in the Economically Disadvantaged subgroup not making progress in reading will decrease by 5%.	<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:*</u>			
		53% (96)	48% (87)			
		5e.2. Student Motivation	5e.2. Students will be placed in pullout recovery reading programs based on their needs.	5e.2. Reading Teachers, Reading Coach, APC	5e.2. FAIR Data for groups, data from pullout recovery reading courses	5e.2. Hampton Brown Inside Program
		5e.3. Reading in the content area	5e.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content	5e.3. Principal/Assistant Principal	5e.3. Monitoring of progress toward the reading goals	5e.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments

			areas.			
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## Reading Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (MTSS )	Instructional Staff 6-8 in LA/Reading and Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9weeks reports.	Administrative Team
Art & Science of Teaching/iObservation						
Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Department Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
(Teacher Practices) Phase I of the Implementation of the	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

Common Core State Standards (CCSS)						
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**Reading Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CCSS Best Practices – Phase I	LCS Curriculum Developers	District Based General Funds	\$0.00
Scholastic Reading	Supp. Reading	School Based General Funds	\$430.00
Vocabulary for Success	Vocabulary TAG	School Based General Funds	\$200.00
			<b>Subtotal: \$630.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	\$0.00
Data Analysis	Data Director Web Based Program	School Based General Funds	\$0.00
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
			<b>Subtotal:0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Developing appropriate rubrics and learning goals	Facilitator; time for planning and collaboration	School-based Professional Learning Dollars	\$0.00
Pacing Guide /Focus Calendar/SSS for LA/Reading	TEC Summer Training and follow-up	Title II Summer Funds/Title II funds	\$5,500.00
FCTE Conference – 3 LA/Read /Soc. Studies teachers	State Technology Conference	Title II funds/TEC if the funds are allocated	\$1200.00
			<b>Subtotal:\$6,700.00</b>
			<b>Total:\$7,330.00</b>

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in Listening/Speaking.</b>		1.1. Speaking and understanding very little of the English language	1.1. When speaking with ELL students, use familiar words, avoid long words, and limit the length of sentences.  Assist students in understanding complex concepts and skills by presenting clear illustrations, using gestures, and demonstrating concrete example	1.1. ELL Coordinator, & APC	1.1. Student Survey of LCS Student Registration Form Results of the IPT	1.1. IPT Oral Test
<u>CELLA Goal #1:</u> The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as indicated by performance on CELLA.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>  64% (9)					
		1.2. Limited allocation of resources	1.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	1.2. ELL Coordinator, & APC	1.2. Parent /School/Community Connections	1.2. LCS Volunteer Application
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in Reading.</b>		2.1. Limited reading skills in the English language.	2.1. Make sure the student information and materials are printed clearly, not handwritten or poorly copied.  Check for content comprehension with learning logs, strip stories, dialogue journals, cloze exercises, drama/role play, experiments, reading logs,	2.1. ELL Coordinator, & APC	2.1. Student Survey of LCS Student Registration Form Results of the IPT	2.1. IPT Reading Test, if the student passed the IPT Oral Test
<u>CELLA Goal #2:</u> The percentage of ELL students proficient in reading will increase by at least 1% as indicated by performance on CELLA.	<u>2012 Current Percent of Students Proficient in Reading :</u>  43% (6)					



			and illustrations.			
		2.2. Limited allocation of resources	2.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	2.2. ELL Coordinator, & APC	2.2. Parent /School/Community Connections	2.2. LCS Volunteer Application
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in Writing.</b>		3.1. Limited writing skills in the English language.	3.1. Allow the student to use his/her native language especially when doing writing assignments or to clarify meaning with an individual proficient in his/her language.	3.1. ELL Coordinator, & APC	3.1. Student Survey of LCS Student Registration Form Results of the IPT	3.1. IPT Writing Test, if the student passed the IPT Oral Test
<b>CELLA Goal #3:</b> The percentage of ELL students proficient in writing will increase by at least 1% as indicated by performance on CELLA.	2012 Current Percent of Students Proficient in Writing :					
	36% (5)					
		3.2. Limited allocation of resources	3.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	3.2. ELL Coordinator, & APC	3.2. Parent /School/Community Connections	3.2. LCS Volunteer Application

**CELLA Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ESOL Program	Checklist for FTE Compliance	School Funds / District Funds	
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL Training	18 hours electives and special areas, 60 hours math, science , social studies and computer literacy, LA, Reading 300 in-service hours	District Funds	
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CELLA Goals*

## Middle School Mathematics Goals

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

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1. Lack of skill and knowledge with math standards	1a.1. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	1a.1. Administrative Team and Math Department Chair	1a.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	1a.1. Lesson Plans posted on Edline
<b>Mathematics Goal #1a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
On the 2013 FCAT 2.0 31% of the matched students will score at level 3 in math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.	29% (302)	31% (323)					
			1a.2. Motivation	1a.2 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	1a.2 Administrative Team and Math Teachers	1a.2 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	1a.2 Common assessments aligned with the Next Generation Math Standards
			1a.3. Reading in the content area	1a.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1a.3. Principal/Assistant Principal	1a.3. Monitoring of progress toward the reading goals	1a.3. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.1. Lack of skill and	1b.1. Implement school wide	1b.1. Administrative	1b.1. Walkthroughs and observations	1b.1. Lesson Plans posted on

<u>Mathematics Goal #1b:</u> The percentage of identified students proficient in math will increase by least 1% as evidenced by performance on the FAA.	<u>2012 Current Level of Performance:*</u> 57% (12)	<u>2013 Expected Level of Performance:*</u> 58% (13)	knowledge with math standards	pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	Team and Math Department Chair	will demonstrate integration of Common Core and Rigor Relevancy strategies	Edline
			1b.2. Motivation	1b.2 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	1b.2 Administrative Team and Math Teachers	1b.2 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	1b.2 Common assessments aligned with the Next Generation Math Standards
			1b.3. Reading in the content area	1b.3. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1b.3. Principal/Assistant Principal	1b.3. Monitoring of progress toward the reading goals	1b.3. Appropriate benchmark assessment; classroom observation tools; various classroom 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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2a.1. Lack of skill and knowledge with math standards	2a.1. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	2a.1. Administrative Team and Math Department Chair	2a.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	2a.1. Lesson Plans posted on Edline
<u>Mathematics Goal #2a:</u> On the 2013 FCAT 50% of the matched students will score at level 4 or 5 in math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.	<u>2012 Current Level of Performance:*</u> 48% (502)	<u>2013 Expected Level of Performance:*</u> 50% (523)	knowledge with math standards	pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	Team and Math Department Chair	will demonstrate integration of Common Core and Rigor Relevancy strategies	Edline

			2a.2. Learning Environment	2a.2. Students scoring a level 4 or 5 are placed in an advanced math class or Algebra I.	2a.2. Administrative Team and Math Teachers	2a.2. Student schedule	2a.2. Course schedule, FCAT
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1. Lack of skill and knowledge with math standards	2b.1. Implement the pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	2b.1. Administrative Team and Math Department Chair	2b.1. Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies	2b.1. Lesson Plans posted on Edline
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of identified students proficient in math will increase by least 1% as evidenced by performance on the FAA.	24% (7)	25% (8)					
			2b.2. Motivation	2b.2 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	2b.2 Administrative Team and Math Teachers	2b.2 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	2b.2 Common assessments aligned with the Next Generation Math Standards
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			3a.1. Lack of skill and knowledge with math standards	3a.1. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	3a.1. Administrative Team and Math Department Chair	3a.1. Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies	3a.1. Lesson Plans posted on Edline
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2013 FCAT 73% of the students in will make learning gains in math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.	71% (725)	73% (745)					
			3a.2. Time constraints	3a.2 Utilize technology to	3a.2. Administrative	3a.2. Report from Pearson	3a.2. Pearson SuccessMaker

			enhance the implementation of differentiated instruction.	Team and Math Teachers	SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	
		3a.3. Motivation	3a.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	3a.3 Administrative Team and Math Teachers	3a.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	3a.3. Common assessments aligned with the Next Generation Math Standards
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>		3b.1. Time constraints	3b.1. Utilize technology to enhance the implementation of differentiated instruction.	3b.1. Administrative Team and Math Teachers	3b.1. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	3b.1. Pearson SuccessMaker
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The percentage of identified students proficient in math will increase by least 1% as evidenced by performance on the FAA.	58% (11)	59% (12)				
		3b.2. Lack of skill and knowledge with math standards	3b.2. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	3b.2. Administrative Team and Math Department Chair	3b.2. Lesson plans checked by administration and classroom walk through made by the leadership team.	3b.2. Lesson Plans posted on Edline
		3b.3. Motivation	3b.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	3b.3 Administrative Team and Math Teachers	3b.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	3b.3. Common assessments aligned with the Next Generation Math Standards

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b> <b>Mathematics Goal #4a:</b> On the 2013FCAT 2.0 62% of the students in the Lowest 25% will make learning gains in math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4a.1. Lack of skill and knowledge with math standards	4a.1. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	4a.1. Administrative Team and Math Department Chair	4a.1. Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies.	4a.1. Lesson Plans posted on Edline	
	60% (126)	62% (130)	4a.2. Time constraints	4a.2. Utilize technology to enhance the implementation of differentiated instruction.	4a.2. Administrative Team and Math Teachers	4a.2. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	4a.2. Pearson SuccessMaker	
			4a.3. Motivation	4a.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	4a.3. Administrative Team and Math Teachers	4a.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	4a.3. Common assessments aligned with the Next Generation Math Standards	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5a. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their	Baseline data 2010-2011 77 % $\geq$ 3	77% $\geq$ 3  AMO Target 89%	AMO Target  90%	AMO Target  91%	AMO Target  92%	AMO Target  93%	AMO Target  94%	

achievement gap by 50%.			NO					
<b>Mathematics Goal #5A:</b> <b>Base on the criteria to reduce the achievement gap by 2016-2017, Montford students will reach proficiency or above proficiency in math at our target number of 94% of the students in six years.</b>								
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			5b.1 Lack of skill and knowledge with math standards	5b.1 Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	5b.1 Administrative Team and Math Department Chair	5b.1 Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies.	5b.1 Lesson Plans posted on Edline	
<b>Mathematics Goal #5B:</b> On the 2013 FCAT 2.0, the percentage of students in the all subgroups not making progress in math will decrease by 5%.	<b>2012 Current Level of Performance:*</b> White: <b>19%(145)</b> Black: <b>49%(69)</b> Hispanic: <b>40%(19)</b> Asian: <b>14%(4)</b>	<b>2013 Expected Level of Performance:*</b> White: <b>14%(106)</b> Black: <b>44%(62)</b> Hispanic: <b>35%(17)</b> Asian: <b>9%(3)</b>						
			5b.2. Time constraints	5b.2. Utilize technology to enhance the implementation of differentiated instruction.	5b.2. Administrative Team and Math Teachers	5b.2. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	5b.2. Pearson SuccessMaker	
			5b.3. Motivation	5b.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need.	5b.3. Administrative Team and Math Teachers	5b.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	5b.3. Common assessments aligned with the Next Generation Math Standards	



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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b> <u>Mathematics Goal #5C:</u> On the 2013 FCAT 2.0, the percentage of students in the ELL subgroup not making progress in math will decrease by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5c.1 Lack of skill and knowledge with math standards	5c.1 Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	5c.1 Administrative Team and Math Department Chair	5c.1 Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies	5c.1 Lesson Plans posted on Edline
	31% (4)	26% (3)	5c.2. Time constraints	5c.2. Utilize technology to enhance the implementation of differentiated instruction.	5c.2. Administrative Team and Math Teachers	5c.2. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	5c.2. Pearson SuccessMaker
			5c.3. Motivation	5c.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need.	5c.3. Administrative Team and Math Teachers	5c.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	5c.3. Common assessments aligned with the Next Generation Math Standards
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b> <u>Mathematics Goal #5D:</u> On the 2013 FCAT 2.0, the percentage of students in the SWD subgroup not making progress in math will decrease by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5d.1 Lack of skill and knowledge with math standards	5d.1 Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	5d.1 Administrative Team and Math Department Chair	5d.1 Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies.	5d.1 Lesson Plans posted on Edline
	63% (76)	58% (70)					

			5d.2. Time constraints	5d.2. Utilize technology to enhance the implementation of differentiated instruction.	5d.2. Administrative Team and Math Teachers	5d.2. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	5d.2. Pearson SuccessMaker
			5d.3. Motivation	5d.3. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	5d.3. Administrative Team and Math Teachers	5d.3. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	5d.3. Common assessments aligned with the Next Generation Math Standards
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5e.1 Lack of skill and knowledge with math standards	5e.1 Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	5e.1 Administrative Team and Math Department Chair	5e.1 Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies.	5e.1 Lesson Plans posted on Edline
<u>Mathematics Goal</u> <b>#5E:</b> On the 2013 FCAT 2.0, the percentage of students in the Economically Disadvantaged subgroup not making progress in math will decrease by 5%.	<u>2012 Current Level of Performance:*</u> 51% (93)	<u>2013 Expected Level of Performance:*</u> 46% (84)					
			5e.2. Time constraints	5e.2. Utilize technology to enhance the implementation of differentiated instruction.	5e.2. Administrative Team and Math Teachers	5e.2. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	5e.2. Pearson SuccessMaker
			5e.3. Motivation	5e.3. For students not responding to the core or supplemental	5e.3. Administrative Team and Math Teachers	5e.3. Results of common assessment data will be reviewed within	5e.3. Common assessments aligned with the Next

			instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.		grade level team meetings to determine progress toward benchmarks.	Generation Math Standards
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*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)).

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1. Students entering a LCS Algebra 1 classroom from other counties or private schools on different pacing guides.	1.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	1.1. Administrative Team and Math Teachers	1.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	1.1. Common assessments aligned with the Next Generation Math Standards
<b>Algebra Goal #1:</b> The percentage of identified students proficient in Algebra 1 will increase by least 1% as evidenced by performance on the Algebra 1 EOC.	<b>2012 Current Level of Performance:*</b> 22% (41)	<b>2013 Expected Level of Performance:*</b> 23% (42)					
			1.2. Lack of skill and knowledge with math standards	1.2. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	1.2. Administrative Team and Math Department Chair	1.2. Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies	1.2. Lesson Plans posted on Edline
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2.1. Students entering a LCS Algebra 1 classroom from other counties or private schools on different pacing guides.	2.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	2.1. Administrative Team and Math Teachers	2.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	2.1. Common assessments aligned with the Next Generation Math Standards
Algebra Goal #2: The percentage of identified students proficient in Algebra 1 will increase by least 1% as evidenced by performance on the Algebra 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76% (142)	77% (143)					
			2.2. Lack of skill and knowledge with math standards	2.2. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	2.2. Administrative Team and Math Department Chair	2.2. Lesson plans checked by administration and classroom walk through made by the leadership team.	2.2. Lesson Plans posted on Edline

*End of Algebra EOC Goals*

**Geometry End-of-Course Goals**

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level of the Top Third in Geometry.</b>			1.1. Students entering a LCS Geometry classroom from other counties or private schools on different pacing guides.	1.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	1.1. Administrative Team and Math Teachers	1.1. Results of common assessment data will be reviewed within math department meetings to determine progress toward benchmarks.	1.1. Common assessments aligned with the Next Generation Math Standards
Geometry Goal #1: The percentage of identified students proficient in Geometry will maintain at	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (41)	100% (52)					

100% as evidenced by performance on the Geometry EOC.		1.2. Lack of skill and knowledge with new math standards	1.2. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	1.2. Administrative Team and Math Department Chair	1.2. Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies	1.2. Lesson Plans posted on Edline
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## Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	District Dev. Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Response to Intervention	Instructional Staff 6-8 in Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9weeks reports.	Administrative Team
Next Generation Math Sunshine State Standards	Instructional Staff 6-8 in Math Department	District Dev. Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department and Grade level department members	Monthly	Implement departmental pacing guide and focus calendar. Collaborate with math teachers and district developer about NGSSS for math.	Administrative Team
Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Team Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
(Teacher Practices) Phase I of the Implementation of the Common Core State Standards (CCSS)	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CCSS Best Practices – Phase I	LCS Curriculum Developers	District Based General Funds	\$0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Data Analysis	Data Director Web Based Program	District Training	\$0.00
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
Integrating Technology	On-going Edline Training/Pinpoint Training	TEC/Title II	
			<b>Subtotal:00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Pacing Guide /Focus Calendar for Math	TEC Summer Training and Follow -up	Title II Summer Funds (District)	\$3200.00
FCTM Conference – 2 math teachers	State Math Teachers Conference	Title II Title II funds/TEC if the funds are allocated	\$1000.00
FCTE Conference – 2 math teachers	State Technology Conference	Title II funds/TEC if the funds are allocated	\$1200.00
			<b>Subtotal: \$5400.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:00</b>
			<b>Total:\$5,400.00</b>

*End of Mathematics Goals*

## Middle School Science Goals

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

Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1a.1. Background Knowledge	1a.1. Increase the use inquiry based learning.	1a.1. Administrators and Science Teachers	1a.1. Classroom Walk Through will be made by the administrative team to ensure compliance.	1a.1. Lesson Plans, 9wks exams
<u>Science Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of identified students proficient in science at a level 3 will increase by least 2% as evidenced by performance on the 2013 FCAT 2.0 Science. The area of needs improvement is Life and Environmental Science.	45% (159)	47% (166)					
			1a.2. Motivation	1a.2. Encourage students to use technology for research in area of interest and use science projects to explore those interests within the district core guidelines.	1a.2. Administrators and Science Teachers	1a.2. Classroom Walk Through will be made by the administrative team to ensure compliance.	1a.2. Lesson Plans, 9wks exams
			1a.3. Reading in Content Area	1a.3. Implement school wide core curriculum guide for science with emphasis on life and environmental science.	1a.3. Administrators and Science Teachers	1a.3. Classroom Walk Through will be made by the administrative team to ensure compliance.	1a.3. Lesson Plans, 9wks exams
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1b.1. Background Knowledge	1b.1. Increase the use inquiry based learning.	1b.1. Administrators and Science Teachers	1b.1. Classroom Walk Through will be made by the administrative team to ensure compliance.	1b.1. Lesson Plans, 9wks exams
<u>Science Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of identified students proficient in science will increase by least 1% as evidenced by performance on the FAA.	33% (3)	34% (4)					
			1b.2. Motivation	1b.2. Encourage students to use technology for research in area of interest and use	1b.2. Administrators and Science Teachers	1b.2. Classroom Walk Through will be made by the administrative team to	1b.2. Lesson Plans, 9wks exams

			science projects to explore those interests within the district core guidelines.		ensure compliance.	
		1b.3. Reading in Content Area	1b.3. Implement school wide core curriculum guide for science with emphasis on life and environmental science.	1b.3. Administrators and Science Teachers	1b.3. Classroom Walk Through will be made by the administrative team to ensure compliance.	1b.3 Lesson Plans, 9wks exams
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>		2a.1. Background Knowledge	2a.1. Increase the use inquiry based learning.	2a.1. Administrators and Science Teachers	2a.1. Classroom Walk Through will be made by the administrative team to ensure compliance.	2a.1. Lesson Plans, 9wks exams
Science Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
The percentage of identified students proficient in science at a level 3 will increase by least 2% as evidenced by performance on the 2013 FCAT 2.0 Science. The area of needs improvement is Life and Environmental Science.	22% (76)	24% (88)				
		2a.2. Motivation	2a.2. Encourage students to use technology for research in area of interest and use science projects to explore those interests within the district core guidelines.	2a.2. Administrators and Science Teachers	2a.2. Classroom Walk Through will be made by the administrative team to ensure compliance.	2a.2. Lesson Plans, 9wks exams
		2a.3. Reading in Content Area	2a.3. Implement school wide core curriculum guide for science with emphasis on life and environmental science.	2a.3. Administrators and Science Teachers	2a.3. Classroom Walk Through will be made by the administrative team to ensure compliance.	2a.3 Lesson Plans, 9wks exams
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>		2b.1. Background Knowledge	2b.1. Increase the use inquiry based learning.	2b.1. Administrators and Science Teachers	2b.1. Classroom Walk Through will be made by the administrative team to ensure compliance.	2b.1. Lesson Plans, 9wks exams
Science Goal #2b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
The percentage of identified students proficient in science will increase by	44% (4)	45% (5)				



least 1% as evidenced by performance on the FAA.		2b.2. Motivation	2b.2. Encourage students to use technology for research in area of interest and use science projects to explore those interests within the district core guidelines.	2b.2. Administrators and Science Teachers	2b.2. Classroom Walk Through will be made by the administrative team to ensure compliance.	2b.2. Lesson Plans, 9wks exams
		2b.3. Reading in Content Area	2b.3. Implement school wide core curriculum guide for science with emphasis on life and environmental science.	2b.3. Administrators and Science Teachers	2b.3. Classroom Walk Through will be made by the administrative team to ensure compliance.	2b.3. Lesson Plans, 9wks exams

*End of Middle School Science Goals*

**Biology End-of-Course (EOC) Goals**

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level of the Top Third in Biology.</b>			1.1. Students entering a LCS Biology 1 classroom from other counties or private schools on different pacing guides.	1.1. Teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ need.	1.1. Administrative Team and Science Teachers	1.1. Results of common assessment data will be reviewed within science department meetings to determine progress toward benchmarks.	1.1. Common assessments aligned with the Next Generation Biology Standards
Biology Goal #1: The percentage of identified students proficient in Biology will maintain at 100% as evidenced by performance on the Biology EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (41)	100% (45)	1.2. Lack of skill and knowledge with biology standards	1.2. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Biology Standards	1.2. Administrative Team and Science Department Chair	1.2. Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies.	1.2. Lesson Plans posted on Edline

*End of Biology EOC Goals*

## Science Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (MTSS )	Instructional Staff 6-8 in LA/Reading and Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9weeks reports.	Administrative Team
Art & Science of Teaching/iObservation Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Department Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
(Teacher Practices) Phase I of the Implementation of the Common Core State Standards (CCSS)	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

**Science Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CCSS Best Practices – Phase I	LCS Curriculum Developers	District Based General Funds	\$0.00
Science Lab	Supplies for science lab	School Funds	\$500.00
			<b>Subtotal: \$500.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	
Data Analysis	Data Director Web Based Program	School Based General Funds	
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Pacing Guide /Focus Calendar for Science	TEC Summer Training and Follow -up	Title II Summer Funds (District)	\$3200.00
FAST Conference – 2 science teachers	State Math Teachers Conference	Title II	\$1000.00
FCTE Conference – 2 science teachers	State Technology Conference	Title II funds/TEC if the funds are allocated	\$1200.00
			<b>Subtotal:\$5,900.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$5,900.00</b>

*End of Science Goals*

**Writing Goals**

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.5 and higher in writing.</b>	1a.1. Background Knowledge	1a.1. Assign all students	1a.1. Classroom	1a.1. Analyze writing with grade	1a.1. LCS

<b>Writing Goal #1:365</b>				rigorous assignments and assessments addressing basic, proficient and advanced skills.	Teachers and Administrators	level rubric	Writes Upon Request	
<b>Writing Goal #1a:</b> On the 2013 FCAT Writes 85% of the 8 <sup>th</sup> graders will score a 3.5 or above on the FCAT Writes.	<u>2012 Current Level of Performance:*</u> 83% (292)	<u>2013 Expected Level of Performance:*</u> 85% (310)		One to one conferences	A writing coach has been appointed to facilitate cross-curriculum writing to prepare for FCAT and Common Core.  Language Arts grade level leaders coordinate with social studies teachers to provide support in reading and writing.		FCAT Writes	
				1a.2. Motivation	1a.2. Teacher Model	1a.2. Classroom Teachers and Administrators	1a.2. Analyze writing with grade level rubric	1a.2. LCS Writes Upon Request  FCAT Writes
				1a.3. Vocabulary	1a.3. Increase use writing resources	1a.3. Classroom Teachers and Administrators	1a.3. Analyze writing with grade level rubric	1a.3. LCS Writes Upon Request  FCAT Writes.
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1b.1. Background Knowledge	1b.1. Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills.	1b.1. Classroom Teachers and Administrators	1b.1. Analyze writing with grade level rubric	1b.1. LCS Writes Upon Request	
<b>Writing Goal #1b:</b> The percentage of identified students proficient in writing will increase by least 1% as evidenced by performance on the FAA.	<u>2012 Current Level of Performance:*</u> 78% (7)	<u>2013 Expected Level of Performance:*</u> 79% (8)		One to one conferences	A writing coach has been appointed to facilitate cross-curriculum writing to prepare for FCAT and Common Core.		FCAT Writes	

					Language Arts grade level leaders coordinate with social studies teachers to provide support in reading and writing.		
			1b.2. Motivation	1b.2. Teacher Model	1b.2. Classroom Teachers and Administrators	1b.2. Analyze writing with grade level rubric	1b.2. LCS Writes Upon Request  FCAT Writes
			1b.3. Vocabulary	1b.3. Increase use writing resources	1b.3. Classroom Teachers and Administrators	1b.3. Analyze writing with grade level rubric	1b.3. LCS Writes Upon Request  FCAT Writes.

## Writing Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly Quarterly grade level meetings	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team

Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (MTSS )	Instructional Staff 6-8 in LA/Reading and Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly grade level meetings	Provide documentation in lesson plans and summary 9weeks reports.	Administrative Team
Art & Science of Teaching/iObservation	6-8	(CLT)	All teachers	Department Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
(Teacher Practices) Phase I of the Implementation of the Common Core State Standards (CCSS)	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CCSS Best Practices – Phase I	LCS Curriculum Developers	District Based General Funds	
Scholastic Reading	Supp. Reading	School Based General Funds	
Vocabulary for Success	Vocabulary TAG	School Based General Funds	
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	

Data Analysis	Data Director Web Based Program	School Based General Funds	
Integrating Technology	On-going Promethean Board Training	TEC/Title II if the funds are allocated	
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
(See Reading)			
September Training for all LA teachers	FCAT Writing	District Funds	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level of the Top Third in Civics.</b>			1.1. Lack of skill and knowledge with the Civics Standards	1.1. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Civics Standards	1.1. Administrative Team and Social Studies Department Chair	1.1 Walkthroughs and observations will demonstrate integration of Common Core and Rigor Relevancy strategies	1.1. Lesson Plans posted on Edline
<b>Civics Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
The percentage of identified students proficient in Civics will score at 100% of the students in the top third as evidenced by the performance on the Civics EOC.	N/A	100% (375)					
			1.2. Reading in the content area	1.2. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1.2. Principal/Assistant Principal	1.2. Monitoring of progress toward the reading goals	1.2. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
			1.3. Motivation	1.3. For students not	1.3. Administrative	1.3. Results of common	1.3. Common assessments

			responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.	Team and Social Studies Teachers	assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	aligned with the Next Generation Civics Standards
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## Civics Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (MTSS )	Instructional Staff 6-8 in LA/Reading and Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9weeks reports.	Administrative Team
Art & Science of Teaching/iObservation Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Department Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal



				year		
(Teacher Practices) Phase I of the Implementation of the Common Core State Standards (CCSS)	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	Observation documentation; Teacher Portfolio	Principal/Assistant Principal

**Civics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CCSS Best Practices – Phase I	LCS Curriculum Developers	District Based General Funds	\$0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	
Data Analysis	Data Director Web Based Program	School Based General Funds	
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Pacing Guide /Focus Calendar for Social Studies	TEC Summer Training and Follow-up	Title II Summer Funds (District)	\$2000.00
FCTE Conference – 2 Social Studies teachers	State Technology Conference	Title II funds/TEC Title II funds/TEC if the funds are allocated	\$1200.00
			<b>Subtotal: \$3,200.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$3,200.00</b>

*End of Civics Goals*

**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1 Student contact information	1.1 Ongoing parent-school communication shall include getting updated parent contact information at the beginning of the school year. As students receive progress reports and report cards the front office will update information. Finally whenever mail is returned with the incorrect information the front office staff will ask for proof of a new address to be submitted to the registrar.	1.1 Teachers, front office staff, registrar, and administration	1.1 Throughout the school year we will be able to tell by the pieces of mail returned with incorrect addresses	1.1 GENESIS Report Pinpoint Report
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
The attendance rate for the 2013 school year will be at 96%. The percentage of students with excessive absences will drop 14% and the percentage of students with excessive tardies 1.5% The area of need improvement will decrease the percentage of students with excessive absences by 1% this year.	96% (1077)	97% (1090)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	15% (169)	14% (157)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	1.6% (18)	1.5% (17)					

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Attendance Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	
Data Analysis	Data Director Web Based Program	School Based General Funds	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Attendance Goals*

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. New students lack of knowledge of the student handbook and	1.1 Have each student to read the student handbook and teachers review it within	1.1 Assistant Principals	1.1 Behavior MTSS Plan	1.1 Educator Handbook System
Suspension Goal #1	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School					

The 2013 Suspension rate will decrease by 9.1%. The area of needs improvement is to decrease the percentage by 1% in OSS this year.		<u>Suspensions</u>	the code of conduct.	the first week of school.			
	9.6%	9.1%					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	(100)	(95)					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	0.8%	0.7 %					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	(9)	(7)					

### Suspension Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Records	6-8	Admini-strators	Classroom Teachers	August 2012	October 2012	Administrators

### Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

Technology			
Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	
Data Analysis	Data Director Web Based Program	School Based General Funds	
Educator Handbook	Discipline	District Based General Funds	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Suspension Goals*

**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

**Online Template-** For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1 Parents activated their Edline/Pinpoint parent account and listserv	1.1 Parent workshop or technology training for parents	1.1 Admin Team technology coordinator , and guidance	1.1 The increase in the total number of parents activated on Edline/Pinpoint and listserv	1.1 Sign-In or log-in information
Based on the 2011-2012 School Climate Survey, 96%	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					

of parents agreed with the statement that the school communicates regularly with parents or guardians about students' needs. Our goal is to improve the school to home communication to impact the parent(s) involvement by providing and opportunities for parents to volunteer in numerous capacities, and student achievement.	96% (1078)	100% (1123)					
			1.2.	1.2.	1.2.	1.2.	1.2.

### Parent Involvement Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Parents to the School Workshops	6-8	Administrators Guidance Counselor	Expectations /Online Parent Portal – Edline/Pinpoint	Every 9 weeks	Survey	Administrators
Parent Workshops	6-8	Admin Team technology coordinator , and guidance	Expectations /Online Parent Portal – Edline/Pinpoint	Every 9 weeks	Survey	Administrators

### Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0.00</b>
Technology			

Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	
Edline	Teacher webpage- Curriculum/Student assignment	School Based General Funds	\$4,200.00
			<b>Subtotal:\$4,200.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$4,200.00</b>

*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 next to the percentage (e.g. 70% (35)).

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>STEM Goal #1:</b> On the 2013 FCAT 50% of the matched students will score at level 4 or 5 in math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.	1.1. Lack of skill and knowledge with new math standards	1.1. Implement school wide pacing guide and focus calendar.  Align pre/post assessment to Next Generation Sunshine State Math Standards	1.1. Administrative Team and Math Department Chair	1.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	1.1. Lesson Plans posted on Edline
	1.2. Learning Environment	1.2. Students scoring a level 4 or 5 are placed	1.2. Administrative Team and Math	1.2. Student schedule	1.2. Course schedule, FCAT

		in an advanced math class or Algebra I.	Teachers		
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## STEM Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (MTSS )	Instructional Staff 6-8 in LA/Reading and Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9weeks reports.	Administrative Team
Art & Science of Teaching/iObservation	6-8	(CLT)	All teachers	Department Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
(Teacher Practices) Phase I of the Implementation of the	6-8	(CLT)	All teachers	Department meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal



Common Core State Standards (CCSS)						
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**STEM Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CCSS Best Practices – Phase I	LCS Curriculum Developers	District Based General Funds	\$0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Pinpoint	Attendance/ Gradebook	District Based General Funds	
Data Analysis	Data Director Web Based Program	School Based General Funds	
Integrating Technology	On-going Promethean Board Training	TEC/Title II if the funds are allocated	
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of STEM Goal(s)*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	

	<b>Total: \$7,330.00</b>
<b>Mathematics Budget</b>	
	<b>Total: \$5,400.00</b>
<b>Science Budget</b>	
	<b>Total: \$5,900.00</b>
<b>Writing Budget</b>	
	<b>Total: \$0.00</b>
<b>Attendance Budget</b>	
	<b>Total: \$0.00</b>
<b>Suspension Budget</b>	
	<b>Total: \$0.00</b>
<b>Dropout Prevention Budget</b>	
	<b>Total: \$0.00</b>
<b>Parent Involvement Budget (Edline)</b>	
	<b>Total: \$4,200.00</b>
<b>Civics– Social Studies</b>	
	<b>Total: \$3,200.00</b>
	<b>Grand Total:\$26,030.00</b>

**Differentiated Accountability- N/A – “Reward Status”**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

**School Advisory Council (SAC)**

*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 members 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

No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

SAC meets once each month to review school data and assist in the preparation and evaluation of the results of the school improvement plan. The principal shares school based updates in the Principal's Report and the SAC chair conducts the remainder of the meeting. The SAC Membership will be updated at the first meeting of the school year.

Describe the projected use of SAC funds.

If funds are allocated we will use the dollars for resources to improve students' performance in reading, writing, math, civics, and science.

Amount

\$0.00