FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Memorial Middle School	District Name: Orange County Public School
Principal: Dr. Shelia Windom	Superintendent: Barbara M. Jenkins
SAC Chair: Genise Runyon	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	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	Dr. Shelia Windom	B.S. Business Administration, M.A in Business, Ed.S.in Educational Leadership, Ed.D. in Organizational Leadership Business Education 6-12, MG Math 5-9 and School Principal all levels	2	12	2012 (C); 2011 (C); 2010 (C); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%. 2011: Learning Gains Math 90% and Reading 79%. High Standards Math 65% and Reading 59%. Lowest 25% Reading 70% and Math 85%

Assistant Principal	Dr. Dayle S. Peabody	BA, MA, Ed.S., Ph.D. School Principal, Ed. Leadership K-12 SS 6-12, SS 5-9	1	6.5	2012 (C,); 2011 (A); 2010 (A); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%. 2011: Learning Gains Math 72% and Reading 68%. High Standards Math 75% and Reading 77%. Lowest 25 Math 68% and Reading 68%.
Assistant Principal	April Davis-LaRue	M.S. Education with Specialization in Educational Leadership, B.S. Broadcast Journalism Elementary K-6, Middle Grades English 5-9, Ed. Leadership	2	0	2012 (C,); 2011 (C); 2010 (C); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%. 2011: Learning Gains Math 90% and Reading 79%. High Standards Math 65% and Reading 59%. Lowest 25% Reading 70% and Math 85%

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (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	Tara White	B.S. in Business Administration, Elementary Education K-6	2	3	2012 (C); 2011 (C); 2010 (C); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%.
Math	Natasha Pender	M.S. Education, Ed.S. Administration and Supervision in Educational Leadership, Elementary Ed Elementary K-6, ESOL Endorsed, Educational Leadership	2	3	2012 (C); 2011 (C); 2010 (C); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%.
Science	Sonia Smith	B.S. Pan African Studies, M.S. Curriculum & Instruction, Ed.S. Ed. Leadership, Middle Grades Integrated, Elementary Education K-6	4	1	2012 (C); 2011 (C); 2010 (C); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%.
Writing	Kimberly Anderson	B.S. Public Relations, M.S. Education Leadership, Middle Grades English Educational Leadership	2	1	2012 (C); 2011 (C); 2010 (C); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%.

Graduation Coach	Lakecia Green	B.S. Elementary Education, M.S. Educational Leadership, and ESOL Endorsed Elementary Education K-6 Educational Leadership	7	4	2012 (C); 2011 (C); 2010 (C); Learning Gains – Math 63%, Reading 65%; High Standards – Math 35%, Reading 38%; Lowest 25% - Math 70%, Reading 66%.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Incentive Fund	Dr. Windom	On-going
2. Learning Gains Incentive	Dr. Windom	On-going
3. Staff Mentors (Mentors, ACP, New Teachers) to assist teachers with the implementation of school-wide initiatives, procedures, and policies	Dr. Windom	On-going
4. Staff Development	Dr. Windom	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
0% (0)	Professional development, mentoring, ALP program, members of data squad

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	2% (1)	49% (30)	44% (27)	5% (3)	48% (29)	100% (66)	11% (7)	0%	21% (13)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Shirley Descopain	Ms. Cameus	Ms. Descopain taught 8th grade two years ago and Algebra I last school year. Her data has always been over 80% of the students passing so that is the reason for pairing the two.	Complete mentor logs during meetings with mentee, provide support pertaining to the use of inquiry hands on methodology, lesson studies with peers, and attend professional development trainings.
Michael Longmire	Mr. Washington	Mr. Washington needs to improve his classroom management before content and Mr. Longmire serves as the 8th grad dean. Mr. Longmire will be able to guide Mr.	Complete mentor logs during meetings, assist with the common assessments, attend weekly data meetings to provide adequate instruction, offer classroom visitation and feedback. In addition, classroom visitations

		Washington with structure and most importantly building relationships with students.	weekly to provide strategies and techniques to assist in the development of the lessons.
Chandra Connelly	Ms. Butts	Mrs. Connelly taught 7th grade math last year and they had the highest learning gains in math. Mrs. Connelly would be a great resource to the transition of Ms. Butts from Intensive Math to 6th grade math.	Complete mentor logs during meetings, assist with the common assessments, attend weekly data meetings to provide adequate instruction, offer classroom visitation and feedback. In addition, classroom visitations weekly to provide strategies and techniques to assist in the development of the lessons.
Natasha Pender	Ms. Rojas	Ms. Pender is the Math Coach and has taught elementary education. The strategies used in elementary will help guide Ms. Pender to success and allow Mrs. Rojas a chance to learn.	Complete mentor logs during meetings, assist with the common assessments, attend weekly data meetings to provide adequate instruction, offer classroom visitation and feedback. In addition, classroom visitations weekly to provide strategies and techniques to assist in the development of the lessons.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through afterschool programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II Funds provided from Title II will be allocated to pay for staff development and resources in the areas of: Pre AP MTSS/Problem Solving Thinking Maps/Write for the Future Common Core State Standards FCIM PLC Lesson Study AVID IB Shared/Guided Reading Vocabulary Development Writing Across the Curriculum Reading Across the Curriculum Brain Research In addition, the funds may be allocated for extended training opportunities beyond the academic calendar year specific to instructional "best practices" that must be implemented. Allows for opportunities for teachers to grow both professionally as well as personally.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI was used to purchase 1.5 teachers in the area of math and language arts to promote smaller classes and better learning environments for our students. Remaining funds will be used to support instructional resource purchases.
Violence Prevention Programs Memorial is proud to be a part of the U.S. Dream Academy, Inc., a nationally recognized after-school program dedicated to breaking the cycle of incarceration through skill building, character building and dream building. The program works specifically with students who have incarcerated parents. The SAFE Program provides services for at-risk students and their

families, which include substance abuse and violence prevention, school-based substance and mental health counseling, school-based self-help support groups (i.e. anger management, grief/loss, female/male groups, etc.), crisis intervention, resources and referrals as well as many other valuable services. A full-time School Resource Officer teaches gang resistance to 6th grade students. The school will develop a school-wide discipline plan to reward and promote positive student outcomes.

Bullying Prevention
Since 2001, the proven effective Olweus Bullying Prevention Program has been implemented in over 40 Elementary Schools, and has also been modified and adopted by several Middle and now High Schools. The program has staff, student, parent and community components.

Suicide Prevention
All OCPS Secondary Schools will implement the Jason Foundation, a curriculum for the awareness and prevention of suicide. In partnership with Michael Buonara Foundation, a mental health counselor will be available to work with students at risk for suicide throughout the District. This will be continued throughout the 2010-2011 school year.

Nutrition Programs MMS is a Provision II school.
Housing Programs
Head Start
Adult Education Memorial Middle School will continue to partner with its two feeder High Schools (Oak Ridge and Jones) in the advertising and promotion of their adult education classes consisting of English Language Development and GED courses.
Career and Technical Education Memorial Middle School will continue to partner and promote the adult vocational education offerings hosted at one of the numerous OCPS Vocational Ed Tech Centers. This year, we began offering Medical Skills & Services for high school credit to 8th graders.
Job Training Memorial Middle School will continue to partner and promote the adult vocational education offerings hosted at one of the numerous OCPS Vocational Ed Tech Centers. Additionally, Jobs for Florida Graduates will equip students with the necessary employability skills to compete in a global market. The program has been expanded and now includes 7th grade students along with 8th graders.
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Dr. Windom, Principal Dr. Peabody, Assistant Principal Mr. Longmire, 8th Grade Dean Ms. Hadley, Guidance Counselor Mr. Mitchell, 7th Grade Dean Mr. Young, LEA Representative Ms. Cotton, SAFE Coordinator Mr. Randall, 6th Grade Dean Ms. Descopain, ELL Compliance Teacher/RtI Coach
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? Coordinate weekly meetings addressing tactics to assist teachers in tackling students that are exhibiting academic and behavioral difficulties. Teacher team leaders/grade leaders will monitor student academic and behavior growth each week. They will also partner with resource staff to assist with the development needs of their students to ensure academic success. Each teacher will complete an intervention form for the targeted student that will be shared with the parents, students and team members as targeted assistance goals. This data will also be shared with resource staff in order to ensure that all student needs are met.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The school RtI team will work to promote training and support of the RtI philosophy. The team will be assigned to grade levels in order to facilitate the identification of students needing tier 1, tier 2 and tier 3 services. They will act as liaisons between the teachers and students to assist with monitoring interventions and their successes. Each team will meet once each two weeks to monitor student's growth and make recommendations for tier placement and/or new interventions. This team will meet at least monthly in order to assess data and progress monitor needs and results of provided tier 1,2 and 3 services.

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. Forms include Chutes and Ladder (activity to track student's academic progress based on benchmark assessments), R.I.O.T.-I.C.E.L. (RIOT equals ~Review, Interview, Observe, Test and ICELO equals ~ Instruction, Curriculum, Environment, and Learner). The Core MTSS/RtI Team will also work with assigned grade level teachers to assist in creating tiered lesson and behavior plans.
Describe the plan to train staff on MTSS. Key staff members consisting of the AP, Deans, and most of the leadership team have received MTSS/RTI training, which will continue throughout the year to increase knowledge. During the summer staff members received a two-day RTI training from the OCPS RTI team. The school-based RTI Specialist gave an additional RTI Overview during the Curriculum Writing Institute. The AP and RTI Specialist will meet quarterly, after each benchmark assessment with staff members during teacher planning time to provide on-going MTSS professional development.
Describe the plan to support MTSS. The MTSS team will continuously gather and monitor both quantitative and qualitative data to measure the impact of interventions. Team members will work with teachers, parents, students and the community to monitor the progress of students towards individual goals. The MTSS team will constantly make information available to other staff members through team, department and individual meetings. The MTSS team will focus their meetings and processes throughout the year on feedback efforts, to ascertain the success and/or revisions needed to established interventions. The team will make changes as needed based on data gathered as a part of the continuous improvement process established.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Dr. Shelia Windom, Principal Dr. Dayle Peabody, Assistant Principal Ms. April Davis-LaRue, Assistant Principal Mr. Michael Longmire, 8th Grade Dean Ms. Lakecia Green, Learning Resource Specialist Ms. Tara White, Reading Coach Ms. Natasha Pender, Math Coach Ms. Sonia Smith, Science Coach Ms. Kimberly Anderson, Writing Coach Ms. Safiya Gayle, Social Studies Curriculum Leader Ms. Leanette Johnson, Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet monthly to collaborate and discuss ways to creatively enhance and improve literacy skills. The primary function of the LLT is to advocate and provide teachers, parents and students with greater access to literacy. The LLT will formally and informally check the success of the literacy program.
What will be the major initiatives of the LLT this year? To increase student reading comprehension and writing skills across all content areas by using Writing, Inquiry, Collaboration, and Reading (WICR) strategies. The Accelerated Reader program will be used to check and monitor student comprehension mastery.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Elementary Title I Schools Only: Pre-School Transition

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

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All of the content area coaches will provide training to all instructional staff on the use of effective research-based reading strategies (i.e guided and shared reading, fluency, comprehension and vocabulary instruction). Staff members will continue to receive training in the use of Thinking Maps as a means to develop higher order thinking skills and comprehension strategies. Teachers will also incorporate Writing, Inquiry, Collaboration, and Reading (WICR) strategies within their content area. All teachers are required to implement reading/literacy strategies within their lesson plans. In order to further meet the needs of our students effectively, it is our goal for all teachers to receive Content Area Reading-Professional Development (CARPD), Pre AP, IB, Spring Board and AVID training. Staff members are now using the Cornell Note taking strategies, Frayer model vocabulary strategies, interactive notebooks and include specific literacy and writing strategies in their daily lesson plans. Teachers will continue to implement gradual release into their instructional methods. Teachers will also begin the process of designing and implementing common assessments as they work in PLCs. Teachers will continue to model and develop Lesson Study into their practice. Additionally, teachers will begin implementing and/or training regarding the implementation of the Common Core State Standards, into their curriculum.

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Utilizing reading strategies in all content areas.	1a.1. Implement literacy strategy of the month to be used in all content areas.	1a.1 Principal, Assistant Principals, and Reading Specialist, Reading Intervention Coach	1a.1. Review content area teachers' data	1a.1. FAIR, Benchmark Assessments and Mini Assessments
Reading Goal #1A: On the 2013, administration of the Reading FCAT, 58% of our students will be proficient.	2012 Current Level of Performance:* In grades 6-8, 20% (112) of the students achieved proficiency on the Reading FCAT test.	2013 Expected Level of Performance:* In grades 6-8, 58% (431) of the students will achieve proficiency on the Reading FCAT test.					
			1a.2. Lack of rigor and relevance.	1a.2. Ensure all teachers use Test Item Specifications and Next Generation Sunshine State Standards to align instruction and lesson assessment with the rigor and depth of the benchmarks.	1a.2. Principal, Assistant Principals, Guidance and Reading Specialist, Reading Intervention Coach	1a.2. Review content area and reading teachers' data.	1a.2. FAIR Benchmark Assessments and Mini-Assessments
			1a.3. Maintaining students who are proficient.	1a.3. Provide enrichment opportunities across all content areas, such as Project-Based Instruction Spring Board, IB, AVID and Pre-AP course(s).	1a.3. Principal, Assistant Principals, Reading Specialist, Reading Intervention Coach and College Readiness Coach	1a.3. Review content area teachers' data	1a.3. Benchmark Assessments, Mini Assessments, Educational Data Warehouse
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1. Encouraging reluctant readers.	1b.1. Implement ESE and literacy strategies in the ESE Classrooms	1b.1. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	1b.1. Review Lesson Plans	1b.1. Review curriculum assessments Review Lesson Plans
Reading Goal #1B: On the 2013 Reading administration of the FAA test 29% of students in grades 6-8 will score at levels 4, 5, or 6 on the reading portion of the FAA.	2012 Current Level of Performance:* .In grades 6-8 26% (7) of the students scored at levels 4, 5, or 6 on the reading portion of FAA.	2013 Expected Level of Performance:* In grades 6-8 29% (8) of the students will score at levels 4, 5, or 6 on the reading portion					

		of the FAA.			
		1b.2. Understanding data and how to determine strengths and weaknesses	1b.2. Teachers will conduct data chats with students to establish goals for improvement	1b.2. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	1b.2. Review students reading data Student data Chats	1b.2. Review curriculum assessments Data Chats with students
		1b.3. Availability of supplemental resources and align those resources with the district program.	1b.3. Ensure the use of the district adopted ESE reading program	1b.3. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	1b.3. Review Lesson Plans Classroom walkthroughs	1b.3. Lesson Plans, Observations, Common Board Configuration, and classroom walkthroughs

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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: On the 2013 administration of the Reading FCAT, 17% of the students will achieve above proficiency	2012 Current Level of Performance:* In grades 6-8 14% (78) achieved above proficiency on the FCAT Reading test.	2013 Expected Level of Performance:* In grades 6-8 17% (143) will achieve above proficiency on the FCAT Reading test.	2a.1. Ensure Reading and AVID strategies are implemented within lessons.	2a.1 Incorporate the use of Thinking Maps, Spring Board, Pre-AP, WICR (AVID) strategies and monthly Literacy strategy school wide.	2a.1. Principal, Assistant Principals, College Readiness Coach and Coaches	2a.1. Observations and Spotlight on Best Practices	2a.1. Observations Lesson plans and data
			2a.2. Maintaining students who are scoring at or above achievement levels 4 and 5.	2a.2. Embed the coaching cycle to provide support with the alignment of instruction and the rigor of the Benchmarks during daily instruction	2a.2. Principal, Assistant Principals, and Reading Coach	2a.2. Observations	2a.2. Observations, Coach's log
			2a.3 Disaggregating data	2a.3 Provide professional development to all teachers on disaggregating data.	2a.3 Principal, Assistant Principals, Guidance, Deans, RtI Coach, and Coaches	2a.3 Review data, follow up meetings with teachers to ascertain their abilities to use disaggregate data and make instructional decisions based on disaggregated data.	2a.3 Observations Mini-assessments Data Wall
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B: On the 2013 Reading administration of the FAA test 66% of students in grades 6-8 will score at or above levels 7on the reading portion of FAA.	2012 Current Level of Performance:* In grades 6-8 63% (17) of the students scored at or above level 7 on the reading portion of FAA	2013 Expected Level of Performance:* In grades 6-8 66% (18) of the students will score at or above level 7 on the reading portion of FAA	2b.1. Incorporating rigorous activities and tailoring this to different students needs	2b.1. Implement AVID and IB strategies and Differentiated Instruction in the classroom.	2b.1. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	2b.1. Review Lesson Plans and during classroom walkthroughs	2b.1. Lesson Plans, Observations, Common board configuration, and classroom observations
			2b.2. Accountability for the use of data to drive instruction.	2b2. Teachers will conduct data chats with students to establish goals for improvement	2b.2. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	2b.2. Review students reading data	2b.2. Review curriculum assessments

		2b.3	2b.3	2b.3	2b.3	2b.3
		Availability of supplemental resources and align those resources with the district program.	Ensure the use of the district adopted ESE reading program	Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	Lesson Plans and classroom walk troughs	Review curriculum assessments and Teacher Lesson Plans

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3a.1. Student retention, absences, and failing grades	3a.1. Provide Course Recovery and zero period opportunities for all retained, absent, and failing students.	3a.1. Principal, Assistant Principals, Guidance, Deans, RtI Coach, and Coaches	3a.1. Identify students using SMS historical data and students' progress reports and report cards.	3a.1. SMS, Educational Data Warehouse (EDW), Mini Assessments
Reading Goal #3A: On the 2013 administration of the Reading FCAT test, 71% of the students in grades 6-8 will make learning gains.	2012 Current Level of Performance:* In grades 6-8, 66% (368) of the students made learning gains on the Reading administration of the FCAT test.	2013 Expected Level of Performance:* In grades 6-8, 71% (528) of the students will make learning gains on the Reading administration of the FCAT test.					
			3a.2. Maintaining learning gains among students that have previously made learning gains.	3a.2. Opportunities for ongoing collaboration through vertical articulation and consortium meetings	3a.2. Principal, Assistant Principals, Guidance Deans, Vista, Safe, Social Worker, Coaches and Curriculum Leaders	3a.2. Review data	3a.2. SMS, EDW
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3b.1. Lack of student motivation	3b.1. Incorporate mentoring program, utilize the school-wide discipline and RAP, extracurricular activities.	3b.1. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	3b.1. Review data	3b.1. SMS EDW
Reading Goal #3B: On the 2013 Reading administration of the FAA test 14% of the students will make learning gains on the reading portion of the FAA	2012 Current Level of Performance:* In grade 6-8 12% (9)of the students made learning gain.	2013 Expected Level of Performance:* In grades 6-8 14% (11) of students will make learning gains on the reading portion of the FAA.					
			3b.2. Students limited reading outside the school setting.	3b.2. Incorporate the Accelerated Reader Incentive Program.	3b.2. LRS, Behavior Specialist, Staffing Specialist, Media Specialist and Teachers	3b.2. Utilize the AR reports to monitor students progress	3b.2. Utilize the AR reports to monitor students progress
			3b.3. Utilization of technology	3b.3. Teacher mentor for technology	3b.3. Principal, Assistant Principals, Behavior Specialist,	3b.3. Lesson Plan review and Classroom walkthrough	3b.3. Lesson plans and classroom walkthroughs

				Staffing Specialist		

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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4a.1 Accountability for the use of data to drive instruction.	4a.1. Teachers will meet with Reading coach and College Prep coach to analyze their data and utilize critical thinking strategies. (Spring Board, WICR, Thinking Maps)	4a.1. Principal, Assistant Principals, College Prep Coach, and Reading Specialist, Reading Intervention Coach	4a.1. Reading coach and College Prep coach will provide Professional Development on how to disaggregate data through PLC meetings.	4a.1. Principal data chats EDW
Reading Goal #4A: On the 2013 Reading administration of the FCAT test, 74% of the students in the lowest 25% in grades 6-8 will make learning gains.	2012 Current Level of Performance:* In grades 6-8, 69% (385) of the students in the lowest 25% made learning gains on the Reading administration of the FCAT test.	2013 Expected Level of Performance:* In grades 6-8, 74% (549) of the students in the lowest 25% will make learning gains on the 2012 Reading administration of the FCAT test. .					
			4a.2 .Extended time to reinforce skills	4a.2.Zero Period Intervention Groups	4a.2. Principal, Assistant Principals, College Prep Coach, and Reading Specialist, Reading Intervention Coach	4a.2.Coaches will review student data to determine areas of weakness. Intervention groups will meet once a week for 30 minutes for the lowest 30%, bubble up and bubble down students, Zero period, and After School programs.	4a.2. Mini-Assessments Observation FAIR
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4b.1. Identifying struggling learners due to the lack of benchmark data for students taking the FAA	4b.1. Align instructions to the unique needs of struggling learners.	4b.1. Teachers, RTI specialist, LRS, Behavior Specialist, Staffing Specialist	4b.1. Teacher made exams Use of supplemental materials Teacher observations	4b.1. Observations lesson plans, and discussions with teachers
Reading Goal #4B: On the 2013 Reading administration of the FAA test 17% of students in Lowest 25% will make learning gains in reading.	2012 Current Level of Performance:* In grade 6-8 11% of the students in the lowest 25% made learning gain.	2013 Expected Level of Performance:* In grades 6-8 17% (12) of students in Lowest 25% will make learning gains on the reading portion of the FAA					
			4b.2. Use of proper literacy strategies that engages student learning	4b.2. Incorporate Literacy through the use of the AVID and IB Programs	4b.2. Teachers, RTI specialist, Behavior Specialist, Staffing Specialist, college readiness	4b.2. Observations	4b.2. Observations, classroom data, lesson plans.

					coach
		4b.3 Inconsistent use of Differentiated Instruction and technology.	4b.3. Implement DI in the classroom during the block schedule and use technology during DI lessons	4b.3. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	4b.3. Observations, discussions with teachers.	4b.3. Observations, classroom data, lesson plans.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 33%	**39%**	**44%**	**50%**	**55%**	**61%**	**67%**
Reading Goal #5A: In 2013 the achievement gap will decrease by 6%.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. Lack of motivation among a majority of students.	5B.1. Provide school-wide Accelerated Reader incentive program. Provide incentive to students in Reading classes (quarterly celebration).	5B.1 Principal, Assistant Principals, Reading Specialist, Reading Intervention Coach and Media Specialist. Reading Specialist, Reading Intervention Coach, Reading Department	5B.1. Utilize the AR reports to monitor students progress Utilize Reading mini assessments to monitor student's progress.	5B.1. AR reports Reading Logs Progressbook Edusoft reports	
Reading Goal #5B: On the 2013 FCAT Reading test 6 % of our black students will make satisfactory progress in reading. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	2012 Current Level of Performance:* In grades 6-8, 29% (141) of the black students did not make satisfactory progress in Reading. White:	2013 Expected Level of Performance:* In 2013 we will decrease the number of black students not making satisfactory progress in Reading to 23% (171).						
			5B.2. High suspension rate	5B.2. Renaissance program	5B.2. Principal, Assistant Principals, Reading Specialist, Reading Intervention Coach, SST, Deans	5B.2. Incorporate mentoring program, utilize the school-wide discipline, extracurricular activities.	5B.2. SMS EDW	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Students performing below grade level.	5C.1. Effective use of data to drive instructional focus while utilizing ESOL, WICR and brain based strategies.	5C.1. Principal, Assistant Principal, Reading Specialist, Reading Intervention Coach	5C.1. Collect baseline data to establish students needs and interventions	5C.1. Benchmark exams, FAIR, CELLA, Imagine Learning Reports
Reading Goal #5C: On the 2013 FCAT Reading test 6% of our English Language Learners will make satisfactory progress in Reading. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	2012 Current Level of Performance:* In grades 6-8, 37% (148) of the ELL students did not make satisfactory progress in Reading	2013 Expected Level of Performance:* In 2013, we will increase the number of students to 35% (140) on grade level.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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.			5D.1. Identifying the SWD's	5D.1. Teachers will complete seating chart noting if student is ESE	5D.1. Principal, Assistant Principals, Coaches	5D.1. Classroom Observations	5D.1. Classroom Observations
Reading Goal #5D: On the 2013 FCAT Reading test 23% of the Students with Disabilities will make satisfactory progress.	2012 Current Level of Performance:* On the 2012 FCAT Reading test 19% of the Students with Disabilities did not make satisfactory progress.	2013 Expected Level of Performance:* On the 2013 FCAT Reading test 23% (32) of the Students with Disabilities will make satisfactory progress.					
			5D.2. Reaching all SWD's at their instructional level	5D.2. Providing all teachers with list of strategies/accommodations and discuss strategies during PLC & department meetings	5D.2 Principal, Assistant Principals, Coaches, Curriculum Leaders	5D.2. Classroom Observations.	5D.2. Classroom Observations
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Student motivation/engagement	5E.1. Utilize the school-wide AR incentive program Utilize the MyON Reader incentive program	5E.1. Principal. Assistant Principals, Reading Specialist, Reading Intervention Coach	5E.1. PLC's, bi-weekly data chats	5E.1. Edusoft EDW Data Matrix
Reading Goal #5E: In 2013, we will decrease the number of Economically Disadvantaged students not making satisfactory progress in reading by 6% . Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	2012 Current Level of Performance:* In 2012 66% (401) of the Economically Disadvantaged students did not make satisfactory progress in Reading.	2013 Expected Level of Performance:* In 2013, we will decrease the number of Economically Disadvantaged students not making satisfactory progress in reading to 60% (445)					
			5E.2. Increasing the number of students meeting proficiency.	5E.2 Implement literacy strategy of the month to be used in all content areas.	5E.2. Principal, Assistant Principals, Reading Specialist, Reading Intervention Coach	5E.2. Review data	5E.2. Classroom observations
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking Questions	6-8	Reading Curriculum Leader, Reading Specialist, Reading Intervention Coach, Social Studies Coach	Reading and Language Arts teachers	2nd 9 weeks	Observations, Lesson plans	Reading Specialist Reading Intervention Coach, Social Studies Coach

Differentiated Instruction	6-8	Reading Curriculum Leader, Reading Specialist, Reading Intervention Coach, Social Studies Coach	Reading, Language Arts, Social Studies teachers	2nd 9 weeks	Observations, Lesson plans Action plans	Reading Specialist Reading Intervention Coach Social Studies Coach
Gradual Release	6-8	District Support/Reading Specialist/Reading and Writing Coach	Reading, Language Arts, Social Studies teachers	1st 9 weeks	Observations, Lesson plans	Reading Specialist Reading Intervention Coach, Social Studies Coach

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read 180	Work on decoding and fluency		6,000
Systems 44	Work on decoding and fluency		5,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Test Maker	Benchmark questions with common core	SIG	2,000
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Springboard	College readiness skills	General budget	8,000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $21,000
			Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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
1. Students scoring proficient in listening/speaking. CELLA Goal #1: **On the 2013, CELLA _60__% of students will score Proficient on the Listening/Speaking portion.**	2012 Current Percent of Students Proficient in Listening/Speaking: On the 2012, CELLA _68__% of 6th grade students scored Proficient on the Listening/Speaking portion. On the 2012, CELLA _51__% of 7th grade students scored Proficient on the Listening/Speaking portion. On the 2012, CELLA _51__% of 8th grade students scored Proficient on the Listening/Speaking portion.	1.1. There are communication barriers within the ELL department,coaches, and Administration.	1.1. Coaches and administration and ELL department will meet monthly	1.1. -ELL coach -Academic Coaches for each department -All Classroom teachers	1.1. -ELL department sign in sheet -Agenda	1.1. -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting
		1.2. There's more of a focus on FCAT then CELLA.	1.2. ELL teachers will need to balance primary strategies to hit all important areas of students' knowledge on FCAT and CELLLA	1.2. -ESOL coach -Academic Coaches for each department -All Classroom teachers	1.2. -Classroom walkthroughs -Student work samples -Lesson plans will be reviewed	1.2. -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting
		1.3. Students will have difficulty with internalizing the sound and grammar systems of English	1.3. -Taped text: text is recorded and the students are encouraged to listen to the tape to follow readings; targets understanding of text -Using Mnemonics-visualization, acronyms -Think a louds -Phonetic analysis (not phonics) -Encoding skills before decoding skills -Imagine learning	1.3. -ELL coach -Academic Coaches for each department -All Classroom teachers	1.3. -Classroom walkthroughs -Departmental meetings -Student work samples -Lesson plans will be reviewed	1.3. -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting

		-Differentiated Instruction -Speak to the students at a normal speed, in complete sentences, using simple vocabulary -Using visuals -Speak to the students at a normal speed, in complete sentences, using simple vocabulary			
Students read grade-level text in English 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

2. Students scoring proficient in reading.		2.1. Students will have difficulty developing correct speech because after learning how each sound looks on page, they are not able to relate the written word to what they say and see where they go wrong in pronouncing..	2.1. -Graphic organizers: prior to reading as guidance and to build background, make connections and understand text structure; after reading to record personal understandings and responses i.e., text maps, timelines, thinking maps, word webs, clusters, etc. -Teacher prepared outlines with missing steps while reading---thereafter students will be able to form their own outlines in the future i.e., scaffold outline -Jigsaw text: one or two members from each cooperative learning group come together to form a new group of "experts." assign each new "expert" group a different section of the text to be read. They either read out loud or partners read to each other or silently. Each group reviews text to make sure of understanding. Experts return to original group to teach others -Meta cognitive-awareness, reflection, and interaction -Cognitive- enhance understanding by making connections -cooperative learning: small groups with different levels of ability -Reciprocal teaching-assign students with specific jobs during a reading passage: summarize, question, clarify, predict -Mind map: visually interpreting student's notes -Venn diagram: compare and contras -Differentiated Instruction	2.1. -ESOL coach -Academic Coaches for each department -All Classroom teachers	2.1. -Classroom walkthroughs -Departmental meetings -Student work samples -Lesson plans will be reviewed	2.1. -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting
CELLA Goal #2: **On the 2013, CELLA _55__% of students will score Proficient on the Reading**	2012 Current Percent of Students Proficient in Reading: On the 2012, CELLA _19__%of 6th grade students scored Proficient on the Reading On the 2012, CELLA _13__%of 7th grade students scored Proficient on the Reading On the 2012, CELLA _14__%of 8th grade students scored Proficient on the Reading					

		2.2. Students are fairly proficient in understanding and speaking English, but their skills in reading and writing need additional improvement	2.2. -Assign Pair Work: Small groups of students practice giving, responding to, and demonstrating commands. -Write the series of commands on the chalkboard for group reading. - Constructing a cluster of vocabulary words or a web of concepts that will be used later in a writing or reading activity - Peer teaching	2.2. -ESOL coach -Academic Coaches for each department -All Classroom teachers	2.2. -Classroom walkthroughs -Student work sample -Lesson plans will be reviewed	2.2. -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting
		2.3 Ensure that teachers are accountable for the use of data to drive instruction.	2.3 Teachers will meet with Reading coach and College Prep coach to analyze their data and utilize critical thinking strategies. (Spring Board, WICR, and Thinking Maps)	2.3 -College Prep Coach -Reading Coach -ESOL coach -Academic Coaches for each department -All Classroom teachers	2.3 -Disaggregate data through PLC meetings.	2.3 -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting

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
3. Students scoring proficient in writing. CELLA Goal #3: **On the 2013, CELLA _50__% of students will score Proficient on the Writing**	2012 Current Percent of Students Proficient in Writing : On the 2012, CELLA _11__%of 6th grade students scored Proficient on the Writing On the 2012, CELLA _13__%of 7th grade students scored Proficient on the Writing On the 2012, CELLA _15__%of 8th grade students scored Proficient on the Writing	2.1. Increase the number of students achieving a level of proficiency on the writing portion of CELLA.	2.1. Adapted text: rewriting selections that contains key concepts and information. -Mind map: visually interpreting student's notes -Venn diagram: compare and contrast -Use writing process daily (all writing should be in notebook to track growth) -Use of drafting and revision (writing samples should be reviewed) -Quickwrites -Differentiated Instruction	2.1 ESOL coach -Academic Coaches for each department -All Classroom teachers	2.1. Classroom walkthroughs -Student work sample -Lesson plans will be reviewed	2.1. Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting
		2.2. Implementing the use of interactive notebook	2.2. Students may utilize the notebook within daily lessons to increase students' knowledge and understanding of the writing process. -Utilize Differentiated Instruction	2.2. -ESOL coach -Academic Coaches for each department -All Classroom teachers	2.2. -Student work samples	2.2. -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting
		2.3 Providing preparation time For writing skills	2.3 -begin the preparation early enough to provide wring strategies -provide writing prompts often enough	2.3 -ESOL coach -Academic Coaches for each department -All Classroom teachers	2.3 -Classroom walkthroughs -Departmental meetings -Student work samples -Student progress on assessments (benchmark data, etc.) -Lesson plans will be reviewed	2.3 -Printout of Benchmark results -Peer walkthroughs to monitor use of strategies -Imagine learning results -Coaches meeting

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

Middle School Mathematics Goals

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

Middle School Mathematics 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Student understanding of test complexity	1a.1. Use real world application through the use of multi-step word problems.	1a.1. Principal, Assistant Principals, Math Coach, and Curriculum Leader	1a.1. FCIM (Check)	1a.1. Progress Monitor current assessment data
Mathematics Goal #1A: On the 2013, FCAT 55% of the students will be proficient.	2012 Current Level of Performance:* On the 2012 administration of the FCAT 2.0 mathematics test 20% (112) of 6-8 grade students were identified as being proficient.	2013 Expected Level of Performance:* On the 2013 administration of the FCAT 2.0 mathematics test 23% (171) of 6-8 grade students will be identified as being proficient.					
			1a.2. Need for more rigor and relevance in the math curriculum	1a.2. Incorporate STEM practices.	1a.2. Principal, Assistant Principals, Math Coach, and Curriculum Leader	1a.2. Observations, PLC, and lesson plan checks	1A.2. Progress Monitor current assessment data
			1a.3. STEM best practices	1a.3. Provide professional development on STEM practices	1a.3. Principal, Assistant Principals, Instructional STEM Coaches, and Curriculum Leader	1a.3. Observations, PLC, and lesson plan checks	1A.3. Progress Monitor current assessment data
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Use of the Equals program with fidelity.	1b.1. Use all components of the research-based supplemental math program while incorporating DI strategies	1b.1. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist, and teachers	1b.1. Analyze the assessment data that is supplied with the program.	1b.1. Lesson Plans and Common Board Configurations
Mathematics Goal #1B: On the 2013 Math administration of the FAA test 39% of students in grades 6-8 will make	2012 Current Level of Performance:* In grades 6-8 36% (10) of the students scored a level 4, 5, or 6 on the math	2013 Expected Level of Performance:* In grades 6-8 39% (11) of the students will make learning gains on the					

learning gains.	portion of FAA.	math portion of FAA.					
			1b.2. Engaging students through the use of effective supplemental materials and technological resources.	1b.2. Use manipulative and technology to assist students with their learning	1b.2 Principal, Assistant Principals, Behavior Specialist, Staffing Specialist, and teachers	1b.2. Lesson Plans, Students engagement during lessons, and assessment data.	1b.2. Lesson Plans Class Room Walkthroughs
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Planning and presenting lessons that challenge high-level students	2a.1. Provide professional development and planning time for teachers .	2a.1. Principal, Assistant Principals, Math Coach, and Curriculum Leader	2a.1. Lesson plan check ,walkthroughs, and common board check	2a.1. Progress Monitor current assessment data
Mathematics Goal #2A: In 2013, the students scoring at or above levels 4 and 5 on the state standardized test will increase to 13%.	2012 Current Level of Performance:* On the 2012 administration of the FCAT 2.0 mathematics test 10% (56) of 6-8 grade students were identified as scoring a level 4 or 5.	2013 Expected Level of Performance:* On the 2013 administration of the FCAT 2.0 mathematics test 13% (97) of 6-8 grade students will be identified as scoring a level 4 or 5.					
			2a.2. Discrepancies in identification of the essential standards	2a.2. Use the math content focus report and item specifications in conjunction with the OCPS math blueprint to plan lessons.	2a.2. Principal, Assistant Principals, Math Coach, and Curriculum Leader	2a.2. Student assessment	2A.2. Progress Monitor current assessment data
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Utilizing technology resources to increase student motivation and achievement.	2b.1. Provide ongoing technology trainings to the staff	2b.1. Principal, Assistant Principals, and Math Coach	2b.1. Lesson plan and action plan checks	2b.1. Supplemental program assessment data and teacher observations.
Mathematics Goal #2B: On the 2013 Math administration of the FAA test 53% of students in grades 6-8 will score at or above level 7 on the FAA mathematics.	2012 Current Level of Performance:* In grades 6-8 50% (14) of the students scored at or above level 7 on the math portion of FAA.	2013 Expected Level of Performance:* In grades 6-8 53% (15) of the students will score at or above level 7 on the math portion of FAA.					
			2b.2. Increase the rigor and relevance in the math curriculum	2b2. Provide differentiated instruction centers that provide enrichment and rigorous project based learning.	2b.2. Principal, Assistant Principals, LRS, Academic Dean, and Math Coach.	2b.2. Action plan and lesson plan check	2b.2. Teacher observation Classroom walkthroughs
			2b.3 Understanding test Complexity	2b.3 Have students connect their learning through the use of real world applications.	2b.3 Principal, Assistant Principals, Curriculum Leaders, and Math Coach	2b.3 FCIM (check)	2b.3 Progress monitoring and curriculum data

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3a.1. Student engagement	3a.1. Infusion of technology and real-world application into teaching and learning.	3a.1. Principal, Assistant Principals, Academic Dean Math Coach, PLC leader, and Curriculum Leader	3a.1. Lesson plan check, walkthroughs, and common board check	3a.1. Progress Monitor current assessment data
Mathematics Goal #3A: In 2013, the percentage of students making learning gains will increase to 66%.	2012 Current Level of Performance:* On the 2012 administration of the FCAT 2.0 mathematics test 63% (352) of 6-8 grade students were identified making learning gains.	2013 Expected Level of Performance:* On the 2013 administration of the FCAT 2.0 mathematics test 66% (490) of 6-8 grade students will be identified as making learning gains.					
			3a.2. Teachers that are new to the grade level	3a.2. PLC meetings, department meetings, peer and administrative observations	3a.2. Principal, Assistant Principals, Math Coach, PLC leader, and Curriculum Leader	3a.2. Benchmark exams and common grading practices	3a.2. Common chapter test data and benchmark data
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3b.1. Lack of student motivation	3b.1. Incorporate mentoring program, utilize the school-wide discipline and RAP, extracurricular activities.	3b.1. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	3b.1. Review data	3b.1. SMS EDW
Mathematics Goal #3B: On the 2013 mathematics administration of the FAA test 17% of students will make learning gains in math	2012 Current Level of Performance:* In grade 6-8 12% of the students made learning gain.	2013 Expected Level of Performance:* In grades 6-8 17% of students will make learning gains					
			3b.2. Utilization of technology	3b.2. Teacher training for technology Integration	3b.2. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	3b.2. Teachers use of technology Share out sessions during PLC Meetings	3b.2. Lesson Plan review (use of computers during Differentiated Instruction Days) Classroom walkthrough

		3b.3. Utilizes higher order thinking questions throughout the lesson	3b.3. Staff development training on higher level questioning. Continuous focus during PLC meetings and use of access points as a guide for planning instruction.	3b.3. Principal, Assistant Principals, Math Coach, PLC leader, and Curriculum Leader	3b.3. Lesson plan check, walkthroughs, and higher order question feedback form, PLC agenda, and professional development reflection form.	3b.3. Progress Monitor Curriculum data

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4a.1. Instruction that utilizes DOK and using higher level thinking questions throughout the lesson.	4a.1. Refresher staff development on DOK and higher level questioning. Continuous focus during PLC meetings, and using the item specifications as a guide for planning instruction.	4a.1. Principal, Assistant Principals, Math Coach, PLC leader, and Curriculum Leader	4a.1. Lesson plan check, walkthroughs, and higher order question feedback form, PLC agenda, and professional development reflection form.	4a.1. Progress Monitor current assessment data
Mathematics Goal #4A: In 2013, the percentage of students in the lowest 25% making learning gains will increase to 73%. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	2012 Current Level of Performance:* On the 2012 administration of the FCAT 2.0 mathematics test 70% (390) of 6-8 grade students that were identified as being in the lowest 25% made learning gains.	2013 Expected Level of Performance:* On the 2013 administration of the FCAT 2.0 mathematics test 73% (542) of 6-8 grade Lowest 25% will be identified as making learning gains.					
			4a.2. Students lack of reading skills to aid in solving word problems	4a.2. Incorporate reading strategies into the mathematics classrooms..	4a.2. Principal, Assistant Principals, Math Coach, and math teachers	4a.2. Student performance data	4a.2. Progress Monitor current assessment data
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4b.1. Use of proper literacy strategies that engages student learning	4b.1. Incorporate Literacy through the use of the AVID and IB Programs	4b.1. Teachers, RTI specialist, Behavior Specialist, Staffing Specialist, College readiness coach	4b.1. Observations	4b.1. Observations, classroom data, lesson plans.
Mathematics Goal #4B: On the 2013 Mathematics administration of the FAA test 13% of students in Lowest 25% will make learning gains in reading.	2012 Current Level of Performance:* In grade 6-8 9% of the students in the lowest 25% made learning gain.	2013 Expected Level of Performance:* In grades 6-8 13% of students in Lowest 25% will make learning gains on the mathematics portion of the FAA					
			4b.2. Limited resources	4b.2. Use the district math program and supplemental resources and align those resources with the district	4b.2. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	4b.2. Review curriculum assessments and Teacher Lesson Plans	4b.2. Lesson Plans and classroom walk troughs

			program.			
		4b.3 Students lack of ability to keep up with the pace of the lesson	4b.3. Implement Differentiated Instruction in the classroom during the block schedule and use technology during DI lessons	4b.3. Principal, Assistant Principals, Behavior Specialist, Staffing Specialist	4b.3. Observations and discussions with teachers	4b.3. Walkthroughs, classroom data, lesson plans.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 36%	41%	47%	52%	57%	63%	68%

Mathematics Goal #5A:

In 2013 the achievement gap will decrease by 6%.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. Understanding of data	5B.1. Conduct data chats between school, administration, teachers, and students	5B.1. Principal, Assistant Principals, Math Coach, and math teachers	5B.1. Progress Monitor current assessment data	5B.1. Student assessments	
Mathematics Goal #5B: In 2013 the number of black students not making satisfactory progress in mathematics will decrease to 65%. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	2012 Current Level of Performance:* In 2012, 71% (358) of the black students did not make satisfactory progress in mathematics. / 2013 Expected Level of Performance:* In 2013, the percentage of black students not making satisfactory progress in mathematics will decrease to 65% (205).						
		5B.2. Lack of relevance of instruction to students	5B.2. Use of problem base instruction tasks that incorporate real-world situations. .	5B.2. Principal, Assistant Principals, Math Coach, and math teachers	5B.2. Progress Monitor current assessment data	5B.2. Action plan check, lesson plan check, and classroom observations	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Language/cultural barriers	5C.1. Through collaboration with the school-based compliance teacher, math teachers will learn and utilize current, research-based ELL strategies.	5C.1. Principal, Assistant Principals, Math Coach, CCT, and math teachers	5C.1. Lesson plan checks to ensure ELL strategies are being used daily.	5C.1. Observations
Mathematics Goal #5C: On the 2013 FCAT students not making satisfactory progress will decrease to 75%. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	2012 Current Level of Performance:* In 2012 80% (150) of ELL did not make satisfactory progress.	2013 Expected Level of Performance:* On the 2013 FCAT students not making satisfactory progress will decrease to 75% (167).					
			5C.2. Student understanding of test complexity	5C.2. Provide differentiated instruction that incorporates ELL strategies as well as provide intervention and enrichment in targeted areas.	5C.2. Principal, Assistant Principals, Math Coach, CCT, and math teachers	5C.2. FCIM (Check)	5C.2. Progress Monitor current assessment data
			5C.3. Adequately reaching all students in their class	5C.3. During PLC meeting and department meetings Introduce SIOP and ELL strategies that can be used during math instruction.	5C.3. Principal, Assistant Principals, Math Coach, CCT, Curriculum leader, PLC leader, and math teachers	5C.3. Walkthroughs, Lesson plan check, PLC reflection	5C.3. Progress Monitor current assessment data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 mathematics.			5D.1. Adequately reaching all students in their class	5D.1. During PLC meeting and department meetings Introduce ESE strategies that can be used during math instruction.	5D.1. Principal, Assistant Principals, Math Coach, ESE support, Curriculum leader, PLC leader, and math teachers	5D.1. Walkthroughs, Lesson plan check, PLC reflection	5D.1. Progress Monitor current assessment data
Mathematics Goal #5D: In 2013 the number of Students with Disabilities (SWD) students that are not making satisfactory progress in mathematics will decrease to 85%.	2012 Current Level of Performance:* In 2012, 93% (64) of the SWD students did not make satisfactory progress in mathematics.	2013 Expected Level of Performance:* In 2013, the percentage of English SWD students not making satisfactory progress in mathematics will decrease to 85% (94).					
			5D.2. Student understanding of test complexity	5D.2. Provide differentiated instruction that incorporates ESE strategies as well as provide intervention and	5D.2. Principal, Assistant Principals, Academic Dean Math Coach, ESE support,	5D.2. FCIM (Check)	5D.2. Progress Monitor current assessment data

			enrichment in targeted areas.	Curriculum leader, PLC leader, and math teachers		
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5. E.1. Student engagement	5. E.1. Infusion of technology and real-world application into teaching and learning.	5. E.1. Principal, Assistant Principals, Math Coach, PLC leader, and Curriculum Leader	5. E.1. Lesson plan check , observations, and common board check	5.E.1 Progress Monitor current assessment data
Mathematics Goal #5E: In 2013, the percentage of students with disabilities not making satisfactory progress in mathematics will decrease to 60%. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	2012 Current Level of Performance:* In 2012, 70% (435) of the economically disadvantaged students did not make satisfactory progress in mathematics	2013 Expected Level of Performance:* In 2013 the number of economically disadvantaged students not making satisfactory progress in mathematics will decrease to 60% (446).					
			5.E.2. Utilize DOK and higher level thinking questions throughout the lesson.	5. E.2. Refresher staff development on DOK and higher level questioning. Continuous focus during PLC meetings, and using the item specifications as a guide for planning instruction.	5. E.2. Principal, Assistant Principals, Math Coach, PLC leader, and Curriculum Leader	5. E.2. Lesson plan check, walkthroughs, and higher order question feedback form, PLC agenda, and professional development reflection form.	5. E.2. Progress Monitor current assessment data
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 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
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Teaching students algebra I standards as well grade-level standards	1.1. DI centers based on grade-level benchmarks. Teachers will promote tutoring.	1.1. Principal, Assistant Principals, Math Coach, and Math Teachers	1.1. Data meetings will be held to review interventions and assessments to determine progress towards the benchmarks.	1.1. Progress Monitor current assessment data
Algebra 1 Goal #1: In 2013, the students scoring level 3 on the algebra end-of-course exam will increase by 3%.	2012 Current Level of Performance:* On the 2012 administration of the algebra end-of-course exam 48% (20) students were identified as scoring at achievement level 3.	2013 Expected Level of Performance:* On the 2013 administration of the algebra end-of-course exam 51% (21) of the students will be identified as scoring a level 3.					
			1.2. Practice computer-based EOC style questions	1.2. Provide opportunities to practice EOC style questions using Florida Focus	1.2. Principal, Assistant Principals, Math Coach, and Math Teachers	1.2. Use reports from Florida Focus to monitor student progress	1.2. Progress Monitor current assessment data
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Teaching students algebra I standards as well grade-level standards	2.1. DI centers based on grade-level benchmarks. Teachers will promote tutoring.	2.1. Principal, Assistant Principals, Math Coach, and Math Teachers	2.1. Data meetings will be held to review interventions and assessments to determine progress towards the benchmarks	2.1. Progress Monitor current assessment data
Algebra Goal #2: In 2013, the students scoring level 4 and 5 on the algebra end-of-course exam will increase by 3%.	2012 Current Level of Performance:* On the 2012 administration of the algebra end-of-course exam 35% (14) students were identified as	2013 Expected Level of Performance:* On the 2013 administration of the algebra end-of-course exam 38% (16) of the students will be					

	scoring at or above achievement level 4 and 5.	identified as scoring a level 4 or 5.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**83%**	**87%**	**91%**	**95%**	**99%**	**100%**
Algebra 1 Goal #3A: By June 30, 2013 the Achievement Gap will decrease by 4%.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. Critical thinking skills	3B.1. Implement homework and test-taking system that encourage students to work towards mastery, focus on higher order task, and provide explicit instruction.	3B.1. Principal, Assistant Principals, Math Coach, and Math Teachers	3B.1. Frequent monitoring of student performance and application of problem analysis to guide decision making	3B.1. Progress Monitor current assessment data	
Algebra 1 Goal #3B: In 2013, the number of black students not making satisfactory progress on the algebra I EOC will decrease to 15%.	2012 Current Level of Performance:* On the 2012 administration of the algebra end-of-course exam 18% (7) of the students did not make satisfactory progress.	2013 Expected Level of Performance:* On the 2013 administration of the algebra end-of-course exam 15% (6) students will be identified as not making satisfactory progress						
			3B.2. Students not performing on grade level	3B.2. Use item specifications and data to drive instruction ; follow FCIM	3B.2. Principal, Assistant Principals, Math Coach, and Math Teachers	3B.2. Data chats	3B.2. Progress Monitor current assessment data	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

50

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	6-8 Math	School-based facilitator	Math Department	1 per semester	Reflection and observations	Administrative Team & Math Coach
Common Core	6-8 Math	District Resource Teacher/ School-based facilitator	Math Department	1st nine weeks	Reflection and observations	Administrative Team & Math Coach
DOK & Higher Level Questioning Skills	6-8 Math	District Resource Teacher/ School-based facilitator	Math Department	Preplanning & once a month during PLC meetings	Teacher made test, observations, lesson plans, and DOK feedback form	Administrative Team & Math Coach
Reading Strategies in the Content Area	6-8 Math	School-based facilitator	Math Department	Preplanning & once a month during PLC meetings	Observations and lesson plan check	Administrative Team & Math Coach

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
Acaletics	Higher order thinking supplemental material	SIG	$9,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 9,000

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: On the 2013 FCAT Science Test we will increase the number of 8th grade students achieving mastery 41%.	2012 Current Level of Performance:* In grade 8, 31% (44) of the students achieved mastery on the 2012 FCAT Science Test.	2013 Expected Level of Performance:* In grade 8, 41% of the students will achieve mastery on the 2013 FCAT Science Test.	1a.1. Utilizing data to drive small-group, differentiated instruction that incorporates the levels of cognitive complexity based on student readiness level and differentiated for both content and process.	1a.1. Professional development in the areas of differentiated instructions and what it looks like in your classroom using data from students.	1a.1. Principal, Assistant Principals, Science Leadership Team (Dean, Science Coach), Science District Resource Specialist	1a.1. Action plans attached to weekly lesson plans, data analysis of students' assessments	1a.1. CWT and direct feedback to teachers (using CWT Tool) Mini Lesson Assessments Lesson Plan Checks with Lesson Plan Checklist Pre & Post Benchmark Assessments (quarterly) Data Wall (updated and. Discussed in PLC)
	1a.2		1a.2. Designing lessons with cognitive complexity and rigor	1a.2. Professional development in the areas of increasing rigor and Gradual Release. Also using Lesson studies to learn effective lesson design. Common planning to identify ESE/ESOL bubble students in reading and push towards level 3 in Science.	1a.2. Principal, Assistant Principals, Science Leadership Team (Dean, Science Coach), Science District Resource Specialist	1a.2. Lesson study with Science Department 3 cycles throughout the school year. Lesson plan checks for Higher order thinking questions and rigorous tasks. Discuss strategies & data during PLC meetings.	1A.2. CWT and direct feedback to teachers (using CWT Tool) Mini Lesson Assessments (weekly to biweekly) Lesson Plan Checks with Lesson Plan Checklist Pre & Post Benchmark Assessments (quarterly) Data Wall (updated and. Discussed in PLC)
			1a.3. Students may have difficulty applying reading strategies in the Science Content.	1a.3. Professional development with teachers in the areas of literacy in the content area. Focusing on reading strategies through thinking maps, ESE modifications, focusing on reading benchmarks (main idea, drawing conclusions, etc)	1a.3. Principal, Assistant Principals, Science Leadership Team (Dean, Science Coach), Science District Resource Specialist, Reading Coach	1a.3. Lesson study with Science Department 3 cycles throughout the school year. Focused on incorporating literacy through science. Discuss strategies during PLC meetings.	1a.3. CWT and direct feedback to teachers (using CWT Tool) Modeling and Reflection w/Coaches (Science & Reading) Reading Assessments (cross-curriculum)
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1b.1. Utilizing data to drive small-group, differentiated instruction because	1b.1. Incorporate mini lessons and use the mini lesson data to drive	1b.1. Teachers, Principal, Science AP, Dean,	1b.1. Review and analyze student data, lesson plan checks, and	1b.1. Classroom observations and direct feedback to teachers

Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
On the 2013 Science administration of the FAA test 49% of students in grades 6-8 will score at levels 4, 5, or 6 on the writing portion of the FAA.	In grades 6-8 46% (5) of the students scored at a level of 4, 5, or 6 on the science portion of FAA.	In grades 6-8 49% (6) of the students will score at levels 4, 5, or 6 on the writing portion of the FAA.	the data may be misleading because they were tested last in the 5th grade.	instructions.	Science Coach, Science District Resource Specialist, Reading Coach, ESE curriculum leaders	classroom walkthroughs.	Mini Lesson Assessments Lesson Plan Review
			1b.2. Students have difficulty with science vocabulary.	1b.2. Teachers will use strategies from professional development trainings to incorporate vocabulary retention.	1b.2. Teachers, Principal, Science AP, Dean, Science Coach, Science District Resource Specialist, Reading Coach, ESE curriculum leaders	1b.2. Lesson plan checks for Higher order thinking questions and rigorous tasks.	1b.2. Classroom observations and direct feedback to teachers Mini Lesson Assessments Lesson Plan Review
			1b.3. Students have difficulty retaining science concepts and skills due to the gap in the number of years the students were previously tested.	1b.3. Teachers will continue to teach and assess science concepts continuously through out the school year from grades 6 to 8.	1b.3. Teachers, Principal, Science AP, Dean, Science Coach, Science District Resource Specialist, Reading Coach, ESE curriculum leaders	1b.3. Review and analyze student data, lesson plan checks, and classroom walkthroughs.	1b.3. Classroom observations Student Assessments

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Incorporating reading and math strategies to enrich and motivate already proficient students (possible level 4 and 5 on Science FCAT)	2a.1. Utilize 8th and 9th grade Assessment Benchmarks and Mini Lesson Assessments Data to identify students that are proficient in Reading and Science. Continue to implement enrichment through the science content to challenge Honor/IB students. Construct lessons with rigorous tasks and STEM design to engage students daily.	2a.1. Principal, Assistant Principals, Science Leadership Team (Dean, Science Coach), Science District Resource Specialist	2a.1. Lesson plan review of rigor and DOK questioning. Use of the coaching cycle to model enrichment for Teachers and Students.	2a.1. Classroom observation direct feedback to teachers Modeling and Reflection w/Coach (lesson study cycle) IB/Honors Student Project performance using IB criterion and scoring rubric (students)
Science Goal #2A: On the 2013, FCAT Science Test, we will increase the number of students achieving a level 4 and 5 by 3%.	2012 Current Level of Performance:* On the 2012 FCAT Science Test 6% (8) of the students scored a level 4 or 5.	2013 Expected Level of Performance:* In grade 8, 9% (13) will score a level 4 or 5 on the FCAT Science Test.					
			2a.2. Designing DI and questions to challenge already proficient students with Inquiry and Critical Thinking Skills.	2a.2. Professional development in differentiating instruction to enrich lessons for students that are above proficiency, this will be focused on in the Lesson Study Cycles and thru the Coaching Cycle.	2a.2. Principal, Assistant Principals Science Leadership Team (Dean, Science Coach), Science District Resource Specialist, Reading Coach	2a.2. Lesson plan review of rigor and DOK questioning. Use of the coaching cycle to model enrichment for Teachers and Students.	2a.2. Classroom Observation and direct feedback to teachers Modeling and Reflection w/Coach (lesson study cycle) IB/Honors Student Project performance (rubric)
			2a.3 Students may have difficulty understanding learning goals that and benchmarks that required a deeper understanding of the standards they are being taught.	2a.3 Teachers will review and expand on deconstructing standards and create learning goals to enrich and motivate students. Students will learn how to deconstruct learning goals and track their understanding using self assessment and scaling.	2a.3 Principal, Assistant Principals Science Leadership Team (AP, Dean, Science Coach), Science District Resource Specialist	2a.3 Lesson plan review of utilizing deconstructed standards and goal setting. Use of the coaching cycle to model enrichment for Teachers and Students. Student scaling and tracking their understanding of the learning goals.	2a.3 Student & Teacher reflection of lessons (coaching cycle) Student tracking of Learning Goals (Science tracking tool) Classroom Observation and direct feedback with teachers (CWT Tool)
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Incorporating enrichment activities to motivate proficient students.	2b.1. Teachers will implement enrichment activities to challenge already proficient students. Meet with the science coach for science related activities and attend science trainings to get ideas for science lessons.	2.1. Teachers, Principal, Science AP, Dean, Science Coach, Science District Resource Specialist, Reading Coach, ESE curriculum leaders	2b.1. Lesson plan review, feedback from coaches, and student engagement during science lessons.	2b.1. Lesson Plan Reviews Classroom observation and direct feedback to teachers Reflection with science Coach
Science Goal #2B: On the 2013 Science administration of the FAA test 40% (5) of students in grades 6-8 will score at level 7 or above on the science portion of the FAA.	2012 Current Level of Performance:* In grades 6-8 37% (4) of the students scored at or above level 7 on the science portion of FAA.	2013 Expected Level of Performance:* In grades 6-8 40% (5) of the students will score at level 7 or above on the science portion of the FAA.					

		2b.2.	2b.2.	2b.2.	2b.2.	2B.2 Classroom observations
	.	Students have difficulty retaining science concepts and skills due to the gap in the number of years the students were previously tested.	Teachers will continue to teach and assess science concepts throughout the school year from grades 6 to 8.	Teachers, Principal, Science AP, Dean, Science Coach, Science District Resource Specialist, Reading Coach, ESE curriculum leaders	Review and analyze student data, lesson plan checks, and classroom observation	Student Assessments .
		2b.3 Students have a difficult time associating real world experiences with science	2b.3 Teachers will make connections by applying science experiments and hands on activities.	2b.3 . Teachers, Principal, Science AP, Dean, Science Coach, Science District Resource Specialist, Reading Coach, ESE curriculum leaders	2b.3 Lesson plan review, feedback from coaches, and student engagement during science experiments	2B.3. Lesson Plan Reviews Classroom observations and direct feedback to teachers Reflection with science Coach

End of Elementary and Middle School Science 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading & Writing in the Content Areas	6-8 Grades/Life Science and Earth/Space Science	Science Coach, Reading Coach	School Wide	Initial Training: Aug. Ongoing trainings in PLC meetings, monthly	Observations of instructional practices and direct feedback by coaches	Science and Leadership Teams
Effective implementation of Differentiated Instruction	6-8 Grades/Life Science and Earth/Space Science	Science Coach, District Resource Specialist	Science Department	Wednesdays during common planning and as needed for new teachers, also discussed during PLC	Observations, Modeling with effective teachers & coaches, Spotlight of Best Practices	Science and Leadership Teams
Deconstructing Standards and understanding student assessment with continued training to teach students how to deconstruct	6-8 Grades/Life Science and Earth/Space Science	Science Coach, District Resource Specialist	Science Department	Initial Training: Aug. Ongoing trainings in PLC meetings, monthly	Lesson plan checks, CWT with teacher feedback, Model Classroom observations	Science and Leadership Teams

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
PENDA	5E/inquiry thinking skills	SIG	$5,000
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $5,000

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (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
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Students not achieving a level 3 or higher on the FCAT Writing Test. Students have difficulty retaining concepts and skills related to writing due to the gap in the number of years the students were previously tested.	1a.1. Provide daily opportunities for meaningful writing within lessons and assessments to support student thinking and the development of writing skills across the content. *Quickwrites *Exit Slips	1a.1. Principal, Assistant Principals, and Writing Coach	1a.1. Review and analyze teacher data	1a.1. Writing Assessments Classroom observations Assessments, Data chats *My Access *Interactive Notebook
Writing Goal #1A: On the 2013, FCAT Writing Test 78% (183) of the 8th grade students will score a 3 or above.	2012 Current Level of Performance:* On the 2012, FCAT Writing Test 68% (159) of the 8th grade students scored a 3 or above.	2013 Expected Level of Performance:* On the 2013, FCAT Writing Test 78% (183) of the 8th grade students will score a 3 or above.					
			1a.2. Utilizing research based writing curriculum.	1a.2. Incorporate daily opportunities to engage students in accountable talk to show, tell, explain, and prove reasoning during modeled instruction and guided practice.	1a.2. Principal, Assistant Principals, and Writing Coach,	1a.2. Review and analyze student data, lesson plan checks, and action plans.	1a.2. Writing Assessments, Classroom observations, Data chats
			1a.3. Utilize high cognitive complexity tasks	1a.3. Implement the use of interactive notebooks within daily lessons to increase students' knowledge and understanding of the writing process.	1a.3. Principal, Assistant Principals, and Writing Coach	1a.3. Review and analyze student data, lesson plan checks, and action plans.	1a.3.Writing Assessments and Classroom observations
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Student's ability to clearly and effectively articulate their thoughts during the writing process.	1b.1. Utilize high cognitive complexity tasks within daily lessons to increase students' knowledge and understanding of the writing process.	1b.1. Teachers, RTI specialist, Behavior Specialist, Staffing Specialist, College Readiness Coach	1b.1. Review and analyze student data, lesson plan checks, and classroom walkthroughs	1b.1. walkthrough data Lesson Plan reviews Writing assessments
Writing Goal #1B: On the 2013 Writing administration of the FAA test 67% of students will score a 4 or higher on the FAA.	2012 Current Level of Performance:* In grades 6-8 64% (7) of the students scored at a level 4 or higher on the writing portion of FAA.	2013 Expected Level of Performance:* In grades 6-8 67% (8) of the students will score a 4 or higher on the FAA.					

		1b.2. Students motivation and drive to improve their vocabulary knowledge	1b.2. Incorporate Literacy through the use of vocabulary development	1b.2. Teachers, RTI specialist, Behavior Specialist, Staffing Specialist, College Readiness Coach	1b.2. classroom data, lesson plans	1b.2. Observations data Lesson Plan reviews
		1b.3. Students inadequate grammar skills	1b.3. Incorporate daily opportunities to engage students in the process of build sentence structures	1b.3. Principal, Leadership Team (AP, Dean, and Coach's), RTI specialist Behavior Specialist, Staffing Specialist, College Readiness Coach	1b.3. Review and analyze student data and lesson plan checks	1b.3. data Lesson Plan reviews Writing assessments

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing	All grades/Language Arts	District Resource Teacher, Writing Coach	All Language Arts Teachers	Early release days; once a month	Observations, review data	Principal, Assistant Principals, Writing Coach
Writing in the Content Areas	All grades/Core Subject Areas	AVID Coordinator, Writing Coach,	All core subject areas	Early release days; once every two months	Observations, review data	Principal, Assistant Principals, Writing Coach, AVID Coordinator
Writing and Technology Integration	All grades/Core Subject Areas	Writing Coach and Technology Integration Specialst	All core subject areas	Early release days; once every two months	Observations, review data	Principal, Assistant Principals, Writing Coach

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Access	Computer based writing program	SIG	$11,000
			Subtotal:$11,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (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
1. Attendance			1.1.Parental Involvement	1.1.Have students take a summary of the attendance policy home at the start of the school year and ask parents to sign and return.	1.1.All Staff	1.1.Reviewing data bi-weekly	1.1.SMS
Attendance Goal #1: In 2013 we will maintain the enrollment at Memorial Middle School.	2012 Current Attendance Rate:* In 2012 the daily attendance rate was 93%.	2013 Expected Attendance Rate:* In 2013 the daily attendance rate will remain the same at 93%					
	2012 Current Number of Students with Excessive Absences (10 or more) In 2012 48.9% (316) had 10 or more absences.	2013 Expected Number of Students with Excessive Absences (10 or more) In 2013 we expect to decrease our students with 10 or more absences by 10% (285)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					

	In 2012 (3.25%) students had 10 or more tardies	In 2013 we expect our students with 10 or more tardies to remain the same.					
			1.2. Consistency with rules	1.2. Review the procedures and expectations.	1.2. All Staff	1.2. Attendance Incentive	1.2. Bi-weekly attendance reports
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance 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 (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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Renaissance Program	Incentives for attendance	SAC	$700.00
			Subtotal:
			Total: $700.00

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
1. Suspension			1.1.Lack of parental participation and consistency	1.1.School wide mentoring and implementing an incentive program	1.1.Administration, Safe Coordinator, and RTI Coach	1.1.Bi-weekly progress monitoring	1.1.Mentoring logs, and monthly student conferences
Suspension Goal #1: In 2013 we will decrease The suspension rate by 25% (172)	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	In 2012 there were 229 In School Suspension	In 2013 we will decrease the In School Suspension rate by 25% which equals to 172.					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	Same As Above	*Same As Above*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	In 2012 there were 582 total Out of School Suspension	In 2013 we will decrease the Suspension rate by 25% which equals to 437 Out of School Suspensions.					

66

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	Same As Above	Same As Above					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Renaissance Program	Incentives-school wide discipline plan	SIG	$800.00
			Subtotal:
			Total: $800.00

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
1. Parent Involvement Parent Involvement Goal #1: ***In 2013 Memorial Middle School will increase Parental Involvement from 4% to 9%.***	2012 Current Level of Parent Involvement:* ***In 2012 4% of parents participated in school activities.***	2013 Expected Level of Parent Involvement:* ***In 2013 we will increase parental involvement by 5%***	1.1. Need for communication from school to home and the facilitation of communication from home to school.	1.1. Publish notice on website, Connect Orange, marquee and by backpack notice. Translated for ELL parents when needed. Monitor website for accuracy and timeliness of information provided to parents.	1.1. Faculty and Staff	1.1.Monitoring parental attendance at school based functions	1.1.Sign-in sheets and Event Response Forms
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conducting Effective Parent Conferences	6,7, and 8	Title I Coordinator, ELL Compliance	School-wide	September	Parent Conference Logs	Leadership Team
Cultural Diversity	6,7, and 8	Title I Coordinator, ELL Compliance	School-wide	October	Monitoring participation rates in school activities and parent workshops	Leadership Team

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer stations	Increased technology	Title I	$800.00
			Subtotal:$800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Outreach materials	Materials to increase involvement	Title I	$700.00
			Subtotal:
			Total: $15,000

End of Parent Involvement Goal(s)

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

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
STEM Goal #1: In 2013, 35% of the math, science and CTE classrooms will incorporate the use of STEM practices.	1.1. Lack of knowledge with STEM practices	1.1. Provide professional development on STEM practices	1.1. Principal, Assistant Principals, and Instructional STEM Coaches	1.1. Classroom observations, lesson planning	1.1. Progress monitor current data
	1.2. Time	1.2. Infuse STEM activities into the daily lesson during block schedule (when applicable)	1.2. Principals, and Instructional STEM Coaches	1.2. Lesson planning	1.2. Progress monitor current data
	1.3.	1.3.	1.3.	1.3.	1.3.

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Intro. to STEM	6-8/ Math, Science, & CTE courses	Science and Math Coach,	6-8/ Math, Science, & CTE teachers	1st nine weeks	Reflections and observations	Principal, Assistant Principals, and Instructional STEM Coaches

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE 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
CTE Goal #1: 15% of our students enrolled in the Medical Skills high school credit course will be accepted in the Medical Arts Magnet program in the 9th grade	1.1. Students who have not met high performance status on FCAT Reading and Math (Level 1 and 2 students).	1.1. Implement Multi-Tiered Support System (MTSS)	1.1. Guidance Counselors/ Administrators	1.1. Data Matrix	1.1. Assessments (Formative/Summative)
	1.2. Scheduling conflicts with state mandated courses	1.2. Vertical articulation with high school counselors	1.2. Guidance Counselors	1.2. Master schedule	1.2. Acceptance into the Medical Arts Magnet program
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development on CTE	All grades	CTE District Admin	Teachers, Academic Coaches, Administrators	November 2012, February 2013	Monitor Students Progress	Administrators and Counselors

CTE 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

Additional Goal(s)

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

Additional 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
1. Additional Goal Additional Goal #1: By 2013, student enrollment and performance in advanced programs will increase by 5%.	2012 Current Level :* *Current enrollment in advanced courses: Math = 88. Reading = 208 LA = 157 SS = 157 Science = 87 AVID = 106 Spanish = 21*	2013 Expected Level :* *Anticipated enrollment: Math = 93 Reading = 219 LA = 165 SS = 165 Science = 92 AVID = 112 Spanish = 23*	1.1. Identify appropriate students to schedule into advanced classes	1.1. Target students and parents scoring 4 and 5 on FCAT as well as maintaining a 3.0 or higher GPA for advanced classes Host AVID and Pre-AP nights to boost parent and student awareness of advanced offerings.	1.1. Principal, Assistant Principals, Coaches, Guidance Counselors, PLC leaders, and Curriculum Leader	1.1. Test scores GPA Increased participation numbers and interest in advanced courses	1.1. FCAT scores Grades Enrollment numbers
			1.2. Low enrollment in advanced courses.	1.2 Build opportunities into the master schedule.	1.2. Principal, Assistant Principals, Guidance Counselors	1.2. Increased enrollment	1.2. Enrollment numbers
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional 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
1. Additional Goal Additional Goal #2: By 2013, student enrollment in high school credit courses will increase by 5%.	2012 Current Level :* *Current enrollment in high school credit courses: Algebra = 67. ESSci = 41*	2013 Expected Level :* *Anticipated enrollment: Algebra = 71 ES Sci = 44*	1.1. Identify appropriate students to schedule into high school credit classes.	1.1. Target students and parents scoring 4 and 5 on FCAT as well as maintaining a 3.0 or higher GPA for advanced classes. Continue to develop advanced course offerings leading into opportunities for high school credit on campus, including Pre-AP courses.	1.1. Principal, Assistant Principals, Coaches, Guidance Counselors, PLC leaders, and Curriculum Leader	1.1. Test scores GPA Increased participation numbers and interest in advanced courses	1.1. FCAT scores Grades Enrollment numbers

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.2. Low enrollment in advanced courses.		1.2 Build opportunities into the master schedule.	1.2. Principal, Assistant Principals, Guidance Counselors	1.2. Increased enrollment	1.2. Enrollment numbers	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional 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
1. Additional Goal Additional Goal #3: By 2013, MMS will increase college and career readiness among 8th graders through the following: 1) Increase AVID enrollment 5% 2) Increase CTE course enrollment 5%	2012 Current Level :* *Current enrollment: AVID = 106 CTE courses = 62*	2013 Expected Level :* *Anticipated enrollment: AVID = 112 CTE courses = 66*	1.1. Identify appropriate students to schedule into AVID and CTE courses. Need greater CTE offerings on campus.	1.1. Target students and parents deemed "AVID" ready, based on grades, demographics and FCAT scores. Work with high schools to develop feeder programs for CTE courses. Host AVID and CTE nights to boost parent and student awareness of college and career offerings.	1.1. Principal, Assistant Principals, Coaches, Guidance Counselors, PLC leaders, and Curriculum Leader	1.1. Test scores GPA Increased participation numbers and interest in AVID and CTE courses.	1.1. FCAT scores Grades Enrollment numbers
	1.2. Low enrollment in advanced courses.		1.2 Build opportunities into the master schedule.	1.2. Principal, Assistant Principals, Guidance Counselors	1.2. Increased enrollment	1.2. Enrollment numbers	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional 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
1. Additional Goal Additional Goal #4: By 2013, student enrollment in fine arts programs will increase by 5%.	2012 Current Level :* *Current enrollment in fine arts programs: Chorus = 348 Orchestra = 107 Band = 232*	2013 Expected Level :* *Anticipated enrollment: Chorus = 366 Orchestra = 113 Band = 244*	1.1. Identifying students interested in music programs.	1.1. Target students and parents scoring 3 and above on FCAT as well as maintaining a 2.0 or higher GPA for participation in fine arts/music programs. Host "Fine Arts nights" and student concerts to boost parent and student awareness of fine arts offerings and the impact that fine arts classes have on college and career readiness.	1.1. Principal, Assistant Principals, Coaches, Guidance Counselors, PLC leaders, and Curriculum Leader	1.1. Test scores GPA Increased participation numbers and interest in fine arts/music	1.1. FCAT scores Grades Enrollment numbers

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.2. Low enrollment in advanced courses.		1.2 Build opportunities into the master schedule.	1.2. Principal, Assistant Principals, Guidance Counselors	1.2. Increased enrollment	1.2. Enrollment numbers	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional 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
1. Additional Goal <u>Additional Goal #5:</u> By 2013, the number of students disproportionately classified as ESE will decrease by 5%.	2012 Current Level :* *Currently, 60 students are classified as EBD or SLD. 52 of them (87%) are African American. 79% of the student population is African American.*	2013 Expected Level :* *By 2013, 57 students will be classified as EBD or SLD.*	1.1. Identifying students classified as Emotionally/Behaviorally Disturbed or Specific Learning Disabled that are eligible for a reevaluation of ESE services.	1.1. Review matrices and IEP's for mainstreamed ESE students, in particular those classified as Emotionally/Behaviorally Disturbed or Specific Learning Disabled.	1.1. Principal, Assistant Principals, Staffing Specialist, Behavior Specialist.	1.1. Test scores GPA Decreased enrollment in ESE programs	1.1. FCAT scores Benchmark data Behavior data Grades
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Additional Goal(s) 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $21,000
CELLA Budget
Total: $0
Mathematics Budget
Total: $9,000
Science Budget
Total: $5,000
Writing Budget
Total: $11,000
Civics Budget
Total: $0
U.S. History Budget
Total: $0
Attendance Budget
Total: $700.00
Suspension Budget
Total: $800.00
Dropout Prevention Budget
Total:$0
Parent Involvement Budget
Total:$15,000
STEM Budget
Total:$ 0
CTE Budget
Total: $0
Additional Goals
Total:$0
Grand Total: $62,500

Differentiated Accountability

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		
☐Priority	☐Focus	☒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.
Guest speakers will share vital information and we will have ongoing updates about curriculum. The SAC will visit the SIP monthly to discuss progress and share with other teachers.

Describe the projected use of SAC funds.	Amount
RAP (Renaissance Achievement Program) like PBS	$1500.00