

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: NEPTUNE MIDDLE SCHOOL

District Name: Osceola

Principal: Cindy Mohen

SAC Chair: Deborah Twiggs, Karen Perry

Superintendent: Terry Andrews

Date of School Board Approval: September 20, 2011

Last Modified on: 9/19/2011

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: 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 Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Cindy Mohen	Mohen Masters - Educational Leadership/ Masters - Mathematics Education/ Bachelors - Elementary Education/ Professional Educator's Certificate: Educational leadership, Elementary Education, Mathematics 5-9, School Principal,	22	4.5	2006: School grade "A"; learning gains: reading 65%, math 71%, lowest quartile reading 70%; AYP - no; percent of criteria met 79%; H, ED, ELL, SWD in need of improvement in reading and math 2007: School grade "B"; learning gains: reading 56%, math 69%, lowest quartile reading 61%, math 67%; AYP - no; percent of criteria met 82%; H, ED, ELL, SWD in need of improvement in reading and ED, ELL, SWD need improvement in math 2008: School grade "B"; learning gains: reading 64%, math 73%, lowest quartile reading 71%, math 73%; AYP - no; percent of criteria met 77%; H, ED, ELL, SWD need improvement in reading and math 2009: School grade "A"; learning gains: reading 68%, math 73%, lowest quartile reading 71%, math 70%; AYP - no; percent of criteria met 87%; ELL, SD in need of improvement in reading and H, ELL, SD in math 2010: School grade "A"; learning gains: reading 62%, math 70%, lowest quartile reading 63%, math 71%; AYP - no; percent

		Social Science 5-9			of criteria met 69%; W, H, ELL, SWD, ECON. DISADV. in need of improvement in reading & math 2011: School grade "A"; learning gains: reading 65%, math 71%; lowest quartile gains: reading 69%, math 75%; AYP - no; percent of criteria met 72%; H, ELL, SWD, ECON. DISADV. in need of improvement in reading & W, H, ELL, SWD, ECON. DISADV. in need of improvement in math
Assis Principal	Judy Dunham	Masters - Educational Leadership/ Bachelors - Public Administration/ Professional Educator's Certificate: Educational Leadership, School Principal, Social Science 5-9 NBCT 13	15	7	2004: School grade "B"; AYP – no; percent of criteria met 83%; SWD in need of improvement in reading and H, ED, ELL, SWD in need of improvement in math 2005: School grade "A"; AYP – no; percent of criteria met 79%; H, ED, ELL, SWD in need of improvement in reading and math 2006 – 2011 (same as above)

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Diana Triplett	Master's Degree/ Bachelors Degree Professional Educator's Certificate: Elementary Education, ESOL, Middle Grades Integrated Curriculum, Primary Education, Reading Endorsed, NBCT 6	8	7	2006-2011 (same listed for administrators)
Math (part-time math instructor, part-time math coach at NPMS only)	Annamarie Greller	Bachelors Degree in Liberal Arts, Educational Mathematics Professional Educator's Certificate: Mathematics 6-12	3	2	2008-2011 (same as listed for administrators)

### HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Recruitment via Job Fair, referrals	Administrative team	On-going	
2	2. Provide opportunities for continuous professional development	Administrative team	On-going	
3	3. Professional Learning Communities for teams, departments and special groups (ie. AVID)	Team leaders, department chairs, administrative team	On-going	

4	4. Monthly recognition/awards for professional accomplishments	Administrative team	On-going	
5	5. NPMS mentoring program	Reading Coach, Math Coach, Teacher mentors	On-going	

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Alvarez-Rios, Lourdes	Middle Grades English, ESE	ESOL LA/reading, Grade 6,7,8	Complete reading endorsement Complete ESOL endorsement
Dye, Bryana	English 6-12	LA/reading, Grade 8	Complete reading endorsement Complete ESOL endorsement
Freiermuth, Keri-Lynn	English 6-12	LA/reading, Grade 7	Complete reading endorsement
Hariaczyi, Todd	English 6-12	LA/reading, Grade 7	Complete reading endorsement Complete ESOL endorsement
Kennedy, Michelle	English 6-12	Gifted, LA/reading, Grade 7	Complete ESOL endorsement Complete Gifted Endorsement
Walczak, Denise	General Science 5-9, History 6-12	Gifted, Science, Grade 6	Complete Gifted endorsement
Williams, Erin	Elementary Education K-6	LA/reading, Grade 6	Complete ESOL endorsement
Brooks, Michelle	General Science 5-9	Gifted, Science, Grade 8	Complete Gifted Endorsement
Gregorio, Miriam	English 6-12, Reading endorsed, ESOL, Social Science 6-12, Family & Consumer Science	Gifted, LA/reading, Grade 8	Complete Gifted Endorsement
Sayers, Diana	Elementary Education, Primary Education K-3, ESOL, English 5-9, Reading K-12 General science 5-9,	Gifted, Science, Grade 7	Complete Gifted Endorsement
Styron, John	Math 5-9, Middle Grades Integrated Curriculum	Algebra, Math, Grade 8	Complete Gifted Endorsement

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
91	8.8%(8)	25.3%(23)	35.2%(32)	30.8%(28)	31.9%(29)	92.3%(84)	19.8%(18)	5.5%(5)	23.1%(21)

## Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Diana Triplett	Keri-Lyn Freiermuth, Todd Hariaczyi	Reading Coach to mentor first year reading/language arts teachers	Weekly CWT's by Reading Coach; weekly meetings to provide training/support as needed; modeling reading success strategies; monthly monitoring of data
Jennifer Patton	Bryana Dye, Keri-Lyn Freiermuth, Todd Hariaczyi	Reading teacher to mentor 2nd year teacher and support 1st year R/LA teachers	Weekly meetings; weekly CWT's by Reading Coach; curriculum support through monthly PLC meetings; monthly monitoring of data
Frances Young	Nelson Garcia, Mark Underwood	6th grade math teacher matched to support teachers in need of assistance or new to NPMS	Weekly support through department planning daily/weekly PLC meetings; curriculum support
Donna Robinson	Elizabeth Galan	RCS to mentor 2nd year Speech Pathologist	Monthly meetings; assist in scheduling students for speech services
Jeannine Lumpkin	Micah Johnson, Jill Franklin	SS department chair will mentor 2nd year teacher transitioning back into SS classroom, and a late hire 1st year carry over teacher	Weekly meetings; curriculum support through monthly PLC meetings
Annamarie Greller	Ivelisse Mesa, Mark Underwood	Math Coach/Algebra Honors teacher to support math teachers new to NPMS	Weekly meetings; curriculum support through monthly PLC meetings
Annamarie Greller	Bianca Chen	Math Coach/Algebra Honors teacher to support 2nd year teacher	Weekly meetings; curriculum support through monthly PLC meetings
Michelle Brooks	Allyn Short	Math department chair to mentor experienced teacher transitioning to FL	Weekly meetings; curriculum support through monthly grade level PLC meetings
Annamarie Greller	Heath Williams	Math Coach to mentore new 6th/7th grade math teacher	Weekly CWT's by Math Coach; weekly meetings to provide training/support as needed; modeling reading success strategies; monthly monitoring of data
Sherry Kull	Ashley Roach	Experienced R/LA teacher to support teacher new to NPMS	Weekly meetings; curriculum support as needed
Lynn Russo	Merari Catala	Experienced R/LA teacher to support teacher new to NPMS	Weekly meetings; curriculum support as needed
Patti-Ann Stacy	Eric Mueller	Experienced Science teacher to support teacher new	Weekly meetings; curriculum support as needed

Kimberly Lytle	Kimberly Miranda	to NPMS Experienced SS teacher to support teacher new to NPMS	Weekly meetings; curriculum support as needed
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

The Intervention Assistance Team is comprised of the Principal, Assistant Principal, School Psychologist, 3 Guidance Counselors, Reading Coach, Math Coach, Positive Behavior Support (PBS) Representative, Behavior Technician, ESOL Compliance Specialist, Deans, Data Entry Clerk; in addition we have grade level team representatives.

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

The IAT meets monthly as a core group to discuss progress of students both behaviorally and academically, review school-wide data to determine effectiveness of the core curriculum, and implement needed changes/revisions to maximize student success. On alternating weeks, select IAT members meet to discuss behavior concerns/academic concerns, review screening data, and problem solve to find needed support and/or solutions. The IAT assists grade level teams in implementation of intervention strategies, help in conducting observations/screenings, develop a method of progress monitoring, and evaluate the effectiveness of intervention strategies.

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

Neptune Middle School's SIP targets academic goals in reading, math, writing, and science, and also addresses student attendance and suspension rates. The IAT plans for and provides needed student support to make progress/improvements in these specific areas. Detailed examination of all pertinent data (both academic and behavioral) is conducted by the IAT. All academic areas are represented at SAC and the members actively participate in recommending and developing the goals and strategies for the SIP. The SIP goal objectives target setting clear expectations for instruction and management of student conduct.

### RtI Implementation

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

Baseline data: The Osceola Data Management System and Data Director tools are utilized to examine data in detail (FCAT, SESIR, discipline, demographic, attendance) to provide baseline indicators and indicate patterns/trends

Progress monitoring: FAIR, monthly mini-assessment (based on school instructional focus calendar), district curriculum formative assessments, district quarterly assessments (EOQ's), Teen Biz, COMPASS Odyssey, READ 180, PLATO test packs

Annual: CELLA, SAT (6th/7th grade), FCAT, End of course exams (EOC's)

Neptune Middle School earned a Silver PBS Model School designation for 2009-10 school year. Data collection and analysis obtained from the PBS team is used to identify, assess & evaluate the effectiveness of behavioral component of RtI.

Describe the plan to train staff on RtI.

Professional Development on RtI was initiated in 2007-08 and Neptune Middle continues to provide updates annually. PD on RtI is conducted during teacher planning time during the school-year, targeting grade level departments. Members of the IAT attend district and regional updates throughout the school year. PBS training is reviewed during pre-planning and reinforced throughout the school year as needed.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership Team at Neptune Middle School is comprised of the principal, assistant principal, Literacy Coach, Media Specialist, LA/reading teachers and representatives from academic curriculum areas.

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

The principal leads the group, preparing an agenda for meeting scheduled every other week. The group members examine data trends, assess school-wide needs, and problem solve to make positive changes, to impact student learning gains in reading and writing. Each team member brings their knowledge, expertise, and experiences to collaboratively contribute to setting and achieving goals to ultimately increase student achievement in literacy.

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

This year's target will be to more closely monitor the student progress of the struggling students in our subgroups in an effort to achieve AYP. Professional development will include a book study (What Really matters in RtI), best reading practices across the curriculum (CRISS, AVID, etc.) Other initiatives include: scheduling an author visit for grade 6, organizing an interactive reading event for grade 8, implementing a Battle of the Books club to meet weekly. In addition, the team will monitor lesson study progress and usage of research-based programs (Read 180, Teen Biz), continuing to ensure that assessment results drive instruction.

### NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status  
No Attachment

Public School Choice with Transportation (CWT) Notification  
No Attachment

Notification of (School in Need of Improvement) SINI Status  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

All teachers will participate in on-going, school-based professional development to include reading best practices (AVID, CRISS, Marzano) and integrate the reading strategies into the curriculum. Students school-wide will participate in a 20 minutes per day of silent sustained reading, four days each week. Book trailers/book commercials will be included weekly on the TV announcements. An author visit is planned for November following the reading of a novel, complete with a professional development session. Posters of faculty/staff engaged in reading will be located throughout our campus to model life-long reading for our students. Grade level lesson study will be implemented in PLC's. CWT's will be utilized to monitor compliance.

### \*High Schools Only

**Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.**

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

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

## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Students performing at level 3 or above will exceed the state level of performance.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
67% (842) of students performed at or above grade level in reading.	86% (1226) of students will perform at or above grade level in reading.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fall 2011 implementation date for Marzano's 41 key research-based strategies for effective teaching	Implement Marzano's Art & Science of Teaching Teacher Evaluation model	Principal, Asst. Principal, Reading Coach, Math Coach	CWT's, iOsvation collaborative conferences & discussions, self-reflection	iObservation tool
2	Time needed for teachers to find resources	Increase reading endurance utilizing lengthy reading passages (AVID weekly, Discovery, Teen Biz) with guided reading strategies	Reading Coach, LA/R teachers, Science teachers	Formative assessments	Formative assessment data
3	Need to improve student reading stamina	Time spent reading will be increased in all content areas	Administrators, Literacy Coach	CWT's, Lesson plans, Formative assessments	Formative assessment data, 2012 FCAT reading test 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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Students performing at level 4 or 5 will exceed the state level of performance.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
26% (326) of students performed at level 4 or 5 in reading.	35% (499) of students will achieve level 4 or 5 in reading.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Limited number of AVID participants	AVID program expanded to school-wide	Administrators, AVID elective teacher	AVID students enrolled in Advanced/Honors classes	AVID students progress data; Formative assessments; FCAT 2012 results
2	Class size mandate Reading stamina	Level 4/5 students will be scheduled into an Honors reading/language arts class (90-minute).	Assistant Principal, Data Entry Clerk	Formative assessments	Formative assessment data, 2012 FCAT reading test 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:

3. Percentage of students making Learning Gains in reading  Reading Goal #3:	The percentage of students making learning gains in reading will exceed the state level of performance.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
65% (817) of students made learning gains in reading.	80% (1140) of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher time	Track student progress weekly	Reading and math teachers	Individual student progress charts	Formative assessment data, FCAT 2012 data
2	Ample coverage for teacher observing common lesson	Lesson study will be implemented in PLC's by grade level departments	Administrators, Math and Literacy Coaches, Reading/LA teachers	Formative and mini-assessments	Formative assessment data, FCAT 2012 data
3	Limited time period	Extended 1st period (30 minutes) on Wednesdays only will be utilized for skill remediation for students performing below grade level (SPARKLE program).	Administrators, 1st period teachers, SPARKLE teachers	Formative and mini-assessments	Formative assessment data, FCAT 2012 data
4	Teacher commitment	CRISS, AVID, collaborative best practices will be utilized daily	Administrators, Reading Coach, Department chair	Formative assessments and monthly mini-assessments	Formative and mini-assessment data, 2012 FCAT reading test 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:

4. Percentage of students in Lowest 25% making learning gains in reading  Reading Goal #4:	86% (306) of the students in the lowest quartile will make learning gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
69% (217) of the students in the lowest quartile made reading gains.	80% (306) of the students in the lowest quartile will make learning gains on the 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation issues	Students performing in the lowest quartile will be enrolled in an after-school program (Power Hour) to work on reading skill building.	Administrators, SPIRIT coordinators, Extended learning program lab assistant	Formative assessments and monthly mini-assessments	Formative and mini-assessment data/progress
2	Class size reduction	All FCAT 2011 Level 1 students in grades 6 and 7 will be instructed in a 90-minute Read 180 class.	Literacy Coach, Read 180 teachers	SRI Scores, Formative Assessment data	Formative assessment data, 2012 FCAT Reading data
3	Limited available materials	8th grade FCAT 2011 Level 1 students in grade 8 will be instructed utilizing the Plugged Into Reading Program.	Literacy Coach, 8th grade Plugged Into Reading teachers	Plugged Into Reading assessments, Formative assessments	Formative assessment data, 2012 FCAT Reading data
4	Limited time in computer lab Outdated computers	All FCAT level 1 and 2 students will complete a minimum of 40 activities in Teenbiz.	Literacy Coach, intensive reading teachers	Monthly Teenbiz usage data/reports	Monthly Teenbiz progress reports

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	All student subgroups will make AYP in 2012.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Hispanic subgroup did not make AYP in reading in 2011.	Hispanic subgroup will make AYP in reading in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students tardy to school	An extended 1st period class time (23 minutes, M, T, TH, & F) will be dedicated to SSR, student FCAT data chats/mentoring, and tracking progress to increase and closely monitor student performance.	1st period teachers	Formative assessment data, PIV student progress data chats	Formative assessments, progress reports/report cards

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	ELL students will make AYP in reading in 2012.
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Reading Goal #5B: English Language Learners (ELL)					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
English Language Learners did not make AYP in reading in 2011.			English Language Learners will make AYP in reading in 2012.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers committing to differentiate instruction based on the results of assessment data.	Teachers will differentiate instruction based on assessment data and monitor student progress.	Administrators, ESOL Compliance Specialist, Literacy Coach, Language Arts/Reading teachers	Formative assessments, FAIR assessments, data progress monitoring, Teen Biz progress, CWT's, Voyager Progress Monitoring	Formative assessments, monthly mini-assessments, FAIR data, Teen Biz data, iObservation data
2	Limited ESOL support personnel for support & facilitation	Additional support & facilitation will be provided in the reading classes for struggling ELL students.	Administrators, ESOL Compliance Specialist, Literacy Coach, ESOL support personnel (3)	Formative assessments, FAIR assessments, data progress monitoring, Teen Biz progress, CWT's, Voyager Progress Monitoring	Formative assessments, monthly mini-assessments, FAIR data, Teen Biz data, iObservation data
3	Class size mandate	Create a 90-minute sheltered reading class for low performing 6th grade ELL students	ESOL Compliance Specialist, Reading Coach	Formative assessments, FAIR assessments, progress monitoring	Formative assessment data, FAIR data, progress reports/report cards

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5C:	All student subgroups will make AYP in reading in 2012.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *		2012 Expected Level of Performance: *	
The SWD subgroup did not make AYP in reading 2011.		The SWD subgroup will make AYP in 2012.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resource Compliance Specialist allocation of .3 limits time to support ESE teachers; limited number of VE allocations to provide needed support in math and reading/LA.	Provide support & facilitation/co-teach assistance to struggling SWD students in math and reading/language arts classes.	Administrators, Resource Compliance Specialist, Math & Literacy Coaches, Co-teach and Support & Facilitation ESE teachers	Monitor student progress via Formative assessments, progress monitoring (Teen Biz, READ 180, PLATO) progress, progress reports/report cards	VE teacher classroom support logs; Formative assessment data, mini-assessment data, progress monitoring

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5D:	All subgroups will make AYP in reading in 2012.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
The Economically Disadvantaged subgroup did not make AYP in 2011.	The Economically Disadvantaged subgroup will make AYP in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No transportation provided for the extended learning program; parental support of participation in extended learning program	All struggling students will be enrolled in an after-school assistance program (Power Hour) to improve reading, writing, and math skills.	Administrators, Extended learning program tutors	Formative assessments and monthly mini-assessments; quarterly progress reports/report cards; SPIRIT program attendance data	Formative assessment data; quarterly students progress; FCAT 2012 results
2	Class size mandate	All students will be scheduled into a 90-minute reading/language arts class.	Assistant Principal, Data Entry Clerk	Formative assessment data	Formative assessment data, FCAT reading 2012 results
3	Limited funds; new teachers added due to increased enrollment	Provide a resource library for every social studies teacher grades 6, 7, 8 to increase reading across the curriculum	Reading Coach	Formative assessments	Formative assessment data; FCAT 2012 results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teen Biz	6,7,8 R/LA	Reading Coach	New R/LA teachers	September 2011	Teen Biz usage/progress reports	Reading Coach
AVID training	AVID Elective	AVID Trainers	AVID Elective teacher	October 2011	CWT's, observations	Administrators
Marzano training	6,7,8 all curriculum areas	Reading Coach, Math Coach	School-wide	Pre-planning, Tuesdays during teacher planning time	CWT's, observations	Administrators
Lesson Study	6,7,8 all academic departments	Department Chairs	6,7,8 grade math, language arts/reading, science, and social studies teachers	Weekly during teachers planning times	CWT's, observations	Administrators

CRISS training	6,7,8 all curriculum areas	Reading Coach	6,7,8 grade math, language arts/reading, science, and social studies teachers	Monthly department PLC meetings	Formative assessments	Department chairs
Reading conferences	Grades 6,7,8	Florida Reading Association	Reading Coach, Media Specialist	September 2011, October 2011	Information shared at monthly PLC meeting	Administrators
Read 180	6/7 grade R/LA intensive classes	Read 180 trainers	6/7 grade R/LA intensive	Summer 2011	Read 180 usage/progress reports	Reading Coach
Plugged Into Reading	8th grade R/LA classes	Reading Coach, department colleagues	8th grade R/LA teachers	September 2011	Formative assessments	Reading teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Read 180	Materials purchased to support 3 teachers instructing three 90-minute classes each	School owned licenses	\$0.00
Plugged Into Reading	Materials purchased to expand use to three 8th grade teams	School textbook funds	\$18,000.00
			Subtotal: \$18,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teen Biz	District licenses	District funds	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS training	Reading Coach as PD facilitator	School funded	\$0.00
Marzano training	District PD funds	District funded	\$0.00
Reading conferences	School Advisory funds	SAC funded	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended learning program (reading tutors)	SAI funds, School discretionary budget	District/school funded	\$6,400.00
Reading resources purchased for social studies classrooms	School discretionary budget	School budget	\$8,000.00
			Subtotal: \$14,400.00
			<b>Grand Total: \$33,400.00</b>

# Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in mathematics  Mathematics Goal #1:	Students achieving proficiency in mathematics will exceed the state average in 2012.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% (803) of students achieved level 3 or above in mathematics in 2011.	80% (1226) of students will achieve level 3 or above in 2012.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fall 2011 implementation date for Marzano's 41 key research-based strategies for effective teaching	Implement Marzano's Art & Science of Teaching Teacher Evaluation model	Principal, Asst. Principal, Reading Coach, Math Coach	CWT's, iObservation collaborative conferences & discussions, self-reflection	iObservation tool
2	Transient students with no previous FCAT data	Extended 1st period to be utilized to conduct daily FCAT data chats/progress monitoring.	1st period teachers, Leadership team, Math department chair	Formative assessments, monthly mini-assessments	Formative and mini-assessment data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics  Mathematics Goal #2:	Students achieving level 4 or 5 in mathematics will exceed state average.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
22% (281) of students performed at level 4 or 5 in 2011.	35% (499) of students will achieve level 4 or 5 on FCAT in 2012.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited number of AVID participants	AVID program expanded to school-wide	Administrators, AVID elective teacher	AVID students enrolled in Advanced/Honors classes	AVID students progress data; Formative assessments; FCAT 2012 results
2	Textbook availability; class size limit of 22	FCAT Level 1, 2, & 3 performers will be scheduled in advanced math courses with	Administrators, Math department chair, math teachers	Formative assessments, progress reports/report cards	Formative assessment data; FCAT 2012 results

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	Number of students making learning gains in math will exceed the state average.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
71% (906) percent of students made learning gains in math in 2011.	86% (1226) percent of students will make learning gains in math in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher time	Track student progress weekly	Reading and math teachers	Individual student progress charts	Formative assessment data, FCAT 2012 data
2	Ample coverage for teacher observing common lesson	Lesson study will be implemented in PLC's by grade level departments	Administrators, Math and Literacy Coaches, Reading/LA teachers	Formative and mini-assessments	Formative assessment data, FCAT 2012 data
3	Limited time period	Extended 1st period (30 minutes) on Wednesdays only will be utilized for skill remediation for students performing below grade level (SPARKLE program).	Administrators, 1st period teachers, SPARKLE teachers	Formative and mini-assessments	Formative assessment data, FCAT 2012 data
4	Transportation	Utilize the after school extended learning program for grade recovery and academic skill-building	Assistant Principal, math department chair, math teachers	Formative assessments and mini- assessments	Progress Reports/Report cards, 2012 FCAT math 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:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	The percentage of students making learning gains will exceed the state average.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
71% (222) of students in the lowest quartile made learning gains in mathematics in 2011.	86% (306) of students in the lowest quartile will make learning gains in mathematics in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Transportation	Utilize PLATO math lab in the after school	Assistant Principal, math	Weekly PLATO progress reports	Formative assessments,

1		extended learning program with the lowest quartile students	department chair, math lab instructor.		2012 FCAT math data
2	Class size mandate	FCAT Level 1 students in grades 6, 7 and 8 will be scheduled into a 47-minute, year-long intensive math class in addition to their advanced math class	Assistant Principal, intensive math teachers	Weekly PLATO math progress reports, Formative and mini-assessments	PLATO assessment data, 2012 FCAT math data

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5A:	All student subgroups will make AYP in 2012.
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Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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White and Hispanic subgroups did not make AYP in 2011.	White and Hispanic subgroups will make AYP in 2012.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students tardy to school	An extended 1st period class time (23 minutes, M, T, TH, & F) will be dedicated to SSR, student FCAT data chats/mentoring, and tracking progress to increase and closely monitor student performance.	1st period teachers	Formative assessment data, PIV student progress data chats	Formative assessments, progress reports/report cards
2	None	An extended first period class time (23 minutes) will be dedicated to daily FCAT chats/mentoring to increase student performance.	All first period teachers	Formative assessments and monthly mini-assessments	Formative and monthly 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:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5B:	ELL students will make AYP in 2012.
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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English Language Learners did not make AYP in 2011.	English Language Learners will make AYP in 2012.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Personnel in need of PD for differentiating instruction.	Teachers will differentiate instruction based on assessment data and monitor student progress.	Administrators, ESOL Education Specialist, ReadingCoach, math teachers	Formative Assessment and mini assessment data	Formative Assessment and mini assessment data
2	None	Collaborative groups within the advanced math classes will be formed based on assessment data	Math Coach, Math teachers	Formative and mini-assessment data	Formative and mini-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:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	All student subgroups will make AYP in 2012.
Mathematics Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
The SWD subgroup did not make AYP in 2011.	The SWD subgroup will make AYP in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resource Compliance Specialist allocation of .3 limits time to support ESE teachers; limited number of VE allocations to provide needed support in math and reading/LA.	Provide support & facilitation/co-teach assistance to struggling SWD students in math and reading/language arts classes.	Administrators, Resource Compliance Specialist, Math & Literacy Coaches, Co-teach and Support & Facilitation ESE teachers	Monitor student progress via Formative assessments, progress monitoring (Teen Biz, READ 180, PLATO) progress, progress reports/report cards	VE teacher classroom support logs; Formative assessment data, mini-assessment data, progress monitoring
2	Class size mandate	Establish ESE intensive math classes in grades 6 & 7 to provide extra support to low performing Level 1 SWD students	Resource Compliance Specialist, Math Coach	Formative and mini-assessments; progress monitoring	Formative assessment data, progress reports/report cards

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	All subgroups will make AYP in 2012.
Mathematics Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

The economically disadvantaged subgroup did not make AYP in 2011.			The economically disadvantaged subgroup will make AYP in 2012.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No transportation provided for the extended learning program; parental support of participation in extended learning program	All struggling students will be enrolled in an after-school assistance program (Power Hour) to improve reading, writing, and math skills.	Administrators, Extended learning program tutors	Formative assessments and monthly mini-assessments; quarterly progress reports/report cards; SPIRIT program attendance data	Formative assessment data; quarterly students progress; FCAT 2012 results
2	Limited textbook funds	Implement FCAT practice (Glencoe workbooks, FCAT Explorer) weekly through math classes, HW, & extended learning program focusing on problem solving	Math coach, Math teachers, Extended learning program teachers	Formative and mini-assessments, FCAT Explorer usage data	Formative assessments, FCAT 2012 data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	6,7,8 all academic departments	Reading Coach	6,7,8 grade math, language arts/reading, science, and social studies teachers	Tuesdays weekly during teachers planning times	CWT's, formal & informal iObservations	Administrators
PLATO training	Math, science	PLATO rep	Lab assistant, intensive math teachers	August 2011 & September 2011	Weekly PLATO reports	Science teachers
AVID training	Academic teachers	AVID trainers	AVID teachers grades 6,7,8	Fall 2011 & Summer 2012	CWT's, formal & informal iObservations	Administrators
Marzano training	All curriculum areas	Reading Coach, Math Coach, Administrators	All teachers	Pre-planning, Tuesdays during teacher planning	CWT's, formal & informal iObservations	Administrators
FCTM conference	Math 6,7,8	Conference presenters	Math Coach, Math teachers	October 2011	PLC sharing	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLATO	School budget	School budget	\$2,100.00
			Subtotal: \$2,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

PLATO training	PLATO renewal costs (included)	School budget	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Math conferences (FCTM)	SAC funds	SAC funds	\$1,000.00
			Subtotal: \$1,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Extended learning program (math tutors)	SAI funds, School discretionary budget	District & school funds	\$6,400.00
			Subtotal: \$6,400.00
			<b>Grand Total: \$9,500.00</b>

End of Mathematics Goals

## Science Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in science  Science Goal #1:	Students achieving proficiency in science will exceed the state average in 2012.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
38% (168) of 8th grade students achieved level 3 or higher in science in 2011.	86% (409) of students will achieve level 3 or higher in 2012.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fall 2011 implementation date for Marzano's 41 key research-based strategies for effective teaching	Implement Marzano's Art & Science of Teaching Teacher Evaluation model	Principal, Asst. Principal, Reading Coach, Math Coach	CWT's, iOservation collaborative conferences & discussions, self-reflection	iObservation tool
2	Time needed for teachers to find resources	Increase reading endurance utilizing lengthy reading passages (AVID weekly, Discovery, Teen Biz) with guided reading strategies	Reading Coach, LA/R teachers, Science teachers	Formative assessments	Formative assessment data
3	Sharing lab equipment/materials	Require a minimum of 3 inquiry-based lab experiences weekly in grades 6 through 8.	Administrators, science department chair, science teachers	Formative assessments, monthly mini-assessments, EOQ's	Formative and mini-assessment data, EOQ data, FCAT 2012 data
4	Parental support	Require all students in grades 6 through 8 to complete a science project that emphasizes scientific method.	Administrators, science department chair, science teachers	Science fair	Science fair participation
5	Lab time	PLATO lab tutorials for all science students	Science teachers	PLATO reports	PLATO report data, FCAT science data

					2012
6	None	Interactive notebooks (AVID) utilized in all science classes	Administrators, Science teachers	EOQ's	EOQ data, FCAT science data 2012

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science  Science Goal #2:	Students performing at level 4 or 5 in science will exceed the state average in 2012.
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2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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8% (35) of 8th grade students performed at level 4 or 5 in FCAT science in 2011.	14% (67) of 8th grade science students will perform at level 4 or 5 in 2012.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited number of AVID participants	AVID program expanded to school-wide	Administrators, AVID elective teacher	AVID students enrolled in Advanced/Honors classes	AVID students progress data; Formative assessments; FCAT 2012 results
2	100% teacher commitment	Science department PLC's will implement Lesson Study.	Administrators, science department chair, science teachers	Formative assessments, monthly mini-assessments	Formative and mini-assessment data, 2011 FCAT science test data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson study	6,7,8 all curriculum areas	Reading Coach, district curriculum leaders	All math, science, social studies, and language arts/reading teachers	Tuesdays monthly during teacher planning times	CWT's, formal & informal observations	Leadership team
PLATO training	Science & math	PLATO rep	After-school program teacher tutors	September 2011	Weekly PLATO data/progress	Math Coach
AVID training - interactive notebooks	All curriculum areas	Science department chair	Science teachers grades 6,7,8	September PLC meeting	Formative assessments	Science department chair
Discovery Learning	6,7,8 science	Science department chair	Science teachers grades 6,7,8	October PLC meeting	Formative assessments	Science department chair
FAST Conference	6,7,8 Science	Conference presenters	Science teachers grades 6,7,8	October 2011	PLC information sharing	FAST attendees

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLATO	School funds	School budget	\$2,100.00
			Subtotal: \$2,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
PLATO training	PLATO renewal costs (included)	School budget	\$0.00
Smartboards for science classrooms	School discretionary budget	School budget	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AVID training	District/school PD budget	District funds, SAC funds	\$1,000.00
Science conferences (FAST)	SAC funds	SAC funds	\$1,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended learning program (science tutors)	SAI funds, School discretionary budget	District/school funds	\$6,400.00
			Subtotal: \$6,400.00
			<b>Grand Total: \$15,500.00</b>

End of Science Goals

## Writing Goals

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

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

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing  Writing Goal #1:	Students will exceed state level in writing in 2012.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
97% (429) of 8th grade students achieved 3.0 or higher in 2011.	100% (475) of 8th grade students will achieve 3.0 or higher in 2012.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2 new LA/R teachers; 2 LA/R teachers new to NPMS	Continue PDA writing in grades 6,7,& 8 modeling in ESOL & ESE classes	PDA trainers, Reading Coach	Quarterly writing prompts	Quarterly writing 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:

2. Student subgroups not making Adequate Yearly	
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Progress (AYP) in writing Writing Goal #2A:	All subgroups will make AYP in writing.
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Writing Goal #2A: Ethnicity  
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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All subgroups made AYP in 2011.	All subgroups will make AYP in 2012.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students tardy to school	An extended 1st period class time (23 minutes, M, T, TH, & F) will be dedicated to SSR, student FCAT data chats/mentoring, and tracking progress to increase and closely monitor student performance.	1st period teachers	Formative assessment data, PIV student progress data chats	Formative assessments, progress reports/report cards
2	None	Cornell notes will be utilized school-wide.	AVID team teachers	Quarterly writing prompts	Quarterly writing 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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	All subgroups will make AYP in 2012.
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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ELL students made AYP in writing in 2011.	ELL students will make AYP in writing in 2012.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	ELL students will be participate in an extended learning writing workshop.	Literacy Coach, ESOL Compliance Specialist, ESOL teacher	Quarterly writing assessments	Quarterly writing data/progress
2	Class size mandate	All Level 1 ELL students will be scheduled into a 47-minute LA class in addition to their 90-minute reading block	Data entry clerk, Assistant Principal, Counselors	Quarterly writing assessments	Quarterly writing data/progress
3	Class size mandate	Struggling ELL Level 1 students in grade 6 will be scheduled into a sheltered LA class	Data entry clerk, Assistant Principal, Counselor	Quarterly writing assessments	Quarterly writing data/progress

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2C:	All subgroups will make AYP in 2012.
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
SWD subgroup made AYP in writing in 2011.	SWD subgroup will make AYP in writing in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resource Compliance Specialist allocation of .3 limits time to support ESE teachers; limited number of VE allocations to provide needed support in math and reading/LA.	Provide support & facilitation/co-teach assistance to struggling SWD students in math and reading/language arts classes.	Administrators, Resource Compliance Specialist, Math & Literacy Coaches, Co-teach and Support & Facilitation ESE teachers	Monitor student progress via Formative assessments, progress monitoring (Teen Biz, READ 180, PLATO) progress, progress reports/report cards	VE teacher classroom support logs; Formative assessment data, mini-assessment data, progress monitoring
2	Inconsistent performance of struggling ESE students	Writing across the curriculum weekly	Academic teachers	Quarterly writing assessments	Quarterly writing data/progress

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2D:	All subgroups will make AYP in writing in 2012.
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Economically disadvantaged students made AYP in 2011.	Economically disadvantaged students will make AYP in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No transportation provided for the extended learning program; parental support of participation in extended learning program	All struggling students will be enrolled in an after-school assistance program (Power Hour) to improve reading, writing, and math skills.	Administrators, Extended learning program tutors	Formative assessments and monthly mini-assessments; quarterly progress reports/report cards; SPIRIT program attendance data	Formative assessment data; quarterly students progress; FCAT 2012 results
	None	Implement AVID writing	Academic	Quarterly writing	Quarterly writing

2	strategies (quick writes, reflection, summaries) school-wide	teachers	assessments	data/progress
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID WICR strategies	6,7,8 all curriculum areas	AVID Elective teacher, Literacy Coach	School-wide	Monthly faculty meetings	CWT's, FPMS observations	Leadership team
PDA Writing	6,7,8 reading/LA teachers	PDA facilitator	School-wide	October 2011, January 2012	CWT's, Monthly writing assessments	Literacy Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PDA Writing workshops	2 full day workshops	District funds	\$0.00
AVID WICR workshop	AVID teachers to provide training	None	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended learning program (writing tutors)	SAI funds, School discretionary budget	District/school funded	\$6,400.00
			Subtotal: \$6,400.00
			Grand Total: \$6,400.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance

Attendance Goal #1:	95% student attendance rate will be achieved in 2012.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
89% (1113) attendance rate was achieved in 2011.	95% (1354) attendance rate targeted for 2012.
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
41% (515) students accumulated 10 or more absences in 2011.	The number of students with 10 or more absences in 2012 will be reduced by 20% (103).
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
19%(235) students accumulated 10 or more tardies in 2011.	The number of students with 10 or more tardies in 2012 will be reduced by 20%(47).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental support	Implement an incentive attendance program for students	Attendance clerk	Monthly attendance reports	Monthly attendance rate
2	Current contact numbers	Parents of students with unexplained absences will be contacted weekly	School attendance clerk	Monthly attendance reports	Monthly attendance rate
3	Parent availability	Students with 5 unexcused absences will be required to attend a conference with the grade level counselor and an administrator and/or truancy officer to sign an attendance contract	Grade level counselor	Monthly attendance report	Monthly attendance rate

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentive program	Internal school account	Student ID tag funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Attendance Goal(s)

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	The total number of suspensions (ISS & OSS) will be reduced by 20% (341) in 2011-12.
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
The total number of ISS incidents was 941 in 2010-11.	The total number of ISS incidents will be reduced by 20% (188) in 2012.
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
1704 students suspensions (ISS & OSS) occurred in 2010-11.	The total number of students suspended (ISS & OSS) in 2012 will be reduced by 20% (340).
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
The total number of OSS incidents was 763 in 2010-11.	The total number of OSS incidents in 2012 will be reduced by 20% (153).
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
The total number of expulsions for 2010-11 was 3 (less than 1%) for students with no continued education services.	The total number of expulsions with no continued education services will be 0% (0) for 2011-12.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	PBS procedures will be reviewed with teachers during pre-planning.	PBS Committee members, Deans	Monthly discipline data	2011-12 discipline summary report
2	Student actions resulting in suspensions per the Code of Conduct mandatory consequences	Alternative consequences will be implemented to reduce the number of suspensions (team time out, lunch detention, work detail, ISS for period/partial day)	Deans	Monthly discipline data	2011-12 discipline summary report
3	None	SRO will meet with the ISS students daily to review policies and set goals	SRO, Behavior Tech	ISS incident count monthly	2011-12 discipline summary report
4	Time for implementation	Implement a Teen Court system for minor behavior infractions	Dean, SRO	Monthly discipline data	2011-12 discipline summary report
5	None	TV Announcements will feature PBS expectations weekly	TV Production teacher	Monthly discipline data	2011-12 discipline summary report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support training (PBS)	6,7,8	PBS team leaders	School-wide	Pre-planning, August 20	Monthly discipline data	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support	School personnel to conduct training	NA	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Provide uniforms for those consistently not in compliance	Internal school accounts, donations	School internal funds	\$200.00
Implement Teen Court program	Internal school accounts, fund raisers	School internal funds	\$100.00
Implement OSS Diversion program	School internal accounts	School internal funds	\$100.00
			Subtotal: \$400.00
			<b>Grand Total: \$400.00</b>

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Dropout Prevention				
Dropout Prevention Goal #1:				
<i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>				
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *		
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Dropout Prevention Budget:

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

*End of Dropout Prevention Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase parental involvement in 2012.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
Five Star School status achieved for 2011, meeting the requirements for gold and silver volunteer awards.		Five Star School status will be achieved for 2012, exceeding the requirements for gold and silver volunteer awards.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Inconsistent SAC attendance	Recruit SAC members at Open House	Administrators, SAC chairs	Monthly SAC attendance	2011-12 SAC attendance data
2	Academic teachers committing time after hours	Schedule evening parent meeting for parents of low performing students to receive progress reports/report cards to increase communication on academic progress	Deans, team teachers	Parent survey results	2012 Parent survey
3	Parental support	Continue partnership outreach with area apartment complexes/neighborhoods	Deans, Team teachers	Parent survey results	2012 Parent survey
4	Parental support	Continue to host a minimum of 1 parent involvement activity per team/grade level each semester	Team leaders	Parent survey results	2012 Parent survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Annual SAC mini-conference	6,7,8 grade parents, teachers, community members	District personnel	SAC members	September 2011	Information from event shared at September SAC meeting	SAC Chairs, SAC members

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Set up computer center at area apartment complex (Cobblestone)	Equipment donations	Donations	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SAC Mini-conference	District funds	Osceola Foundation	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Expand the outreach community program	School budget	School budget	\$150.00
			Subtotal: \$150.00
			Grand Total: \$150.00



## Additional Goal(s)

### AVID Goal:

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

1. AVID Goal AVID Goal #1:	The AVID program will increase the number of student participants in 2011-12.
2011 Current level: *	2012 Expected level: *
90 7th & 8th grade students participated in the AVID program in 2010-11.	The number of students in the AVID program will expand in 2011-12 to include 6th grade and increase the number of students by 30% (117).

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funding for AVID training	Increase AVID strategies implemented in classrooms by 10% of staff beyond site team members.	AVID Elective teacher, Administrators	PD participation, CWT's, formal & informal iObservations	AVID certification documentation, AVID survey
2	Limited funding for AVID training	Expand AVID trained staff by 3-5 new people targeting AVID Site Demonstration School by 2015-16	AVID Elective teacher, Administrators	PD participation, CWT's, formal & informal iObservations	AVID certification documentation, AVID survey
3	Range of student learning gains required to meet proficiency levels	75% of AVID students per grade level will be proficient in R, M, S, & W on 2012 FCAT.	AVID teachers	Formative assessments	FCAT 2012

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaboration & Problem solving (Philosophical chairs/Socratic seminars)	6,7,8	AVID teachers	Teachers grades 6,7,8	Tuesday PD during teacher planning September 2012	CWT's, informal & formal iObservations	Administrators

Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Collaboration & Problem solving (Philosophical chairs & Socratic seminars)	AVID teachers	NA	\$0.00
AVID training	SAC funds	SAC budget	\$1,200.00
			Subtotal: \$1,200.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,200.00</b>

*End of AVID Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Read 180	Materials purchased to support 3 teachers instructing three 90-minute classes each	School owned licenses	\$0.00
Reading	Plugged Into Reading	Materials purchased to expand use to three 8th grade teams	School textbook funds	\$18,000.00
Mathematics	PLATO	School budget	School budget	\$2,100.00
Science	PLATO	School funds	School budget	\$2,100.00
				Subtotal: \$22,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teen Biz	District licenses	District funds	\$0.00
Mathematics	PLATO training	PLATO renewal costs (included)	School budget	\$0.00
Science	PLATO training	PLATO renewal costs (included)	School budget	\$0.00
Science	Smartboards for science classrooms	School discretionary budget	School budget	\$5,000.00
Parent Involvement	Set up computer center at area apartment complex (Cobblestone)	Equipment donations	Donations	\$0.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CRISS training	Reading Coach as PD facilitator	School funded	\$0.00
Reading	Marzano training	District PD funds	District funded	\$0.00
Reading	Reading conferences	School Advisory funds	SAC funded	\$1,000.00
Mathematics	Math conferences (FCTM)	SAC funds	SAC funds	\$1,000.00
Science	AVID training	District/school PD budget	District funds, SAC funds	\$1,000.00
Science	Science conferences (FAST)	SAC funds	SAC funds	\$1,000.00
Writing	PDA Writing workshops	2 full day workshops	District funds	\$0.00
Writing	AVID WICR workshop	AVID teachers to provide training	None	\$0.00
Suspension	Positive Behavior Support	School personnel to conduct training	NA	\$0.00
Parent Involvement	SAC Mini-conference	District funds	Osceola Foundation	\$0.00
AVID	Collaboration & Problem solving (Philosophical chairs & Socratic seminars)	AVID teachers	NA	\$0.00
AVID	AVID training	SAC funds	SAC budget	\$1,200.00
				Subtotal: \$5,200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended learning program (reading tutors)	SAI funds, School discretionary budget	District/school funded	\$6,400.00
Reading	Reading resources purchased for social studies classrooms	School discretionary budget	School budget	\$8,000.00
Mathematics	Extended learning program (math tutors)	SAI funds, School discretionary budget	District & school funds	\$6,400.00
Science	Extended learning program (science tutors)	SAI funds, School discretionary budget	District/school funds	\$6,400.00

Writing	Extended learning program (writing tutors)	SAI funds, School discretionary budget	District/school funded	\$6,400.00
Attendance	Attendance Incentive program	Internal school account	Student ID tag funds	\$500.00
Suspension	Provide uniforms for those consistently not in compliance	Internal school accounts, donations	School internal funds	\$200.00
Suspension	Implement Teen Court program	Internal school accounts, fund raisers	School internal funds	\$100.00
Suspension	Implement OSS Diversion program	School internal accounts	School internal funds	\$100.00
Parent Involvement	Expand the outreach community program	School budget	School budget	\$150.00
				Subtotal: \$34,650.00
				Grand Total: \$67,050.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Professional development to support SIP goals and teacher IPDP's.	\$4,000.00

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

SAC meetings will be held monthly on the 4th Tuesday of the month at 5pm in the school's Learning Resource Center. A SIP goal will be presented each month to monitor goal progress. Best practices and research-based programs will be presented monthly. The leadership team will present quarterly data reports to SAC. The student, teacher, parent and administrative members of SAC will work together to make improvements which will target significant student learning gains.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010  
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

## SCHOOL GRADE DATA

Osceola School District NEPTUNE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	91%	48%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	71%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	75% (YES)			144	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District NEPTUNE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	93%	39%	262	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	70%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	71% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					528	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District NEPTUNE MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	65%	92%	37%	262	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	73%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	70% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					544	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested