

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: RAMBLEWOOD MIDDLE SCHOOL

District Name: Broward

Principal: Mrs. Tina Recchi

SAC Chair: Ms. Jamie Engel/ Mr. David Stokes Co-Chair

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12/06/2011

Last Modified on: 10/5/2011

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  
Tallahassee, Florida 32399

## 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	Mrs. Tina Recchi	Master's Degree from Florida Atlantic University.	5	16	<p>Ramblewood Middle 2010-11- School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning.</p> <p>2009-2010- School Grade: A AYP NO- 90% proficient Reading: 67% made learning gains in reading , 63% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning.</p> <p>2008-2009- School Grade: A AYP NO- 90% proficient Reading: 70% made learning gains in reading , 68% of the lowest quartile made gains Math: 70% made learning gains in math,</p>

					66% of the lowest quartile made learning.
Assis Principal	Mr. Jeffrey Wenhold	BS- Elementary Education, Wagner College MS- Educational Leadership, Nova Southeastern University.	3	8	Ramblewood Middle 2010-11- School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning.  2009-2010- School Grade: A AYP NO- 90% proficient Reading: 67% made learning gains in reading , 63% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning.  Silver Lakes Middle 2008-2009 School Grade: C AYP NO- 74% proficient Reading: 63% made learning gains in reading , 71% of the lowest quartile made gains Math: 67% made learning gains in math, 76% of the lowest quartile made learning.
Assis Principal	Mrs. Kathleen Neville	ESE (K-12) Elem. Ed. (1-6) Ed. Leadership (K-12) Middle Grades Math (5-9) ESOL Endorsed Middle Grades Endorsed	4		Ramblewood Middle 2010-11- School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning.  2009-2010- School Grade: A AYP NO- 90% proficient Reading: 67% made learning gains in reading , 63% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning.  2008-2009- School Grade: A AYP NO- 90% proficient Reading: 70% made learning gains in reading , 68% of the lowest quartile made gains Math: 70% made learning gains in math, 66% of the lowest quartile made learning.
Assis Principal	Dr. Howard Jones	Masters and Doctoral Degree from Nova Southeastern University ESE Certification: K-12 Educational Leadership Certification			Watkins Elementary School 2010-2011 Grade-C AYP-NO 79% Proficient Reading: 63% made learning gains in reading , 69% of the lowest quartile made gains Math: 45% made learning gains in math, 58% of the lowest quartile made learning.

## 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)
					Ramblewood Middle 2010-11- School Grade: A

Reading	Laura Talavera	Read K-12 Certified 2 of 3 items completed for new ESOL endorsement requirement for Reading Teachers	16	15	<p>AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains</p> <p>2009-2010- School Grade: A AYP NO- 90% proficient Reading: 67% made learning gains in reading , 63% of the lowest quartile made gains</p> <p>2008-2009- School Grade: A AYP NO- 90% proficient Reading: 70% made learning gains in reading , 68% of the lowest quartile made gains</p>
Curriculum Specialist	Sophia Haynes	Master of Public Administration from Florida Atlantic University Bachelor of Science in Communication from University of Miami Certifications in Educational Leadership/(All Levels), English/ (Grades 5-9), Social Science/ (Grades 5-9 and 6-12)	6		<p>Ramblewood Middle 2010-11- Ramblewood Middle School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning.</p> <p>Subject Areas that are focused on: Writing,Math,Science</p>

## 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	Ramblewood Middle provides support to all teachers new to the District through the New Educator Support System (NESS). Teachers in NESS are paired with experienced on site colleague who provides guidance in areas of classroom management, lesson planning, school operational issues etc. New educators also attend monthly meetings on site to discuss progress, voice concerns and participate in developmental trainings.	Stephanie Stipkovich	June 7, 2012	
2	Professional Learning Communities (PLC), weekly collaborative meetings, held at department level/grade level. Teachers are able to share best practices with each other to enhance their effectiveness as professionals and thereby impact and improve student achievement.	Department Heads	June 7, 2012	
3	Opportunities to attend workshops and conferences, major portion of SAC funds used to provide professional development trainings for teachers.	Administration	June 7, 2012	
4	PGP Development utilizing data	Administration	June 7, 2012	
5	Frequently recognizing staff achievement and accomplishments	Administration	Ongoing	

## 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
N/A	N/A	N/A	N/A

## 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
72	1.4%(1)	11.1%(8)	37.5%(27)	47.2%(34)	47.2%(34)	100.0%(72)	15.3%(11)	4.2%(3)	88.9%(64)

## 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
Noelle Camel Christine Johnson	John Falkowski Janice Cihak	Teachers work closely together on same team and have a good rapport	Ness will meet five times within the school year to discuss common barriers to first year teachers which directly impact student learning.  In addition, the NESS coaches will meet one on one with the NESS mentees on a weekly basis as well as do monthly classroom observations to identify areas in need of improvement.

## 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 funds at Ramblewood Middle School provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund monthly academic parent nights which provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds.

#### Title I, Part C- Migrant

Funds for Migrant students provide education and support services. These services include: multicultural instruction, remedial and compensatory instruction, bilingual and multicultural instruction.

#### Title I, Part D

N/A

#### Title II

Teachers participate in district-developed trainings in critical content and academic standards training. Provides substitute coverage for teacher training activities and additional coaching support.

#### Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students.

#### Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, and provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the student's stable environment.

#### Supplemental Academic Instruction (SAI)

SAI funds, if provided, will be used to provide a six-week Saturday Academy to assist struggling students. Funds will also be used to provide additional before and after school tutoring for fragile students.

#### Violence Prevention Programs

Ramblewood Middle School implements the County 2011-2012 Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. Ramblewood Middle School builds a violence prevention culture utilizing researched strategies in effective classroom management, instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. Our Zone Tone campaign also instructs students on appropriate behavior, attitude and skills to succeed at school. Our mentor program also provides students with caring adults willing to listen and offer additional support. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy and CHAMPs training.

#### Nutrition Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

##### Administrators:

Facilitator and Coordinator: Guidance Director Christina Zabko

Principal Tina Recchi, Assistant Principal Jeff Wenhold, Assistant Principal Kathy Neville, Assistant Principal Dr. Howard Jones, Guidance:

Guidance Director Christina Zabko, Guidance Counselor Alba Guadalupe, Guidance Counselor Terri Armbrister

ESE Specialist Pam Sherbinsky, Social Worker Kim Marr, Curriculum Specialist Sophia Haynes, Reading Coach Laura Talavera, Referring Classroom Teacher

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?

This team meets every Tuesday. The function of the team is to review behavioral or academic concerns of students who are not meeting with success within the regular classroom environment.

Case managers are determined by grade level. Each grade level guidance counselor and administrator work as a team to support Tier II and Tier III interventions as well as managing necessary documentation. Intervention records and progress monitoring graphs are generated for individual students. Each team member is responsible for a specific task related to the Collaborative Problem Solving Team (CPST) process. Teachers identify students in need and implement Tiers I & II with the assistance of support staff with the intent of measuring progress of the targeted student learning/behavior. Teachers submit completed intervention packet to the RtI Leadership Team for a Tier III review. Once sufficient data is collected, interventions are put in place to assist the student. The student is then monitored over a period of time. If the student is not meeting with success, then the RtI Leadership Team reviews interventions and data for further Tier III (intensive) interventions and/or psychological/psychosocial placement options are discussed.

Each administrator is assigned two departments. They are responsible for inspecting common assessments and BAT results as part of Tier I interventions.

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?

The RtI Leadership Team works collaboratively with department chairs. The department chairs and their prospective departments provide the core instruction using scientific validated curriculum which highlights self reflection on teacher competencies and effective instructional strategies.

RtI will be apart of the regular functions of weekly department PLC's. Teachers will bring their Tier I interventions in regards to best practices, classroom procedures, differentiated instructions and assistance for those students needing further interventions. In addition, at Ramblewood Middle we establish a school wide screening schedule for both reading and math. We monitor and document the rate of academic growth of our students. Moreover, we make adjustments in instructional techniques for all our students through differentiated instruction.

All aspects of the SIP align to student success. The leadership team monitors this process and reports to the School Advisory Council (SAC) to ensure fidelity of implementation.

#### 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.

All teachers are provided excel spreadsheets with all student information including behavior and academic history. The data provided is retrieved and downloaded from data warehouse. A FileMaker database is used to track all RtI referrals. Data is collected and monitored as assigned to team members. Minutes are taken and reviewed weekly. Data warehouse is also used to retrieve relevant information for the RtI process. Implementing a plan requires the frequent monitoring of academic progress to evaluate the impact of the intervention(s). Valid and reliable measures can be used that are sensitive to short-term gains in student performance such as:

- Measures for Academic Skills

Curriculum-Based Measurement probes, e.g. timed assessments developed to measure phonemic awareness, oral reading fluency, math computation, writing, and spelling skills. In addition, FCAT results, Florida Assessments for Instruction in Reading (FAIR), Mini-BATs and District BATs are used for academic data.

- Measures for Classroom Academic and General Behaviors

Daily Behavior Report Cards. TERMS

- Direct Observation

An observer visits the classroom to observe the student's rates of on-task and academically engaged behaviors.

Describe the plan to train staff on RtI.

Staff will be trained on the RtI process and data collection throughout the year by the guidance department and support staff. Teachers will be able to identify students during the trainings and begin the RtI process with the Team. In addition, the teachers will be re-trained throughout the school year if needed. Moreover, the RtI Leadership Team meeting will be placed on our Professional Development Matrix for every Tuesday morning. The main focus of training will be positive intervention in the classroom as well as proper data collection. A Framework for Understanding Poverty, Level 2 of differentiated instruction and data collection procedures are examples of the training provided to the entire staff.

### School-Based Literacy Leadership Team

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

Tina Recchi (Principal), Dr. Howard Jones (Assistant Principal), Sophia Haynes (Curriculum Specialist), Jamie Engel (Gifted Language Arts), Glasmine Jones (ESE), Debra Divich (Media Specialist), Lauren Amiel (Reading), Laura Talavera (Reading Coach)

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

The Ramblewood Middle School Literacy Leadership Team meets monthly throughout the school year. All members of the literacy team participate equally in sharing ideas and deciding on school wide activities to promote literacy.

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

The goals of the RMS Literacy team for the 2011-2012 school year are to continue building a school-wide culture of literacy among students, faculty, and parents and to encourage and provide support for all content area teachers to use content area reading strategies in the classroom based on needs identified through reading data (BAT, FAIR, DAR, FORF.) A particular focus for this year is to promote parent participation in school events to help improve student attitudes toward learning; if parents are involved students will work harder to succeed.

### 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.

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Ensure that reading is infused in all content areas

Promote reading throughout the school with weekly Focus on Literacy, writing simulations, book fairs, Accelerated Reader incentives, and Book club for students.

All teachers will follow the Reading Instructional Focus Calendar and implement the highlighted weekly focus, when and where appropriate in their content, that week.

Use the K-12 Reading Plan to ensure all students are appropriately placed in reading classes and the appropriate reading curriculum is taught.

The Reading Coach will provide on-going school-wide training emphasizing instructional strategies for reading and active teaching techniques used in both content-area classrooms as well as reading classes. The instructional strategies for reading will be based on the nine high yield strategies with a strong emphasis on the top three.

### \*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?

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading  Reading Goal #1:	40% of Ramblewood Middle students will achieve proficiency (FCAT Level 3) in Reading as measured by the 2012 FCAT SSS Reading Test.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
38% (508)	40% (604)

#### 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 are unable to read content area texts proficiently.	Academic content area teachers will incorporate research based reading strategies within their curriculum to support reading growth of all students while following their content specific IFC.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
2	Students have an average vocabulary, but need an above level oral and written vocabulary to improve reading comprehension achievement.	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
3	Students lack strong critical thinking skills.	Academic content area teachers will imbed high level questions into their curriculum during class discussions and in written assignments and assessments.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, teacher observation of student participation in class discussions	Chapter tests, common assessments, BAT, FAIR
4	Low level 3 students or students achieving proficiency for the first time often drop below proficiency on subsequent tests.	All students will participate in the Accelerated Reader program to ensure additional reading practice outside of the school day.	Administration Reading Coach Department Chairs	Student/teacher AR conferences, AR point tracking	AR Quiz Data, BAT, FAIR

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:	44% of Ramblewood Middle students will score a Level 4 or 5 in Reading as measured by the 2012 FCAT SSS Reading Test.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
35% (474)	44% (665)

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 are unable to utilize resources to research a topic and take appropriate notes without plagiarizing.	Academic content area teachers will utilize the FINDS research model in conjunction with the media specialist to teach students to perform academic research.	Administration Reading Coach Department Chairs	Student work samples, PLC dept. discussions	Student research projects, common assessments, BAT, FAIR
2	Students lack strong critical thinking skills.	Academic content area teachers will teach students to create higher order questions from content area materials using WEBB's Cognitive Complexity Guidelines and Bloom's Taxonomy. In learning to create these questions, students improve their reasoning ability and are better able to answer complex questions.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, teacher observations of student group discussions, PLC dept. discussions	Classroom walk throughs, student work samples, teacher observations of student group discussions, PLC dept. discussions
3	Students do not read frequently enough outside of school.	All students will participate in the Accelerated Reader program to ensure additional reading practice outside of the school day.	Administration Reading Coach Department Chairs	Student/teacher AR conferences, AR point tracking	AR Quiz Data, BAT, FAIR

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:	70% of Ramblewood Middle students will make learning gains in reading as measured by the 2012 FCAT SSS Reading Test.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
68% (997)	70% (1058)

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	Students lack an understanding of how all school reading activities contribute to academic growth.	Administration/guidance will have data chats with students, directly teaching them how to understand all available reading scores (BAT, FAIR, FCAT), and brainstorming ideas for improving achievement.	Administration Reading Coach Department Chairs	Student work samples showing goals, classroom discussions, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
2	Historically, FCAT data has shown that students have a weakness in the Informational Text and Research Process category of the Sunshine State Standards.	Academic content area teachers will incorporate research based reading strategies in their classrooms with a strong focus on note taking, summarizing, and evaluation of sources to improve student ability to extract valid and accurate information from text.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, department discussions	Chapter tests, common assessments, BAT, FAIR
3	Students lack motivation to learn and achieve academically.	The school will hold quarterly parent night activities to bring parents into the school, show them ways to help their child succeed, and encourage parents to be daily partners in their child's education.	Administration Reading Coach Department Chairs	Parent night sign in sheets, parent surveys, parent feedback on effectiveness of each parent night topic.	Parent surveys
4	Students lack a strong oral and written vocabulary.	Core academic and reading teachers will implement a cross curricular vocabulary development program called Word Generation during weekly focus on literacy time. In addition, all academic content area teachers and all reading teachers will teach morphology as part of their everyday vocabulary instruction.	Administration Reading Coach Department Chairs	Classroom walkthroughs, classroom discussions, department discussions	Weekly tests, quarterly cumulative tests to measure retention

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:	74% of Ramblewood Middle students in the lowest quartile will make learning gains in reading as measured by the 2012 FCAT SSS Reading Test.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
72% (263)	74% (280)

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
Students are not proficient in	Students needing to improve in these areas	Administration Reading Coach	Classroom walkthroughs, student	Chapter tests, common

1	multisyllabic decoding and are not fluent readers.	are placed into a two hour reading block in order to provide additional direct instruction in these areas using READ XL and REWARDS programs.	Department Chairs	work samples, department discussions	assessments, BAT, FAIR
2	Students are unable to comprehend their content are text proficiently.	Academic content area teachers will incorporate guided reading strategies within their curriculum to support reading growth for all students while following their content specific IFC. Comprehension "fix-up" strategies will be modeled, discussed, and practiced regularly.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions.	Chapter tests, common assessments, BAT, FAIR
3	Students lack strong critical thinking skills.	Academic content area teachers will imbed high level questions into their curriculum during class discussions utilizing questions stems modeled from FCAT Specifications.	Administration Reading Coach Department Chairs	Classroom walkthroughs, student work samples, department discussions	Chapter tests, common assessments, BAT, FAIR

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:	60% (265) of our students in Black subgroup and 73% (319) of our students in Hispanic subgroup at Ramblewood Middle will, as measured by the 2012 FCAT SSS Reading Test, score at or above grade level in Reading
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black 55% (239) Hispanic 70% (274)	Black 60% (265) Hispanic 73% (319)

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 are unable to comprehend text proficiently.	Content area teachers will incorporate research based reading strategies within their curriculum to support reading growth of all students while following their content specific IFC. Teachers will provide additional direct support to those students scoring at the lowest levels of FCAT as needed. Students scoring Level 1 or 2 on the FCAT will be enrolled in a Reading Class.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR

2	Lack of a strong oral and written academic vocabulary inhibits students' comprehension	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5B:	58% (48) of our students in ELL subgroup and Ramblewood Middle will, as measured by the 2012 FCAT SSS Reading Test, score at or above grade level in Reading
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
53% (44)	58% (48)

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 may require sheltered English-language instruction, or other accommodation in academic classes to achieve proficiency.	Students will be encouraged to use bilingual dictionaries and instructed in how to use them effectively.	ESOL Coordinator, Classroom teachers	Continuous monitoring of student utilization of dictionaries during classroom assignments and testing. Continuous monitoring of academic success on classroom assignments and assessments.	FAIR, BAT, CELLA, FCAT scores.
2	ELL students come from various backgrounds and different skill levels. Some have very little exposure to English. These students need more assistance and extended learning opportunities to be successful.	Consistent opportunity to practice and develop fluency, and differentiated instruction to meet students' individual needs.	ESOL Coordinator, Classroom teachers	Student writing and assignment portfolios will be maintained and monitored for language acquisition as well as reading proficiency.	BAT, Teacher observations
3	ELL students may have a tenuous grasp of English grammar, which therefore affects their ability to read using the proper conventions such as verb tense, diction, and context of the language.	ELL students will be given opportunities to practice speaking during class. All teachers will utilize various strategies from the ESOL Matrix for classroom activities and instruction.	ESOL Coordinator, Classroom teachers	Teachers will meet with each student to discuss progress and goals.	Teacher observations of student writing and assignment portfolios.

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:	54% (93) of Students with Disabilities at Ramblewood Middle will, as measured by the 2012 FCAT SSS Reading Test, score at or above grade level in Reading
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Reading Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
48% (83)	54% (93)

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 are unable to comprehend content area text books.	Content area teachers will incorporate research based reading strategies within their curriculum to support reading growth of all students while following their content specific IFC. Teachers will provide additional scaffolding, guided reading, and multisensory activities to support those students who are struggling with the reading process.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions, collaboration with "push in" ESE support personnel	Chapter tests, common assessments, BAT, FAIR
2	Lack of a strong oral and written vocabulary inhibits student ability to comprehend text proficiently.	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions, collaboration with "push in" ESE support personnel	Chapter tests, common assessments, BAT, FAIR
3	Some teachers are unfamiliar with interpreting reading diagnostic tests and are uncertain how to provide support for indicated student weaknesses.	Teachers will receive training in understanding reading data and incorporating research based reading and support strategies into their lesson plans	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions, collaboration with "push in" ESE support personnel	Chapter tests, common assessments, BAT, FAIR
4	Students lack strong academic background skills and behaviors.	Academic content area teachers will provide additional scaffolding when teaching literacy strategies to SWD at the lower end of the FCAT achievement levels. Teachers will adhere to individual IEP requirements. Inclusion students will receive support from ESE teachers through the "push in" model.	Administration Reading Coach Department Chairs ESE Specialist	Classroom walk throughs, student work samples, PLC dept. discussions, collaboration with "push in" ESE support personnel	Chapter tests, common assessments, BAT, FAIR

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	65% (517) of students in our Economically Disadvantaged subgroup at Ramblewood Middle will, as measured by the
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Reading Goal #5D:		2012 FCAT SSS Reading Test, score at or above grade level in Reading			
Reading Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
61% (487)			65% (517)		
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 do not have access to academic support structures at home.	Students do not have access to academic support structures at home.	Administration Reading Coach Department Chairs	Attendance information from parent nights, student participation in classroom and homework activities	Chapter tests, common assessments, BAT, FAIR
2	Students lack adequate background knowledge which interferes with comprehension.	Academic content area teachers will include research based pre-reading strategies to access and build background knowledge in their content areas.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
3	Students lack a grade level appropriate academic vocabulary	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT, FAIR
4	Students scoring at the lower end of the FCAT achievement levels lack the knowledge and skills to achieve success.	Students requiring additional support in academics will be assigned an adult mentor, as available.	Administration Reading Coach Department Chairs Curriculum Specialist	Student work samples, pinnacle information, mentoring group discussions, student/mentee collaborations.	Chapter tests, common assessments, BAT, FAIR

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
Academic Achievement for ELLs	6-8	ESOL coordinator	School-wide	Monthly at Dept. PLC meetings	Walkthroughs, teacher lesson plans, PLC feedback	Administration
Lesson Study	6-8 Reading	District Facilitator (HRD)	School-wide	September 2011	Lesson plans	Administration and Reading Coach
CHAMPS	6-8	Office of Prevention	School-wide	Pre-Planning 8/16	PLC, lesson development, Walkthroughs,	Administration

					suspension rate	
PLC Meetings, discuss common assessments, and review IFC's	6-8	Department Head	PLC	Twice per month	PLC feedback	Administration
Strategies for Understanding Complex Text based on Common Core Standards and NGSSS	6-8	Reading Coach	PLC	Monthly at Dept. PLC meetings	CWT, lesson plans, PLC feedback	Administration, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Saturday School	Teachers and Materials	Accountability	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Annual Program Fee	Instructional Materials	\$7,000.00
			Subtotal: \$7,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Infusing Core Standards and Content Writing Across the Curriculum	Substitutes for Social Studies and Unified Arts Teachers	Title I Professional Development	\$2,200.00
Strategies for Understanding Complex Text based on Common Core Standards and NGSSS	Substitutes for teachers attending trainings	Title 1 Professional Development	\$2,500.00
Content Area Reading Professional Development (CAR-PD)	Substitutes for teachers attending trainings	Title 1 Professional Development	\$3,000.00
Lesson Study	Substitutes for teachers attending trainings	Title 1 Professional Development	\$1,500.00
			Subtotal: \$9,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,200.00

End of Reading Goals

# 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:	38% (574) Ramblewood Middle students will achieve proficiency (Level 3) on the 2012 mathematics FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
36% (486)	38%(574)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of foundational knowledge of fractional operations	Using warm-ups to review concepts of adding, subtracting, multiplying and dividing of fractions	Department head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes from PLC	Standard Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables	Department head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementations of IFC plans Minutes from PLC	Standard Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Teacher modeling of reading comprehension	District Personnel – Ed Knote	Quarterly Classroom Walk-Through with back to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes frmo PLC	Standard Based teacher made common assessments District BATs IFC 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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	45% (680) of Ramblewood Middle students will achieve above proficiency (Levels 4 and 5) on the 2012 mathematics FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
38% (513)	40% (575)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of foundational knowledge of fractional operations, decimal operations, geometry, and percents.	Using warm-ups to review concepts of adding, subtracting, multiplying and dividing of fractions, decimals, and percents.	Department head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes from PLC	Standard Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables.	Department head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes from PLC	Standard Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Use of interactive word walls and teacher modeling of reading comprehension	District Personnel – Ed Knotte	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes from PLC	Standard Based teacher made common assessments District BATs IFC 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:

3. Percentage of students making Learning Gains in mathematics	72% (1088) of Ramblewood Middle students will make learning gains in Mathematics as measured by the 2012
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Mathematics Goal #3:	FCAT SSS Mathematics Test.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
70% (1024)	72% (1088)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of foundational knowledge of multiplication tables.	Using warm-ups to review and study multiplication tables	Department head	Quarterly walk- through with feed back to teachers  Department Dialogue Assessments  Minutes from PLC	Standard Based teacher made common assessments  District BATs  IFC plans
2	Students lack of foundational knowledge of fractional operations, decimal operations, geometry, and percents.	Using warm-ups to review concepts of adding, subtracting, multiplying, dividing of fractions, decimals and percents	Department head	Quarterly Classroom Walk-Through with feedback to teachers  Department Dialogue Assessments Diagnostic Pre and Post Tests  PLC discussions and implementation of IFC plans  Minutes from PLC	Standard Based teacher made common assessments  District BATs  IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Use of interactive word walls and teacher modeling of reading comprehension	District Personnel – Ed Knot	Quarterly Classroom Walk-Through with back to teachers  Department Dialogue Assessments Diagnostic Pre and Post Tests  PLC discussions and implementation of IFC plans  Minutes from PLC	Standard Based teacher made common assessments  District BATs  IFC plans
4					

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

4. Percentage of students in Lowest 25% making learning gains in mathematics  Mathematics Goal #4:	64% (242) of Ramblewood Middle students in the lowest 25% will make learning gains in Mathematics as measured by the 2012 FCAT SSS Mathematics Test.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
62%(233)	64% (242)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of grade specific math concepts	Using the Re-teaching and Skills Practice from the newly adopted "Go Math" series	Administration	Quarterly Classroom Walk-Through with teacher feedback Department Dialogue Assessments Diagnostic Pre and Post Tests 4. PLC discussions and implementation of IFC plans Minutes from PLC	Standard Based teacher made common assessments District BATs IFC plans
2	Students from this subgroup need to be in smaller classes (16).	Schedule in math content earlier in school day. Place in smallest classes available. Double dose of math with an experienced Math coach.	Administration, Department head (Math Coach)	Review of student's schedule.	Review of student's schedule.
3	Students not taking ownership of learning when homework and class work given for reinforcement of lessons and continued growth in subject area is not completed consistently.	Content area teachers will request conferences for students that habitually do not complete assignments and are frequently involved in off task behavior in class. Students will be recommended for National Junoir Honors Tutoring (NJHS) or given an option of and onsite mentor. Teachers will develop goals with students snf engage in data chats	Department head	Interim and end of quarter reports. Conference documentations. Teacher observations and minutes from PLC	Mentor and mentee surveys. Interim and end of quarter report cards, conference documentations. Teacher observations and PLC discussions.

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:	62% (274) of our students in the Black subgroup and 74% (323) of students in our Hispanic subgroup at Ramblewood Middle will, as measured by the 2012 FCAT SSS Mathematics Test, score at or above grade level in Mathematics.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black-57% (247) Hispanic-71% (278)	Black-62% (274) Hispanic-74% (323)

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
	Students lack of foundational knowledge	Using warm-ups to review adding,	Department head.	Classroom Walk-Through	Standard Based teacher made

1	of fractional operations	subtracting, multiplying and dividing fractions.		Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables	Department head.	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementations of IFC plans	Standard Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Implementation of Grade 6-12 plan.	Reading coach and department head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standard Based teacher made common assessments District BATs IFC 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 subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	61% ( 238) of our students in the ELL subgroup at Ramblewood Middle will, as measured by the 2012 FCAT SSS Mathematics Test, score at or above grade level in Mathematics
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% (53)	67% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student completing answer sheets with accuracy	Grade level assessments and activities that utilize FCAT format type answer grids and including the multiple choice and gridded response	Classroom teacher, ESOL Coordinator, Department Chair	Create activities to build upon previous concepts and skills Grade level Data Chats Data chat with student Create activities centered around real-world application of concepts and skills	Informal assessments, Grade level assessments, BAT, teacher observations
2	Students lack of prior knowledge of basic number sense concepts	Integration of technology through Compass Learning and	Classroom teacher, ESOL Coordinator,	Analyze student data to determine strengths and weakness	Informal assessments, BAT, Project

		FCAT Explorer	Department Chair		based activities
3	Students inability to eliminate distracters	Integration of test taking strategies in lessons and activities	Classroom teacher, ESOL Coordinator, Department Chair	Students work in pairs and solve problems that deal with error analysis	Informal assessments, BAT, Project based activities

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:	58% (98) of Students with Disabilities at Ramblewood Middle will, as measured by the 2012 FCAT SSS Mathematics Test, score at or above grade level in Mathematics
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
48% (82)	58% (98)

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	Time to communicate with the ESE Facilitator to accommodate math concepts within the content area	ESE Facilitator is assigned to provide accommodations in the general education classroom through inclusion model	Department head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests 4. PLC discussions and implementation of IFC plans	Standard Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables	Department head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementations of IFC plans	Standard Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Implementation of Grade 6-12 plan.	Reading coach and department head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standard Based teacher made common assessments District BATs IFC plans
4	Students require additional support with academics	Provide additional scaffolding. Adhering to IEP. Provision of support from ESE teachers through the "push in" model.	Administration and ESE Specialist	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests	Standard Based teacher made common assessments District BATs

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5D:	68% (540) of students in our Economically Disadvantaged subgroup at Ramblewood Middle will, as measured by the 2012 FCAT SSS Mathematics Test, score at or above grade level in Mathematics
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
64% (506)	68% (540)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of foundational knowledge of fractional operations	Using warm-ups to review adding, subtracting, multiplying and dividing fractions.	Department head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standard Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables	Department head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementations of IFC plans	Standard Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Implementation of Grade 6-12 plan.	Reading coach and department head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standard Based teacher made common assessments District BATs IFC plans
4	Students scoring at the lower end of the FCAT achievement levels require additional support to achieve academic success	Students requiring additional support in academics will be assigned an adult mentor as available.	Administration and Curriculum specialist	BAT data. Teacher assessment data PLC discussion of student success in class work and assessment	BAT Classroom Walk-through Teacher observations

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	6-8	HRD	School-wide	September 2011	PLC, Common department assessment, Walkthroughs	Administration, Math department Head
CRISS for Math	6-8	HRD	School-wide	September 2011	PLC, Common department assessment, Walkthroughs	Administration, Math department head
CHAMPs	6-8	Office of Prevention	School-wide	Pre-Planning 8/16	PLC, lesson development, Walkthroughs, suspension rate	Administration

Mathematics 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
Lesson Study	Substitutes for Math Teachers	Title 1 Professional Development	\$2,000.00
CRISS for Math	Substitutes for Math Teachers	Title 1 Professional Development	\$2,500.00
			Subtotal: \$4,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

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:	41% (233) of Ramblewood Middle school students will achieve proficiency (FCAT level 3) on the 2012 Science FCAT
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
39% (173)	41% (233)

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	Availability of working and properly maintained technology on a regular basis	Technology specialist and technology team will provide support and assistance for the current technology available to teachers.	Administration	Teacher survey	Survey
2	Lack of necessary school-based supplies, in-service training, and/or staff development and technology	Solicit parents and community for donations in addition to donation from PTO	Department head	Standard based common assessment scores	Professional learning community discussion and evaluation of standard based Common Assessments given by grade level
3	Students need based on FCAT results for additional focus on Earth and Space, Life and Environment areas of the curriculum.	Our Instructional Focus Calendar will spotlight the implementation of more FCAT style Earth and Space , Life and Environment questions on content common assessments as well as utilizing more critical thinking in our classroom assignments, activities and labs related to this subject matter.  We will integrate graph creation and interpretation in as many science content areas as possible.  All students will participate in Science Fair which will act as enrichment and provide students with additional opportunities for exposure in all content areas of the subject.	Department head and Curriculum specialist	Standard based common assessment scores  Classroom walkthroughs	Standard based common assessment scores.  PLC discussions
4					
	Lack of funds to provide enrichment such as in-school field trips, guest speakers, out of school field trips,	We will provide more learning opportunities by utilizing critical thinking in our classroom assignments,	Department head	Standard based common assessment scores  Classroom walkthroughs	Standard based common assessment scores.

5	project-based labs and extra curricular science competitions	activities, and labs related to this subject matter.  Project-based and technology rich lessons will act as enrichment by providing students with additional opportunities for exposure in all content areas, of concepts being taught so students can make a real world connection to what they are learning, and further providing a strong foundation for retention of concepts learned.		PLC discussions
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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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science  Science Goal #2:	14% (80) of Ramblewood Middle school students will achieve above proficiency (FCAT levels 4 and 5) on the 2012 Science FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
12% (53)	14% (80)

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	Heterogeneous grouping of students	Students will complete inquiry-based hands on labs utilizing science processing skills while being given choices to account for varying levels.	Department head	Teachers will evaluate student data from lab activities	Monthly common assessments and student work present in science portfolio
2	Students need more enrichment activities to increase their level of performance	Inquiry based hands on labs using technology and probeware.  Enrichment through guest speakers, in and out-house field trips  Enriching interactivity with the teacher through the use of Interwrite tablets.	Department head	Teachers will evaluate student data from lab activities	Monthly common assessments and student work present in science portfolio

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
CHAMPs	6-8	Office of Prevention	School-wide	Pre-Planning 8/16	PLC, lesson development, Walkthroughs, suspension rate	Administration
New textbook adoption training	6-8	Core Curriculum Science Department	Science Teachers	Based on district schedule	PLC, lesson development, Walkthroughs	Administration Department head
Inquiry in Science training	6-8	Core Curriculum Science Department	Science Teachers	Based on district schedule	PLC, lesson development, Walkthroughs	Administration Department head
NGSSS life Science 7, earth science 6 and physical science 8	6-8	Core Curriculum Science Department	Science Teachers	Based on district schedule	PLC, lesson development, Walkthroughs	Administration Department head

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on labs	Lab supplies	Donations and PTO	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Middle School Textbook Adoption	Substitutes for teachers attending trainings	Title 1 Professional Development	\$2,000.00
Inquiry in Science training	Substitutes for teachers attending trainings	Title 1 Professional Development	\$2,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Science Goals

## Writing Goals

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

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

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing	96% (535) of Ramblewood Middle school students have achieved proficiency on the 2012 Writing FCAT
Writing Goal #1:	

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
94% (421)	96% (535)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of research skills & knowledge of plagiarism	Work in cooperation with Media Specialist to introduce students to "good" resources, paraphrasing, plagiarism, etc. Turnitin.com.	Department head	Class discussions, writing samples, IFC	Writing Samples
2	Lack of Grammar / Usage skills & Resources	Direct Grammar / Usage Instruction; Vertical Teaming with Taravella; Mini-lessons; Daily Sentence (story) to be proofread and corrected. Not all methods will be used by all teachers.	Department head	Grammar / Usage Tests & Writing Sample Evaluations; proofreading passages that contain targeted errors.	FCAT Scores; Portfolios.
3	Lack of time for individualized scoring, especially for FCAT Prompts (Beginning, Mid-Year, & End of Year)	Title I funds used for TDAs in scoring all 3 prompts so that they can be scored collaboratively. Use Six-Traits of good writing and stress the Writing Process, enabling our students to explore various modes of writing, avoiding the formulaic. We will also work to help students improve their level of elaboration by using specifics from lives or from their texts, depending on the writing task. We will also stress the revision process.	Department Head and Administration	FCAT Writing Scores BAT's IFC Writing Portfolios Turn it in.com	FCAT Scores BAT's Common Assessments
4	Lack of Vocabulary Workshop Books / Resources	Teach vocabulary using SpringBoard texts and strategies (i.e., word maps and interactive word walls).	Department head	VIS Charts, Quizzes, Writing Samples	FCAT Scores BAT

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 #2A:	100% (178) of our students in the Black subgroup and 100% (166) of our Hispanic subgroup students at Ramblewood Middle will, as measured by the 2012 FCAT Writing Test, continue to score at or above grade level 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: *
Black-98% (158)	Black-100%(178)

Hispanic- 100% (118)			Hispanic- 100%(166)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition	Provide students with home language dictionaries, utilize small-group instruction, and reference FLDOE anchor papers.	Department Head	PLC weekly meetings	FCAT Scores Portfolios

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:	100% (32) of our students in the ELL subgroup at Ramblewood Middle will, as measured by the 2012 FCAT Writing Test, continue to score at or above grade level in Writing
Writing Goal #2B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
97% (31)	100% (32)

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	97% (57) of Students with Disabilities at Ramblewood Middle will, as measured by the 2012 FCAT Writing Test, continue to score at or above grade level in Writing
Writing Goal #2C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
SWD-95% (56)	SWD-97% (57)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary deficiencies	Interactive word walls	Department Head	Department PLC	Classroom Walkthrough

2	Students taking ownership of learning by completing homework and class work	Teachers will request conferences for students that habitually do not complete assignments, class work, fail assessments and are frequently involved in off task behavior in class. Students will be recommended for National Junior Honors Tutoring. (NJHS) or given the option of an onsite mentor	Department head, Administration	Interim and end of quarter reports Conference documentations. Teacher observations and PLC discussions	Mentor and mentee surveys Interim and end of quarter report cards, conference documentations
3	Students require additional support in academics	Content area teachers will provide additional scaffolding when teaching literacy strategies to SWD at the lower end of the FCAT achievement levels. IEP's will be adhered to. Inclusion students will receive support from ESE teachers through the "push in" model	Administration, ESE specialists and Department head	1. BAT data 2. Teacher observation of student work 3. PLC discussions on student progress	1. FCAT Scores 2. BAT data 3. Teacher assessments 4. Classroom walkthrough

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:	99% (276) of students in our Economically Disadvantaged subgroup at Ramblewood Middle will, as measured by the 2012 FCAT Writing Test, continue to score at or above grade level in Writing
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
99% (275)	99% (276)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of background information impedes their writing	Provide virtual field trips, distance learning and SEAS on tour field trips	Department head	PLC meetings	FCAT Scores Portfolios
2	Students taking ownership of learning by completing homework and class work	Teachers will request conferences for students that habitually do not complete assignments, class work, fail assessments and are frequently involved in off task behavior in class. Students will be recommended for National Junior Honors Tutoring. (NJHS) or given the option of an onsite mentor	Department head and Administration	Interim and end of quarter reports Conference documentations Teacher observations and PLC discussions	Mentor and mentee surveys Interim and end of quarter report cards, conference documentations

3	Parental Support / Reinforcement at Home	Parental Education, Regular Communication with Parent (three Parent Informational Nights throughout school year)	Curriculum Specialist, Administration and PTO	Parent Survey	FCAT Scores Sign-in sheets
4	Provide virtual field trips, distance learning and SEAS on tour field trips – effectiveness to be discussed at department PLC.	Via SpringBoard lessons, teachers will include strategies such as brainstorming, think-pair-share, KWL charts, and marking the text	Department head	Monthly common assessments yield comparable data that teachers can use to gauge the effectiveness of their instructional strategies at PLCs.	FCAT Scores, student writing portfolios, and 3 annual writing prompts  Monthly data chats at department PLCs, interim and end of quarter reports, conference documentations, administrative classroom walk throughs at least 10 times weekly

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
Six Traits Training	6-8 Language Arts	District PD	School-wide	Bi-monthly meeting	PLC, lesson development, Walkthroughs, BATs	Administration Department head
Writing and Grammar	6-8	HRD	School-wide	Bi-monthly meeting	PLC, lesson development, Walkthroughs, BATs	Administration Department head
CHAMPS	6-8	Office of Prevention	ALL	Pre-Planning 8/16	PLC, lesson development, Walkthroughs, suspension rate	Administration

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
Writing and Grammar	Substitutes for teachers attending trainings	Title 1 Professional Development	\$1,720.00

Six Traits Training	Substitutes for teachers attending trainings	Title 1 Professional Development	\$1,720.00
			Subtotal: \$3,440.00
<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: \$3,440.00</b>

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:	By May 2012, The students will reduce their amount of absences in the 2011-2012 school year by 10% (437).
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
95% (1466)	97%(1511)
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
518	466
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
54	49

### 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	Making parents aware of tardies.	Have teachers, guidance counselors, or administrators call home when students have reached three tardies.	Grade level admin.	Quarterly analysis of tardies.	Pinnacle attendance

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
Effective communication with students and parents	6,7,8	Social Worker Guidance Director Assistant Principals	school-wide	Fall 2011	Student attendance records	Teachers Social Worker Guidance Director Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By May 2012, we will reduce the total number of suspensions, number of days students are suspended and number of students being suspended by 10% .
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions
770	693
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
320	288

2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
99	90
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
62	56

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classroom Management Concerns	CHAMPS training (classroom management techniques)	Administration	Data chats with teachers on referral rates PLC discussion and implementation of classroom management best practices	Discipline management system
2	Deficit in compliance of school rules from students	Review suspension report on a weekly basis. Students will be identified during our RtI meetings. The team will also support teachers and students with strategies to improve behavior.	Administration/Guidance	Suspensions reviewed quarterly	Suspension Report
3	Instructional Strategy Concerns	Collaboration through Data Chats (Administration and Teachers) to identify learning gains, failure rates number of referrals and classroom interventions.	Administration	Quarterly Review of benchmark assessments results and failure rates	Teacher Grade Distribution, Benchmark Assessment Results, Referral 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
CHAMPS Professional Development	6,7,8	District Personnel	Open to instructional staff that have not attended CHAMPS previously	Based on District schedule	Classroom Observations CHAMPS Rubric Basic Five	Curriculum Specialist
Effective RTI strategies	6, 7, 8	RtI team members	school-wide	September, PD	classroom walkthroughs	Guidance Director, Ms. Zabko

Suspension Budget:

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

End of Suspension Goal(s)

## 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:			N/A		
<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: *		
N/A			N/A		
2011 Current Graduation Rate: *			2012 Expected Graduation Rate: *		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
			Grand Total: \$0.00

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Ramblewood Middle School will increase the parent involvement at our Annual Title 1 meetings and Open House, parent nights, conferences, registered volunteering, assemblies to 60%.</p>
2011 Current Level of Parent Involvement: *	2012 Expected Level of Parent Involvement: *

In 2011, 56% of parents were involved through Open House, Conferences, Volunteering, Assemblies, and Parent nights.

In 2012, 60% of parents will be involved through Open House, Conferences, Volunteering, Assemblies, and Parent nights.

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	Parents cannot get to school during school hours	Teachers will utilize email newsletters and information will be kept updated on the school website.	Grade Level Admin	Teacher e-mail log, website hits	Tally totals for an increase
2	Some parents work late, and have younger children at home, and need assistance with childcare.	Implement four Title I Family Nights aligned to benchmark and content areas.  Provide refreshments for the entire family at each family night.  Provide child care for younger siblings.	Administration, Mrs. Haynes Title 1 Liaison, and Department Chairs	Parent and student sign-in sheets.	Parent surveys. End of year  SAC Review of Parent Involvement Plan

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
Improving Parental Involvement: Strengthening the Home-School Connection Brainstorm "Best Practices" teams can implement to improve parental involvement. Discuss ways to involve parents in meaningful ways in the academic program. Familiarize staff with all aspects of the Title I Program.	All	Sophia Haynes, Curriculum Specialist, Title 1 Liaison	All Instructional Staff	August/Pre-Planning	Follow-Up Parent Involvement Best Practices in weekly PLCs in Departments	Mrs. Recchi, Principal Department Chairs Ms. Haynes Curriculum Specialist, Title I Liaison

Conducting Effective Parent-Teacher Conferences Guidance Director will meet with teams to share ways to effectively hold parent teacher conferences and how to help parents support their children at home academically.	All	Ms. Zabko, Guidance Director	All Instructional Staff	Quarter 1	Follow-up in Weekly PLCs and weekly Team Meetings	Administration
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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Four parent academic nights with core content focus	Provision of parent materials, serving light refreshments, providing baby-sitting, salaries, workshop facilitators	Title 1 Parent Involvement	\$4,989.00
Providing information for all stakeholders via parent nights to ensure middle school success.	Advertisement Supplies (paper, posters), Food, Drinks, Paper Products Salary for Police Officer Detail	City Grant	\$1,500.00
Subtotal:			\$6,489.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$6,489.00

End of Parent Involvement Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Saturday School	Teachers and Materials	Accountability	\$2,000.00
Science	Hands on labs	Lab supplies	Donations and PTO	\$1,000.00
Parent Involvement	Four parent academic nights with core content focus	Provision of parent materials, serving light refreshments, providing baby-sitting, salaries, workshop facilitators	Title 1 Parent Involvement	\$4,989.00
Parent Involvement	Providing information for all stakeholders via parent nights to ensure middle school success.	Advertisement Supplies (paper, posters), Food, Drinks, Paper Products Salary for Police Officer Detail	City Grant	\$1,500.00
				Subtotal: \$9,489.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Annual Program Fee	Instructional Materials	\$7,000.00
				Subtotal: \$7,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Infusing Core Standards and Content Writing Across the Curriculum	Substitutes for Social Studies and Unified Arts Teachers	Title I Professional Development	\$2,200.00
Reading	Strategies for Understanding Complex Text based on Common Core Standards and NGSSS	Substitutes for teachers attending trainings	Title 1 Professional Development	\$2,500.00
Reading	Content Area Reading Professional Development (CAR-PD)	Substitutes for teachers attending trainings	Title 1 Professional Development	\$3,000.00
Reading	Lesson Study	Substitutes for teachers attending trainings	Title 1 Professional Development	\$1,500.00
Mathematics	Lesson Study	Substitutes for Math Teachers	Title 1 Professional Development	\$2,000.00
Mathematics	CRISS for Math	Substitutes for Math Teachers	Title 1 Professional Development	\$2,500.00
Science	Middle School Textbook Adoption	Substitutes for teachers attending trainings	Title 1 Professional Development	\$2,000.00
Science	Inquiry in Science training	Substitutes for teachers attending trainings	Title 1 Professional Development	\$2,000.00
Writing	Writing and Grammar	Substitutes for teachers attending trainings	Title 1 Professional Development	\$1,720.00
Writing	Six Traits Training	Substitutes for teachers attending trainings	Title 1 Professional Development	\$1,720.00
				Subtotal: \$21,140.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$37,629.00

## School-level Differentiated Accountability Compliance

Intervene     Correct II     Prevent II     Correct I     Prevent I     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
Student incentives	\$1,000.00
Ancillary materials for Saturday Success Academy (Florida--Preparing for FCAT Reading and Math (Grade 6, 7 and 8th)	\$6,000.00

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

The School Advisory Council (SAC) will facilitate the implementation of the School Improvement Plan (SIP). SAC will focus on supporting programs and activities that guide students towards meeting the goals established within the SIP. Activities will include monthly family night activities which will focus on limiting the barriers of achievement in all core content areas. SAC will also facilitate parent workshops to provide academic and behavior support to students in the classroom. Notifications of all SAC meetings are made through newsletters, the school's website, student take home flyers and the automated phone system. Additionally, SAC will continue to recruit parents to participate in monthly SAC meetings. SAC members participate in ongoing needs assessment, provide input into the school's Title I Parent Involvement Policy and Parent Compact, and monitor the implementation of the School Improvement Plan. SAC approves the use of Accountability Funds.

# 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

Broward School District RAMBLEWOOD MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	75%	94%	50%	292	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%	70%			138	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?	72% (YES)	62% (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					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District RAMBLEWOOD MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	78%	92%	55%	300	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	67%	77%			144	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)	63% (YES)			126	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					570	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District RAMBLEWOOD MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	77%	97%	56%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	74%			144	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?	68% (YES)	66% (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					585	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested