Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:

Kennedy Middle School

Area:

Central

Principal:

Sandra S. Demmon

Area Superintendent:

Richard C. Myers

SAC Chairperson:

Cari Kupec

Superintendent: Dr. Brian Binggeli

Mission Statement:

John F. Kennedy Middle School is committed to achieving an educational standard of excellence for all students that will motivate and empower students to become lifelong learners and productive citizens.

Vision Statement:

The John F. Kennedy Middle School community shares a commitment to education that challenges and motivates students to reach their highest potential

Brevard County Public Schools
School Improvement Plan
2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

KMS has achieved an "A" grade for the past eleven years. In 2011-2012 69% of KMS students scored at level 3 or higher on the FCAT 2.0 Reading. In Math 74% scored at level 3 or higher. In Writing 87% scored satisfactory or higher. In Science 60% scored satisfactory or higher. In both Reading and Math, 61% of the lowest 25% made learning gains. The last administration of FAIR 7th grade Reading comprehension scores averaged 59.12% with 39.38% of students scoring in range. In 8th grade the average score was 62.79% with 46.2% scoring in range. In math, 7th grade students had an average score of 52.03% overall on the midyear differentiated accountability math benchmark test. 8th grade students had an average score of 52.07%. FCAT data from 2008-2012 shows a steady decline in FCAT Reading scores for the lowest 25% of students in 2008 76% made learning gains in reading, the percentage has decreased to 61% in 2012.

Analysis of Current Practice: *(How do we currently conduct business?)*

At KMS The Continuous Improvement Model– Plan, Do, Check, and Evaluate system is used.

PLAN: KMS's administration disaggregates and analyzes school wide state assessment data. Administrators look for areas of strength and weakness as well as school trends and then make planning/goal recommendations for the upcoming school year.

DO: Teachers meet and plan as both academic teams and departments to critically analyze & curriculum and instructional strategies. Standards, skills, and instructional approaches are then & matched to areas of need. The focus for this school year will be placed on implementing the literacy standards of Common Core across the curriculum.

CHECK: KMS's administration and leadership team members will employ a variety of strategies to check for and maintain activities that are aligned with school goals.

EVALUATE: Administration and staff continuously review progress and make recommendations for & the following school year. Staff, student, and parent surveys are completed to gather more & information regarding progress toward the school's goals. The staff meets at regularly scheduled meetings to discuss school wide issues and make decisions for school improvement.

A challenge for KMS is motivating and engaging students who achieve at the highest levels, while improving the scores of students who are in our lowest 25% and economically disadvantaged. KMS has Collaboration

and Mutually Accountability Teams (CMAT) consisting of a variety of subject area teachers. CMAT meetings will provide teachers the opportunity to collaborate regarding this target group (lowest 25% and economically disadvantaged). These teams will develop strategies to monitor and assist students' academic needs, focusing specifically in the area of reading.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Best practices utilized at KMS include: well informed data driven decision making, school wide Cornell notes, incentives for academic improvement, and an emphasis on improved literacy skills across the curriculum prioritizes rigorous, informational text. These practices will best prepare students for the move towards Common Core State Standards (CCSS).Additionally, Parent Involvement is a focus. When parents and teachers realize they are all committed to improving student achievement, making real progress became possible.

According to Irvin, Meltzer and Dukes (2007), school leaders must take an active role in data collection and monitoring its success. School Improvement Plans that do not focus on implementation of curriculum and improving instruction do not improve student achievement. They also state that it is critical for school leaders to create and become responsible for a culture of continuous improvement using data; model the use of data for making decisions; ensure that the instructional leaders have the data they need to inform instruction; and understand the ways data can be used to support content area literacy and student performance.

Best practice indicates that a variety of research-based instructional techniques should be utilized in the classroom. Robert Marzano's high-yield instructional strategies of summarizing note taking, reinforcing effort & recognition, non-linguistic representations, cooperative learning, generating & testing hypothesis, questions, cues & advance organizers, & homework & practice, & identifying similarities & differences have been found to produce results with students. These instructional strategies are useful in all academic areas. KMS utilizes Cornell notes school-wide as a high yield strategy for all students.

In a study conducted by Robelen (2008), he "found stronger gains in schools where the adults share a common belief in the value of such incentive programs." Therefore, we will build an incentive program that will celebrate achievement and success in the area of Reading. We acknowledge that incentives do not have long-term lasting effects; we will welcome any improvement and encourage an environment of celebration. We have adopted the idea that "teachers and administrators must be willing to reward students who fulfill their goals" (Gabriel & Farmer, 2009). Furthermore, we agree with "the real world works on a kind of reward system. If you show up to work, you receive a paycheck..." Therefore, one of our strategies is to implement a recognition program that involves all stakeholders and targets student achievement.

Informational texts provide an ideal context for building language and vocabulary because of the conceptual nature and background-building potential of the subject or subject area. E. D. Hirsch (2003), for example, suggests that reading comprehension requires knowledge of *words* and of the *world.* Building knowledge of words and the world requires vocabulary that is learned and connected to other words, content-area understanding (domain knowledge), and world knowledge (e.g., Pinker, 2007)

Because Informational text is challenging and complex, it has deep comprehension-building potential, and the use of informational text is an opportunity to help students learn how to engage, interact, and have conversations with the text in ways that prepare them for the type of experiences that they will encounter in college and careers. After all, deep comprehension is an *intentional interaction between the reader and text* to extract or construct meaning (National Reading Panel, 2000). By definition, comprehension is not an automatic or passive process, or a process of hesitation and resistance. Rather, comprehension is highly *purposeful and interactive* (Honig, Diamond, & Gutlohn, 2000). Whether reading text to extract and construct meaning or listening to text read aloud, comprehension can be seen as an active conversation between the reader or listener and the text.

Students benefit when teachers work together to strengthen adolescent literacy. By the Year 2019, it is predicted that 63% of all jobs will require a college degree, yet the number of college graduates in the U.S. has steadily declined (Johnson & Sengupta, 2009). Reading and writing are critical skills for success in college and career. To that end, literacy skills in the CCSS cut across all core curricula with expectations for strategy instruction in vocabulary, comprehension, and writing specific to the subject areas.

The CCSS are constructed using an integrated model of literacy and are cross-referenced across all four strands—Reading, Writing, Language, and Speaking and Listening—so they can be clustered for instruction. As an intertwined strand of DNA, the CCSS are bundled in a manner that facilitates a systematic link of knowledge, concepts, and vocabulary across strands. The idea is that knowledge builds on knowledge. The integrated approach to literacy addresses the need for college-and career-ready students to be proficient in reading complex information text in a variety of subject areas.

Traditional parent involvement organizations, including PTAs, PTOs, and PTSAs, continue to play important roles in schools. Creating relationships based on equality between parents and teachers can challenge assumptions and allow faculty members and parents to realize they share common goals for their children's education (Making Parent Involvement Meaningful, 1998).

Improving parent involvement, particularly among at-risk populations, is one of the most challenging tasks facing educators today. For many parents, school brings back memories of their own failure. Some feel uncomfortable, embarrassed, and even guilty when they walk into a school. Others do not feel valued by the schools. Feelings of inadequacy, shyness or resentment, longing or fear (Educational Leadership, 1992).

Research shows that when parents take time to talk with their children about classroom learning—whether they're discussing books and ideas, preparing for tests and projects, or puzzling over homework—student achievement rises. For their 2002 report *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, researchers Karen Mapp and Anne Henderson analyzed studies of high-achieving students from all backgrounds and "found that their parents encourage them, talk with them about school, help them plan for higher education, and keep them focused on learning and homework."

Parent involvement results in increased student achievement, confirm experts. Educators agree that the most effective parent involvement efforts involve parents, family, and community members in efforts that are

coordinated with the school's overall improvement plan (Making Parent Involvement Meaningful, 1998).

Studies indicate that success of any one parent involvement strategy depends on how well it matches up with an individual parent's needs. The secret is to know who your parents are and to have in a school's repertoire as many options for involvement as possible. Doing so ensures an appropriate match between a parent's level of commitment and willingness *and ability* to be involved. Some parents may respond best to take-home activities or home visits that allow them to be involved without going to the school; others may appreciate the opportunity to make connections with other parents at the school through nonthreatening events such as awards nights, chaperoning school dances or working at the book fair (Making Parent Involvement Meaningful, 1998).

At Kennedy Middle School we recognize that family initiatives will have an effect now and in the future. The initiatives extend beyond the school day and foster parental and community involvement. With the help of such initiatives parents are modeling for their own children about how to be involved. The result could be that these children will become the next generation who will reach out to their own children.

At Kennedy we provide enrichment opportunities for all students. All students have opportunities to participate in outside the classroom activities. We offer a variety of clubs, open gym, sports and musical programs. KMS is interested in developing the whole child by making school an important yet fun place to be.

Students in the lowest 25% that are ranked Level 1 or Level 2 will be participants in the "Lunch & Learn" program. This program will allow teachers and administrators to mentor these students as well as provide support for specific areas of need.

Additionally, we will offer an FCAT Success program that will allow students that are Level 1 to receive assistance from the administrative and counseling teams. These students will be mentored via small group interactive activities.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Kennedy Middle School will improve reading scores across the curriculum by utilizing rigorous informational text in core academic subjects and select electives.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	*Action Steps*	*Person Responsible*	*Timetable*	*Budget*	*In-Process Measure*

1. New teachers might be unfamiliar with CMAT	Create/develop Collaborative & Mutual Accountability Teams (CMATs)	Principal	August	$0.00	Team Listing
2. Teachers might be less familiar with some students assigned	CMAT groups will identify their students within the target subgroup.	CMAT team	August-September	$0.00	Target Subgroup lists
3. Teachers may have other meetings during common plannings	Develop a schedule of meetings to utilize teacher planning time effectively.	Assistant Principal	August	$0.00	Meeting Calendar
4. Some teams members may not come from classroom settings.	CMATs will discuss strategies to implement in the classroom that encourage student achievement.	CMAT team	On-going	$0.00	Meeting Agendas
5. Teachers may be absent on training day	Train Teachers on Disaggregating FAIR data from last year's testing, for the incentive program	Literacy Coach	October/November	$0.00	Training schedule/ email
6. Some teachers will need training to do this effectively.	All subject area teachers will incorporate content specific literature.	Teachers	On-going	$0.00	Lesson plans; faculty meeting entrance/exit slips
7. None	The Media Specialist will work with the Reading Teachers to promote extra-curricular reading.	Media Specialist, Reading Teachers	On going	$0.00	Lesson plans; event flyers
8. Some teachers will need training in AVID strategies	AVID (Advancement Via Individual Determination) strategies will be utilized to enhance CMATs.	Teachers, AVID Instructors	On-going	$0.00	Training schedule; email

9.None	Develop a system of incentives to recognize reading achievements.	Recognition Committee	On-going	**$500.00**	Student achievement on benchmark tests and other reading assessment
10. There may be conflicting/ competitive events	Determine guideline for the Reading incentive program	Recognition Committee	September	$0.00	Recognition Incentive Program Guidelines
11. None	All teachers will complete "entrance tickets" that include how they have implemented CCSS this month and what they would like help with.	Administration, Leadership Team	Ongoing	$0.00	"Entrance tickets"

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Teachers in core academic subjects will incorporate the use of rigorous informational texts into their lesson plans. The fidelity of implementation will be monitored in classroom walk throughs, CMAT meeting discussions, and the use of "entrance slips" for monthly faculty meetings.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Kennedy Middle School students will improve in all areas of the FCAT 2.0 by at least 3% points. Midyear differentiated accountability assessments will show improvement over the baseline administration of the assessments. Students will report higher levels of confidence about taking the FCAT during data chats.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. KMS students will increase their performance on the Reading portion of the FCAT 2.0 by 3%	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. **Common Core is new to teachers and many might be unfamiliar.**		
Strategy(s): 1. **Every faculty meeting will include information about the CCSS.** 2. **Department meeting will include focus on CCSS.** 3. **Leadership meeting will reinforce the importance of implementing the CCSS across the curriculum.**		

FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s): The FCAT 2.0 is a more rigorous test than previous FCAT versions.** **Strategy(s):** 1. **Increase the use of more rigorous, informational texts across the curriculum.**	28.5% [190]	31.5% [196]
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s): FAA students new to KMS may have significantly deficient academic skills and habits.** **Strategy(s):** 1. **FAA students will be ability grouped.** 2. **Reading instruction will follow the PCI curriculum.** 3. **An additional teacher and instructional assistant will be utilized in the supported level classes.**	67% [4]	70% [5]
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s): Students may have been exposed to less rigorous texts in the past.** **Strategy(s):** 1. **All teachers will focus on implementing the literacy standards of CCSS in their classes.** 2. **Students will be exposed to more rigorous informational texts.** 3. **ELA teachers will add more nonfiction reading selections.**	42% [274]	45% [282]
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s): FAA students may have not been adequately challenged academically in the past.** **Strategy(s):** 1. **1 FAA students will be ability grouped.** 2. **Reading instruction will follow the PCI curriculum.** 3. **An additional teacher and instructional assistant will be utilized in the supported level classes.**	50% [3]	53% [4]

Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s): FAA students new to KMS may have significantly deficient academic skills and habits.** **Strategy(s):** 1. **1 FAA students will be ability grouped.** 2. **Reading instruction will follow the PCI curriculum.** 3. **An additional teacher and instructional assistant will be utilized in the supported level classes.**	50% [3]	53% [4]
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s): Many of the students in the lowest 25% have little/no intrinsic motivation to read.** **Strategy(s):** 1. **KMS will implement a reading incentive program for the lowest 25% in reading.** 2. **Students in the lowest 25% will all be assigned a mentor that will meet with them regularly for encouragement, to facilitate the development of a stronger connection to KMS, and to provide academic support.** **Increased FAIR scores will be used as an indicator.** **Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s): Many of the students in the lowest 25% have little/no intrinsic motivation to read.** **Strategy(s):** 1. **KMS will implement a reading incentive program for the lowest 25% in reading.** 2. **Students in the lowest 25% will all be assigned a mentor that will meet with them regularly for encouragement, to facilitate the development of a stronger connection to KMS, and to provide academic support.**	61% [425]	64% [447]
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		

Student subgroups by ethnicity NOT making satisfactory progress in reading : White: Black: Hispanic: Asian: AmericanIndian:	Enter numerical data for current level of performance 29% 52% 28% 10% N/A	Enter numerical data for expected level of performance 15% 26% 14% 5% N/A
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s): Students may have received limited academic support** **Strategy(s):** 1. Students will meet with a district resource teacher regularly for mentoring. 2. Students will use Achieve 300. 3. A guidance counselor will meet with ELL students weekly for counseling and to monitor academic progress.	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s): Many of the SWD at KMS have little/no intrinsic motivation to read. Many SWD have not been exposed to rigorous informational texts.** **Strategy(s):** 1. **KMS will implement a Reading Incentive Program** 2. **Teachers will use more rigorous informational texts across the curriculum.**	74%	30%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s): Many of the economically disadvantaged students at KMS have little/no intrinsic motivation to read. Many have not been exposed to rigorous informational texts.** **Strategy(s):** 1. **1.KMS will implement a Reading Incentive Program FAIR scores will be used as the indicator.** 2. **Teachers will use more rigorous informational texts across the curriculum.** 3. **Students in the lowest 25% will all be assigned a mentor that will meet with them regularly for encouragement, to facilitate the development of a stronger connection to KMS, and to provide academic support.**	47%	20%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Unpacking the Standards	ELA, Science, Elective Teachers	Entrance tickets to faculty meetings will be reviewed to plan future PD.

Understanding and Disaggregating FAIR Data	ELA Teachers	Teachers will generate and utilize data from A3. Department meeting agendas will be used to monitor and follow up.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 28.5%	Parents may have difficulty getting student(s) in before school.	Weekly mentoring help from district resource teacher, Achieve 3000, regular progress monitoring and counseling	D. Alderman
2012 Current Percent of Students Proficient in **Reading:** 14.29%	Parents may have difficulty getting student(s) in before school.	Weekly mentoring help from district resource teacher, Achieve 3000, regular progress monitoring and counseling	D. Alderman
2012 Current Percent of Students Proficient in **Writing**: 28.5%	Parents may have difficulty getting student(s) in before school.	Weekly mentoring help from district resource teacher, Achieve 3000, regular progress monitoring and counseling	D. Alderman

Mathematics Goal(s): **1.** Students will improve their performance on the mathematics portion of FCAT 2.0 by 3%.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**

Anticipated Barrier(s): **1. Students may arrive to middle school without a solid foundation in math.**	**72% [465]**	**75% [485]**
Strategy(s): **1. Diagnostic assessments will be utilized early in the first nine weeks to monitor appropriate course placement and guide instruction in math.**		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):Students may arrive to middle school without a solid foundation in math.** **Strategy(s):** **1.Diagnostic assessments will be utilized early in the first nine weeks to monitor appropriate course placement and guide instruction in math.**	**32% [226]**	**35% [233]**
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s): FAA students may have not been adequately challenged academically in the past.** **Strategy(s):** 1. **1. FAA students will be ability grouped.** 2. **Math instruction will use Access Point Math.** 3. **An additional teacher and instructional assistant will be utilized in the supported level classes.**	**33.3% [2]**	**50% [3]**
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s): Students may not have experienced adequate rigor in previous math classes.** **Strategy(s):** **1.Diagnostic assessments will be utilized early in the first nine weeks to monitor appropriate course placement and guide instruction in math. Students will be scheduled into the most rigorous level of math that results indicate they are prepared to take. Specifically, level 4 and level 5 students will be given the Orleans-Hanna to determine if they are prepared for Algebra 1 Honors. Students that have successfully completed Algebra 1 will be placed in Geometry Honors.**	**38% [266]**	**41% [286]**
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s): FAA students may have not been adequately challenged academically in the past.** **Strategy(s):** 1. **1. FAA students will be ability grouped.** 2. **Math instruction will use Access Point Math.** 3. **An additional teacher and instructional assistant will be utilized in the supported level classes.**	**0**	**17% [1]**

Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1. **FAA students will be ability grouped.** 2. **Math instruction will use Access Point Math.** 3. **An additional teacher and instructional assistant will be utilized in the supported level classes.**	**33% [2]**	**40% [4]**
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s): 1.Diagnostic assessments will be utilized early in the first nine weeks to monitor appropriate course placement and guide instruction in math.**	**74% [516]**	**77% [537]**
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1. **11. FAA students will be ability grouped.** 2. **Math instruction will use Access Point Math.** 3. **An additional teacher and instructional assistant will be utilized in the supported level classes.**	**33% [2]**	**50% [3]**
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : White: Black: Hispanic: Asian: AmericanIndian:	76% 49% 80% 90% N/A	38% 25% 40% 100% N/A

English Language Learners (ELL) not making satisfactory progress in Mathematics	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	69%	34%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	40%	20%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
1. Applying the 8 "Mathematical Practices" of Common Core in the classroom.	Sept. 2012	Classroom walk through observations. Department meeting agendas Faculty meeting entrance tickets
2. Using CPALMS for "Common Core planning."	Sept. 2012	Classroom walk through observations. Department meeting agendas Faculty meeting entrance tickets

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Teachers new to KMS might be unfamiliar with "WOW, I'm a Writer!" **Strategy(s):** 1. **Teachers will receive training in "WOW, I'm a Writer!"** 2. **ELA will provide practice and feedback using the FCAT 2.0 Writing scoring rubric.** 3. **Teachers will focus on Writing across the curriculum.**		

FCAT: Students scoring at Achievement level 3.0 and higher in writing	87% [607]	90%[628]
Florida Alternate Assessment: Students scoring at 4 or higher in writing	0	17% [1]

Science Goal(s) (Elementary and Middle) 1.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): Students may not retain Science information as well because they were not tested last year **Strategy(s):** 1. **Science teachers will utilize interactive notebooks and use Cornell notes in Science**		
FCAT 2.0 Students scoring at Achievement level 3 in Science**:**	60%	63%
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	33.3% [2]	50% [3]
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	67	69
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	17% [1}	33.3% [2]

Science Goal(s) (High School) 1.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): **Strategy(s):** **1.**		

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:** **Asian:** **American Indian**:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Barrier(s): Students may be less familiar with the on line testing format used for the EOC. **Strategy(s):** 1. **All Algebra students will take the practice test.** 2. **KMS will increase the use of FCAT Focus for Algebra students.** 3. **Math tutoring will be available most nights of Virtual Tutoring at Home.**	77% [164]	80% [170]
Students scoring at Achievement level 3 in Algebra**:**	20% [43]	25% [53]
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	16% [34]	20% [43]
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	**2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**

Barrier(s): Students may be resistant to completing assignments after school to practice and reinforce concepts. **Strategy(s):** 1. **Geometry will be available in the Virtual Tutoring at home program for students to get help with these assignments.**		
Students scoring at Achievement level 3 in Geometry**:**	86% [18]	90% 19
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	0	1
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of	2013 Expected Level of Performance (Enter percentage information and the

	students that percentage reflects)	number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology**:**		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Students scoring at Achievement level 3 in Civics**:**		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Students scoring at Achievement level 3 in U. S. History**:**		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/ Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1: Integrate Literacy standards in STEM subjects.** **Goal 2: Utilize rigorous informational texts in STEM classes**	Literacy standards may be new to STEM teachers	School wide there will be a focus on implementing literacy standards.	Entrance tickets for faculty meetings

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:: Integrate Literacy standards in CTE subjects.** **Goal 2:: Utilize rigorous informational texts in CTE classes**	Literacy standards may be new to CTE teachers	School wide there will be a focus on implementing literacy standards.	Entrance tickets for faculty meetings

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1: Increase Parental Involvement** **Goal 2**:		Review Client Survey for feedback. Adjust platform for Open House. Plan and develop family-night events	Administration Client Survey Administration Open House Agenda Administration and Instructional staff Sign in sheets & pictures