

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: BELLVIEW MIDDLE SCHOOL

District Name: Escambia

Principal: David Thompson

SAC Chair: Kasi Rhyne

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	David Thompson	Bachelor of Science in Physical Education, Master of Education in Physical Education and Educational Leadership	18	9	<p>During the 2011-2012 school year: Grade D, missed a C by 3 points. Reading Mastery 40%, Math Mastery 31%, Writing Mastery 64%, Science mastery 24%.</p> <p>During the 2010-2011 school year: Grade C, Reading Mastery 50%, Math Mastery 41%, Writing Mastery 71%, Science mastery 24%.</p> <p>During the 09-10 school year: Grade C, Reading Mastery 50%, Math Mastery 44%, Science Mastery 31%; During the 08-09 school year: Grade C, Reading mastery 54%, Math Mastery 45%, Science Mastery 29%,</p> <p>07-08 Grade C, Reading Mastery 52%, Math Mastery 49%, Science Mastery 29%,</p> <p>06-07 Grade C Reading Mastery 50%, Math Mastery 51%, Science Mastery 25%;</p> <p>05-06 Grade of B, Reading Mastery 52%, Math Mastery 42%.</p> <p>During all nine years of this administrator's tenure as assistant principal, more than 50% of the lower quartile has made</p>

					learning gains in both reading and math.
Assis Principal	Derrick Thomas	Bachelor of Science in Elementary Education, Master of Education in Educational Leadership	1	1	During the 2011-2012 school year: Grade D, missed a C by 3 points. Reading Mastery 40%, Math Mastery 31%, Writing Mastery 64%, Science mastery 24%. During the 2010-2011 school year: Grade C, Reading Mastery 50%, Math Mastery 41%, Writing Mastery 71%, Science mastery 24%. During the 09-10 school year: Grade C, Reading Mastery 50%, Math Mastery 44%, Science Mastery 31%; During the 08-09 school year: Grade C, Reading mastery 54%, Math Mastery 45%, Science Mastery 29%, 07-08 Grade C, Reading Mastery 52%, Math Mastery 49%, Science Mastery 29%, 06-07 Grade C Reading Mastery 50%, Math Mastery 51%, Science Mastery 25%; 05-06 Grade of B, Reading Mastery 52%, Math Mastery 42%.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Tara Castleberry	Masters of Business Administration/Math 5-9	7	1	During the 2011-2012 school year: Grade D, missed a C by 3 points. Reading Mastery 40%, Math Mastery 31%, Writing Mastery 64%, Science mastery 24%. During the 2010-2011 school year: Grade C, Reading Mastery 50%, Math Mastery 41%, Writing Mastery 71%, Science mastery 24%. During the 09-10 school year: Grade C, Reading Mastery 50%, Math Mastery 44%, Science Mastery 31%; During the 08-09 school year: Grade C, Reading mastery 54%, Math Mastery 45%, Science Mastery 29%, 07-08 Grade C, Reading Mastery 52%, Math Mastery 49%, Science Mastery 29%, 06-07 Grade C Reading Mastery 50%, Math Mastery 51%, Science Mastery 25%; 05-06 Grade of B, Reading Mastery 52%, Math Mastery 42%.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1				
2	Retention of high quality teachers is done through our district's benefits package and different incentives offered by community organizations. State-sponsored programs supported by the district also include DROP and the School Recognition Program. BMS has a strong support system for beginning teachers under the auspices of the mentoring program. For more experienced teachers, the district encourages National Board Certification. This certification offers public recognition of the accomplishments of experienced teachers, and additional salary. BMS currently has four teachers with National certification: Dawn Gibbs, Buddy Hunt, Barbara Jacobs, and Theresa Simmons. Teachers at BMS are encouraged to take the Clinical Educator workshop so that they will be able to supervise a student teacher.	Principal and Assistant Principal	On-going	

3	Katie Gibson was accepted into the leadership academy sponsored jointly through the SREB and DOE.	SREB coach and school level administrators	Summer of 2011
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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Bellview has two teachers teaching out of field.	District provides consulting teachers through the START program for all beginning teachers. District provides study guides for the SAE as needed. Bellviews out of field teachers will also be provided with a school based mentor teacher.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
83	12.0%(10)	26.5%(22)	36.1%(30)	25.3%(21)	48.2%(40)	96.4%(80)	24.1%(20)	3.6%(3)	6.0%(5)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anne Copenhaver	Tatum Tirado Jessica Russell Ashley Anderson Teresa Barham	Ms. Copenhaver is an instructional teacher chosen by the district for the START program to provide instructional assistance in the classroom setting.	The mentor will visit the mentees' classroom frequently and provide observations. The school district also has the START program where master teachers will work with the beginning teachers exclusively instead of being in a classroom for three years. The mentor will suggest instructional strategies to be used in the classrooms based on teacher observations.
Jerrod Novotny	Frank Walker Edgar Burt	Mr. Novotny is an instructional teacher chosen by the district for the START program to provide instructional assistance in the classroom setting.	The mentor will visit the mentees' classroom frequently and provide observations. The school district also has the START program where master teachers will work with the beginning teachers exclusively instead of being in a classroom for three years. The mentor will suggest instructional strategies to be used in the classrooms based on teacher observations.

Mary Exum	Chantel Steed	Ms. Exum is an instructional teacher chosen by the district for the START program to provide instructional assistance in the classroom setting.	The mentor will visit the mentee's classroom frequently and provide observations. The school district also has the START program where master teachers will work with the beginning teachers exclusively instead of being in a classroom for three years. The mentor will suggest instructional strategies to be used in the classrooms based on teacher observations.
Janet Johnson	Stephen King Katie Brown	Ms. Johnson is an instructional teacher chosen by the district for the START program to provide instructional assistance in the classroom setting.	The mentor will visit the mentees' classroom frequently and provide observations. The school district also has the START program where master teachers will work with the beginning teachers exclusively instead of being in a classroom for three years. The mentor will suggest instructional strategies to be used in the classrooms based on teacher observations.
Tara Rush	Katie Brown	Ms. Rush is on the same grade level team as Ms. Brown and will be the school-based mentee for this teacher.	The mentor will provide the mentee with the necessary information to assist in such activities as are necessary for her integration into the climate of the school. Policies and procedures that are unique to this school environment will be communicated in writing and verbally.
Dawn Gibbs	George Herndon Cynthia Miller Andrea Davis Ashley Sweger Kelsey Womack Katherine Stefansson Allison Powell	Mrs. Gibbs has experience with most aspects of the educational environment at Bellview. Due to her flexible schedule in the library she is available to teachers most of the time and can assist in classrooms if necessary.	The mentor will provide support to the mentees during the transition period that occurs during any school change. Through verbal and written communication the mentor will help the mentee culturally acclimate to the Bellview environment.

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

Students are provided an opportunity to participate in before and after school programs for remediation and enrichment for academics and health and physical education. Students also have the chance to get mentored through our volunteer program and any mentoring programs we can participate in through federal grants secured by outside organizations.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student

Information Exchange system and our local student data base, we have determined that there are 6 Migrant students at Bellview Middle School. We are providing the following services to these students.
Migrant services are provided by the districts Migrant advocate since we have so few migrant students at our school.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office.

Title II

Staff Development is offered at both the school and district level. Staff Development support is used to provide additional training to school personnel in many areas including the Continuous Improvement Model, School Leadership Team, differentiation, cooperative learning and data disaggregation and analysis.

Title III

The district supported ESOL office provides specialists and teachers on special assignment to support schools that ESOL centers including Bellview Middle School. Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Teachers who have ELL students in their classrooms all have their ESOL endorsement as required by law. Bellview Middle School had 25 ESOL students receiving services in grades 6-8.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office. Bellview Middle School had 35 families reporting homelessness during the last survey period but it is highly likely that this number is much higher because of the current economic situation.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide support services for struggling students. These students will be identified by attendance, grades, previous retention, FCAT scores and teacher recommendation. These students will be able to access before or after school help in any content area to support classroom achievement.

Violence Prevention Programs

There are a number of activities planned to continue to reduce violence at Bellview Middle School. All BMS students will participate in the 14 lessons provided by grade level through the Second Step program as a continuation of the program started in the 2010-2011 school year. Red Ribbon Week is held in October with school-wide activities and guest speakers. Bellview has also started the Positive Behavior Support (PBS) program to prevent violence.

Nutrition Programs

Our school is committed to continue to offer nutritional choices in the cafeteria. This includes an ala carte service line along with choices of salads and varying entries in the service line. The school follows the districts nutrition program for summer feeding at select sites.

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

Not applicable

Career and Technical Education

Three Career Academies continue to be available for 7th and 8th graders during the 2012-2013 school year. An Arts, Audio/Visual Technology and Communication academy, Agriscience and Health Science academy and a Pre-Engineering academy are continuing. These academies provide a specific course for students but the teacher will be working closely with academic teams to provide background knowledge and additional activities through all other coursework. The 6th graders will take a survey course through their CTE class which will introduce them to the 16 career clusters offered throughout the district.

Job Training

Not applicable

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The BMS RtI team consists of the principal, assistant principal, behavior coach, both guidance counselors, math coach and inclusion teachers. The principal will facilitate and coordinate the decision making to assure the school is properly implementing and following through with providing the interventions in an effective manner. In addition, ongoing assessment will be conducted to determine student needs.

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

The school based RtI team received district training and follow up during the 2010-2011 school year and they have shared this training with the faculty in a whole group setting. The team will continue to identify students who have not made ALG/remained a 1/stayed in the lower quartile and demonstrated a significant need to get small group or individualized intensive instruction. These students will be pulled out of a Critical Thinking/Research class during either Sustained Silent Reading time or during CIM time for Algebraic Thinking concepts to receive specific instruction to remediate academic deficits.

Describe the role of the school-based MTSS 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 team has been instrumental in making plans to address the academic deficits of the lowest performing students and they recommended the specific times to meet these needs to minimize time out of class which can often make students fall farther behind.

MTSS Implementation

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

Baseline data will be derived from FAIR data and FCAT results from all previous administrations for Reading. Additional diagnostic data will be gathered with the DAR along with classroom information and summative assessments from the reading classes. Students who have not made ALG in Math and continue to test at an Achievement Level 1 will be given a diagnostic test to determine strengths and weaknesses which will be addressed by the inclusion teachers. Behavioral data will be available from the deans, guidance counselors and behavior coach.

Describe the plan to train staff on MTSS.

During the 2012-2013 school year, all staff will continue to get follow up training for strategies to implement effective RtI in both whole group and small group settings. Follow up training will be provided to team leaders and subject area department chairs so that they can share with their colleagues.

Describe the plan to support MTSS.

During the 2012-2013 school year Bellview has become a PBS school in order to improve behavior. This will help enable the MTSS/RtI to effectively help students academically along with behaviorally.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is made up of the principal, media specialist, three reading teachers, and one each of the Math, Language Arts, Social Studies and Science teachers.

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

The Literacy team will meet twice per month during the 2012-2013 school year and they are responsible for increasing the use of literacy strategies in all content areas. In addition, they are responsible for planning and implementing parent/community night activities.

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

The major initiatives will be to continue to have all content area teachers use reading strategies and increase the reading of complex texts that are necessary to be successful in life. They will also work to develop opportunities for parents and community members to participate in activities that promote literacy at the school.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/15/2012)

*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.

Not applicable

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Literacy Leadership team provides ongoing staff development to all content area teachers and the lesson plan format includes an area for teachers to document the reading strategy being utilized for lesson development. Administration also conducts CWT to ensure that all teachers are utilizing reading strategies on a daily basis. Teachers are also required to turn in weekly literacy strategies to administration that include samples of student work.

*High Schools Only

Note: Required for High School - 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?

Not applicable

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?

In the 6th grade, students will be introduced to all 16 career clusters to help generate interest in planning for the future. The three career academies will focus on careers and jobs in the areas of agriscience, engineering, Arts and communication.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not applicable

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students continue to have difficulty demonstrating proficiency in the area of Reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2010-2011 school year, 50% of the students demonstrated proficiency based on the Reading FCAT. During the 2011-2012 school year 40% of the students demonstrated proficiency on the Reading FCAT 2.0	During the 2012-2013 testing, at least 41% of the students will demonstrate proficiency in reading based on the Reading FCAT 2.0.

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	Many students do not understand how to read non-fiction material and understand what has been read well enough to answer in-depth questions and apply the information that has been read.	Students will read non-fiction material in all content areas and learn skills to help them understand what is read and apply it to unique situations in anticipation of answering more rigorous, higher order questions.	Principal, Assistant Principal and reading department chairperson.	On-going monitoring of student comprehension in content coursework and on test and FAIR data.	Teacher made tests, publisher tests, FAIR test, FCAT simulation.
2	Many students do not read for pleasure on their own.	Institute a Sustained Silent Reading time at least every other day for 20 minutes at a time.	Principal, Assistant Principal, Media Specialist	On-going monitoring of student reading comprehension in classwork and on test and FAIR data.	Teacher made tests, publisher tests, FAIR data, Media Center circulation data
3	Students do not often hear good reading skills or have access to a variety of materials	Require students to read 20 texts per year in addition to the content text books. These books will be available in content areas and be related to that content area. Some books will be read aloud by the teacher, e-books, or read by the students themselves.	Principal, Assistant Principal, Media Specialist	On-going monitoring of student reading comprehension in classwork and on test and FAIR data.	Teacher made tests, publisher tests, FAIR data, Media Center circulation data
4	Students do not know how to research and analyze data from reading material	Require students to participate in History Fair.	Principal, Assistant Principal, Media Specialist	On-going monitoring of student reading comprehension in classwork and on test and FAIR data.	Teacher made tests, publisher tests, FAIR data, Media Center circulation data
5	Lack of ability to learn how to read only through content area coursework	Students scoring below proficiency will be placed in a daily double block of reading with highly qualified teachers	Principal, Assistant Principal	On-going monitoring of student reading comprehension in classwork and on test and FAIR data.	Teacher made tests, publisher tests, FAIR data.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		Continue to increase the percentage of students scoring at Levels 4 and 5 on the Reading FCAT compared to 2008-2009 when 11% (115) of the students scored a 4 or 5.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
During the 2009-2010 school year, 14.5% (149) of students scored at a level 4 or 5 on the Reading FCAT. During the 2010-2011 school year, 13.5%(145) of students scored a level 4 or 5 on the reading FCAT. During the 2011-12 school year, 15.3%(160) of the students scored a level 4 or 5 on the reading FCAT 2.0.		During the 2012-2013 school year, at least 16% of students will score at levels 4 or 5 on the Reading FCAT.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students trying to score at higher levels must use higher order strategies to read, analyze and synthesize the text presented to them.	Require students to practice strategies and develop skills needed to easily use higher order techniques to understand material read.	Principal, Assistant Principal, Media Specialist	Informal observations and assessments of students, lesson plan development	FAIR data, FCAT data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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

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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making annual learning gains in the 2011-2012 school year was 61%(541). This is an increase from previous years but more increases are expected and anticipated.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2010-2011 school year, 58% of the students had ALG. During the 2012-13 school year 61%(541)of the students made ALG.	During the 2012-2013 testing, at least 62% of the students will make ALG on the reading FCAT 2.0

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 often understand why it is important to read well or improve reading skills.	Increase project based learning opportunities for students so that they understand the relevance of reading in real-life, hands on situations.	Principal, Assistant Principal, Media Specialist	On-going monitoring of student reading comprehension in classwork and on test and FAIR data.	Teacher made tests, publisher tests, FAIR data and media circulation data.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	During the 2009-2010 school year, the percentage of lower quartile students making annual learning gains dropped to 61% (or 140 students) from the previous years 74%..
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2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2009-2010 school year, 61% of the students in the lower quartile made annual learning gains. During the 2010-2011 school year, 68% of the students in the lower quartile made ALG. During the 2011-2012 school year 68% (152) of the students in the lower quartile made ALG.	During the 2012-2013 school year, at least 69% of the students who are in the lowest quartile will make annual learning gains.

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	The lowest quartile of students are often non-fluent readers that will not always benefit from a Sustained Silent Reading program.	Add additional fluency training for the lower quartile students and those students not ever demonstrating annual learning gains will be targeted for small group RtI.	Principal, Assistant Principal	FAIR data, fluency testing	FAIR, fluency data
2	The lowest quartile often consists of many special education students.	Inclusion classes and support will be available for the majority of the SWD.	Principal, Assistant Principal	FAIR data, fluency data, teacher made tests, publisher tests	FAIR
3	Those SWD that are unable to participate in the general education curriculum will receive reading instruction in a special education class.	Journeys reading materials will be used with these students daily and the content area teachers will work with the students on the same strategies and content areas.	Principal, Assistant Principal, ESE Department Chairperson	FAIR data, Fluency data, publisher tests and online testing program with reading series	FAIR, Voyager on line program

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	During the 6 year period from 2010-2011 to 2016- 2017 bellview will reduce the acchievement gap by 50% at 6% increase per year.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	48	53	58	63	

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 by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	There were no subgroups that met targeted AMO in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 201-2012 testing, there were no subgroups meeting targeted AMO in Reading.	During the 2012-2013 school year 2 of 5 sub groups will meet targeted AMO progress in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students have not had access to a lot of non-fiction material and have not been asked to study this information in depth	Increase non-fiction holdings in media center and in classroom libraries. Require Sustained Silent Reading Program throughout school.	Principal, Assistant Principal, Media Specialist	Informal reports from teachers, lesson plans and SSR reading logs	FAIR data
2	Students have not had reasons to complete in depth research and analyze and synthesize the information	Require research projects in all content areas.	Principal, Assistant Principal, Media Specialist	Informal reports from teachers, student research projects, and parent feedback	FAIR data
3	Students are not capable of answering questions with the depth of knowledge required.	Use Webb's DOK strategies and suggestions in all lesson planning and instruction	Principal, Assistant Principal, Media Specialist	CWT and lesson plans indicating the DOK strategy usage. Informal reports from teachers, SSR reading logs.	FAIR data and FCAT data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	English Language Learners did not make targeted AMO progress during the 2011-2012 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% of ELL scored satisfactory on the 2011-2012 FCAT Reading test.	During the 2012-2013 school year 18% of the ELL students will score satisfactory on the FCAT Reading test.

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	Many students are non-english or limited english speakers and are still in the early stages of reading development in English.	Place students in a "beginners" English Reading program. Students will focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension of the English language.	ESOL Teachers	On going monitoring of student comprehension in Reading coursework and tests.	Teacher made tests, informal observations, publisher tests, FAIR, FCAT, and CELLA tests.

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. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with disabilities did not make the targeted AMO of 20% satisfactory
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 16% of SWD made the targeted AMO in Reading	During the 2012-2013 school year 20% of the SWD will make the targeted AMO for reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students with Disabilities often do not experience exposure to the grade level curriculum expectations.	Provide extensive inclusion/coteaching/support facilitation services to students with disabilities to assure students have maximum access to standard curriculum and expectations	Principal, Assistant Principal	On going formative assessment	FAIR data
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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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	During the 2011-2012 school year 37% of the economically disadvantaged students made the targeted AMO in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 37% of the economically disadvantaged students made the targeted AMO in reading.	During the 2012-2013 school year, at least 40% of the economically disadvantaged students will make the targeted AMO in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students do not always have access to quality reading materials.	Provide classroom libraries including fiction and non-fiction to encourage increased reading for leisure.	Principal, Assistant Principal, Media Specialist, Literacy Coach	Informal teacher evaluation, student reading logs	FAIR data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase use of Webb's DOK strategies	Reading grades 6-8 and all content areas	Staff Development, SREB coach, school based teachers	All teachers	On going training	Teacher feedback, reading scores, FAIR data	Principal, Assistant Principal
Increasing rigorous coursework requirements	Reading grades 6-8 and all content areas	Principal, Literacy Team Chairperson	All Teachers	Monthly meetings with reading teachers and monthly strategy training with all teachers	Teacher self evaluations and student feedback	Principal, Media Specialist
Increase opportunities for students to participate in Project based learning	Reading grades 6-8 and all content areas	Staff Development, FDLRS or school based teachers with extensive experiences	All Teachers	On going training opportunities provided throughout the school year	Teacher self evaluations and student feedback	Principal, Assistant Principal, Media Specialist

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Sustained Silent Reading	books for all classes	Title I	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computers for research projects	Computers	Title I and school district technology funding	\$16,000.00
			Subtotal: \$16,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	District Staff Development	District Funding	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide on-going training during the school day	Substitute teachers for classroom coverage and extra pay for before school training	Title I	\$10,000.00
Provide opportunities for workshops and conference attendance	Registration, travel and substitute coverage of classrooms	Title I	\$10,000.00
Reverse field trips for family literacy events	Guest speakers and activities for community members	Title I Parental Involvement	\$2,500.00
			Subtotal: \$22,500.00
			Grand Total: \$48,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		During the 2012-2013 school year, at least 50% of the students will demonstrate proficient on CELLA Listening/Speaking.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012, 50% (11/22) of students were proficient in Listening/Speaking.					
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	There has been an influx of new arrivals (non-english and limited english speakers) at the beginning of the school year.	Place students in a "beginners" english program to develop basic English speaking skills	ESOL Teachers	On-going monitoring of student listening/speaking skills.	Teacher made tests, informal oral speaking observations, IPT test (for reevaluations, if needed, CELLA.
	The time frame for proficient fluency in the	Place students in appropriate language	ESOL Teachers, Classroom	On-going monitoring of student	Teacher made tests, informal

2	English Language varies in length. BICS (Basic Interpersonal Communication Skills) language acquisition is developed within 6months-2years of student arrival. CALP (Cognitive Academic Language Proficiency) which is needed for proficiency on CELLA takes approximately five to seven years after student arrival.	acquisition class based on their stage of english development. Initiate rigorous English conversation and vocabulary development based on need of students. Place students in general education classes for math, science, social studies, and other electives.	Teachers	listening/speaking skills.	oral speaking observations, IPT test (for reevaluations, if needed), CELLA.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	During the 2012-2013 school year, at least 15% of the students will demonstrate proficient on CELLA Listening/Speaking.
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2012 Current Percent of Students Proficient in reading:

In 2012, 14% (3/22) of students were proficient in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students are non-english or limited english speakers and are still in the early stages of reading development in English.	Place students in a "beginners" English Reading program. Students will focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension of the English language.	ESOL Teachers	On going monitoring of student comprehension in Reading coursework and tests.	Teacher made tests, informal observations, publisher tests, FAIR, FCAT, and CELLA tests.
2	Many students are not literate in their native languages which can hinder development in reading of the second language.	Place students in an English Reading program according to their current reading level. Strategies to "fill in the gap" of phonics, phonemic awareness, fluency, vocabulary, and comprehension of the English language will be taught. Rigorous development of academic vocabulary and exposure to content area themes will be used.	ESOL Teachers, Classroom Teachers	On going monitoring of student comprehension in Reading coursework and tests.	Teacher made tests, informal observations, publisher tests, FAIR, FCAT, and CELLA tests.
3	Many students do not read English books for fun due to difficulty with comprehension.	Independent Reading will be implemented every day in the ESOL Reading classroom where students may choose books of their interests and reading level.	ESOL Teachers	On going monitoring of student comprehension in Reading coursework and tests.	Teacher made tests, informal observations, publisher tests, FAIR, FCAT, and CELLA tests.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:		In the 2012-2013 school year, 24% of students will score proficient on CELLA Writing.			
2012 Current Percent of Students Proficient in writing:					
In 2012, 23% (5/22) of students were proficient in writing.					
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	Many students are used to different writing styles from their home country. For example, students may be unfamiliar with paragraph writing or a simple task as writing from left to right.	Teach students the basic principles of writing in English. Instruction in grammar and conventions will be provided.	ESOL teachers	On going monitoring of student writing, daily writing activities.	Teacher made tests, publisher tests, FCAT/Escambia Writes, CELLA.
2	Many students lack the vocabulary to provide supporting details in their writing.	Vocabulary instruction will be provided.	ESOL teachers	On going monitoring of student writing, daily writing activities.	Teacher made tests, publisher tests, FCAT/Escambia Writes, CELLA.
3	Many students native language's grammar follows a different pattern than English.	Teach students grammar rules of English.	ESOL Teachers	On going monitoring of student writing, daily writing activities.	Teacher made tests, publisher tests, FCAT/Escambia Writes, CELLA.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Middle School 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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	During the 2011-2012 school year, the percentage of students testing proficient in Math dropped by 10% compared to 2010-2011 data. This was on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2010-2011 school year 41% (431) of the students tested proficient in Mathematics. During the 2011-2012 school year 31%(334) of the students tested proficient on the math FCAT 2.0	During the 2012-2013 school, at least 32% of the students should test proficient in Mathematics.

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 have not had enough time to get foundation Math skills to an automatic level.	Provide Continuous Improvement Model strategies to teachers to use in the Guidance/Advisement course. Bellview hired a math coach for this school year.	Principal, Assistant Principal, Math Coach	Math grades and CIM lesson feedback	Math Simulation grades, scores on Math tests, FCAT data
2	Students are not proficient at writing to explain their solutions	Writing in all content areas on a weekly basis.	Principal, Assistant Principal, Math Coach	Weekly writing folders	Math simulation scores, Math tests, FCAT data
3	Students have not had enough practice applying math concepts to real life activities	Provide more Project Based Learning activities in Math classes that tie in with other content areas and increase student participation in Career Academies focusing on STEM activities	Principal, Assistant Principal, Media Specialist, Math Coach, Technology Coordinator	Lesson Plans, student products	Math simulation grades, scores on math tests, FCAT data
4	Students that have not ever made annual learning gains in math continue to struggle	Provide these students with extra math help in the Guidance/Advisement class	Principal, Assistant Principal, Math Coach	CIM feedback from Math and Science teachers and RtI information	Math simulation grades, scores on math tests, FCAT data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	During the 2008-2009 school year, 9.4% (99) of students earned a 4 or 5 on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2010-2011 school year, there were 8% (87) of the students scoring a four or five. During the 2011-2012 school year 10.7% (112) scored a level 4 or 5 on the math FCAT 2.0	During the 2012-2013 school year, at least 12% of the students will earn a 4 or 5 on the Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Preparing students for a more rigorous curriculum	Increase the number of students taking Algebra I in the 8th grade by providing the students with Algebra on an even day and the guidance/advisement class on an odd day with the Algebra teachers	Principal, Assistant Principal, Math Coach	Math assessment, informal observations and student, parent and teacher observations	FCAT data, Math simulation data
2	Preparing students for more rigorous math standards	Increase numeracy skill usage across all content areas. Math club will be developed for high achieving math students.	Principal, Assistant Principal, Math Coach	Math assessment, informal observations and student, parent and teacher observations	FCAT data, Math simulation data, Math summative assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making annual learning in Math increased between 2008-2009 and 2009-2010. The percentage of ALG in Math decreased two percent between 2009-2010 and 2010-2011. ALG decreased again to 55% during the 2011-2012 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2009-2010 school year, 63% (648) of the students made annual learning gains in Math. During the 2010-2011 school 61% (640) of the students made ALG in Math. During the 2011-2012 school year 55%(485) of the students made ALG on the Math FCAT 2.0.	During the 2012-2013 school year, at least 56% of the students will make annual learning gains in Math.

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 have not had enough opportunities to apply math concepts.	Math Coach was hired. Project based learning will be implemented more fully in classes to increase student's deeper understanding of math concepts.	Principal, Assistant Principal, Math Coach	Informal reports from students and teachers, informal observations	Math assessments, Simulation data and FCAT
2	Students need additional practice with basic concepts	Using numeracy strategies in all classes. Additional math basic skill lessons during student advisement period.	Principal, Assistant Principal, Math Coach	Assessments in advisement time, informal assessments and grades.	Math assessments, simulation data and FCAT

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students making annual learning gains in the lower quartile increased between 2008-2009 and 2009-2010 but remained the same during the 2010-2011 school year. The % of ALG dropped 5% during the 2011-2012 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:

During the 2010-2011 school year, 67% (172) of the lower quartile made annual learning gains. During the 2011-2012 school year 62% (143) of the lower quartile made ALG.	During the 2012-2013 school year, at least 63% of the lower quartile will make annual learning gains.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lower quartile usually start the year off behind everyone else and are also heavily represented by SWD.	Inclusion teachers will provide additional help and strategies for the students in the regular math classroom.	Principal, Assistant Principal, Math Coach	Math assessment data, informal reports from teachers and students	Math simulation data and FCAT data
2	Students in the lower quartile who have not made consistent learning gains in the past have difficulty with the next grade concepts	Place these students with a Math or Science teacher during Guidance/Advisement class to provide additional help and instruction	Principal, Assistant Principal, Math Coach	Math assessment data, informal reports from teachers and students	Math simulation data and FCAT data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	In six years Bellview will reduce the achievement gap by 50% raising math proficiency to 64%					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31	39	45	51	57	

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 by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	During the 2011-2012 school year African American and Hispanic did not meet the targeted AMO in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 21% of American Indian, 57% of Asian, 44% of white, 35% of Hispanic and 17% of black students scored satisfactory on AMO targeted score.	During the 2012-2013 school year all ethnicities will meet targeted AMO performance levels.

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 struggle with higher order questions in math testing situations	Increase the usage of higher order questioning in classes	Principal, Assistant Principal	Lesson plans, informal observations, walkthroughs	Math assessments, simulation data, FCAT

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. English Language Learners (ELL) not making satisfactory progress in mathematics.	During the 2011-2012 school year 22% of ELL students
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Mathematics Goal #5C:	scored 3 or higher on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 22% of ELL students scored 3 or higher on the FCAT 2.0.	During the 2012-2013 school year 24% of ELL students will score 3 or higher on the FCAT 2.0.

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	ELL students could have difficulty comprehending the reading material found on the FCAT 2.0 Math test.	Students will have the opportunity during the year and also on the test to use extended time to take the test and the use of a dictionary in their native language to help them perform well on the test.	ESOL teachers	Formative assessments during the school year.	Math FCAT 2.0 and Algebra EOC scores.

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. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	During the 2011-2012 school year 32% of SWD students performed within the proficiency levels on the FCAT 2.0 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year 32% of SWD students performed within the proficiency levels on the FCAT 2.0 in Math.	During the 2012-2013 school year, at least 37% of SWD will score within the proficiency levels on the FCAT 2.0 in Math.

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	SWD are not always able to access the regular math curriculum.	Provide inclusion teachers and differentiated instruction training so that SWD have access to the general education curriculum	Principal, Assistant Principal	Math assessments, informal reporting from, parents, teachers, and students	Math assessments, Simulation data and FCAT data
2	SWD who are significantly behind their same grade peers and need to obtain math curriculum in a special education classroom are often extremely behind in ability to meet criteria	Provide specific curriculum designed to be individualized and accelerated.	Principal, Assistant Principal	Accelerated Math data	Accelerated Math, Simulation data and FCAT data

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	During the 2011-2012 school year 29% of the economically disadvantaged students scored proficient on the FCAT 2.0 Math.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
During the 2011-2012 school year 29% of the economically disadvantaged students scored proficient on the FCAT 2.0 Math.			During the 2012-2013 school year, at least 30% of the economically disadvantaged students will score proficient on the FCAT 2.0 Math.		
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	Economically disadvantaged students have not had access to, nor experience with higher level Math and consequently do not see why something applies to them.	Maintain three career academies focusing on Science, Technology, Engineering and Mathematics to enhance students' ability to see a need for advanced Math.	Principal, Assistant Principal	Informal observations, assessments in coursework	Simulation data, Math assessments, FCAT data

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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 scoring at Achievement Level 3 in Algebra. Algebra Goal #1:			During the 2011-2012 school year the number of students taking Algebra increased by 60% to 84 students.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
During the 2011-2012 school year 84%(70)of the Algebra students scored a level 3 or higher on the Algebra I EOC.			During the 2012-2013 school year at least 85% of the students Will score a level 3 or higher on the Algebra I EOC.		
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 have not had enough practice applying math concepts to real life activities	Project based learning activities increased in the Algebra classes.	Math Coach and Administration	Formative Assessments	EOC results

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 scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:			During the 2011-2012 school year the number of students taking Algebra increased by 60% to 84 students.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
During the 2011-2012 school year 27%(21)of the students taking the Algebra EOC scored a level 4 or higher			During the 2012-2013 school year at least 28% of the studnets taking the Algebra I EOC will score a level 4 or 5.		

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	Preparing students for more rigorous math standards	Increase numeracy skill usage across all content areas. Math club will be developed for high achieving math students.	Principal, Assistant Principal, Math Coach	Formative Assessments, math club participation	Algebra EOC results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	3A : <input type="text"/>

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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					

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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					

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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					
2					

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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					

Geometry End-of-Course (EOC) 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 scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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

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 scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text" value="N/A"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:		N/A			
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
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

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:			N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase numeracy across the curriculum	6-8 all content areas	Numeracy Committee, Math Coach	all content area teachers	Teacher Plan/Learn Days, Monthly Dept. meetings	PLC discussions	Principal, Assistant Principal, Math Coach
Increase data collection and instructional planning with differentiation for students	Math classes 6-8	Principal, assistant Principal, Math Coach	All Math teachers	All year	CWT and data notebook collection, student test data	Principal, Assistant Principal, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Math or other similar resources for RTI for lower quartile	texts, workbooks, manipulatives	Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Echo Pens to allow Math teachers to explain a lesson and share with other content teachers	Echo Pens and Training	Title I	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Increasing Numeracy across the content areas	Professional development opportunities	Title I and Title II funds for substitute teachers	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The number of student attaining proficiency on the Science FCAT continued to increase in small increments before the 2010-2011 school year when the proficiency rate stayed the same as the previous year. During the 2011-2012 school year the proficiency level dropped to 24%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
During the 2009-2010 school year, 31% (92) of students demonstrated proficiency on the Science FCAT. During the 2010-2011 school year, 31% of the students demonstrated proficiency on the Science FCAT. During the 2011-2012 school year 24%(76) of the students scored proficient on the science FCAT 2.0		During the 2012-2013 school year, at least 25% of the students will demonstrate proficiency on the Science FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have very little background knowledge concerning Science concepts	Increase the number of hands on activities involving students to demonstrate advanced Science concepts	Principal, Assistant Principal, science department chairperson	Science assessments, Teacher, Student, Parent observation	Science FCAT and Science summative assessments
2	Students frequently do not understand the reasoning behind learning Science concepts	Maintain three career academies to increase student understanding of Science, Technology, Engineering and Mathematics Concepts	Principal and Assistant Principal	Science assessments, teacher, student, parent informal observations	Science FCAT and Science summative assessments
3	Students are not interested in Science	Provide additional Science Technology Engineering and Math opportunities. Provide opportunities for science labs and field trips.	Principal and Assistant Principal, science department chairperson.	Science assessments, teacher, student, parent observations and informal surveys	Science FCAT

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	N/A
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Science Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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

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:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			During the 2008-2009 school year, the percentage of students scoring at achievement levels 4 or 5 was 1% (4) and this increased during the 2009-2010 school year.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
During the 2009-2010 school year, 6% (17) of the students earned a level 4 or 5 on the Science FCAT. During the 2010-2011 school, 5% (17) of the students earned a level 4 or 5 on the Science FCAT.			During the 2011-2012 school year, at least 7% of the students will earn a 4 or 5 on the Science FCAT.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students continue to have difficulty with higher order thinking when applying concepts	Increase opportunities for hands-on activities through classes and career academies.	Principal, Assistant Principal	Science assessments, Student, Parent, Teacher observations and feedback	Science summative assessments and FCAT data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
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
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infusing content through career academies	6-8 all content areas	TBD	teachers involved in career academies	Teacher Plan/Learn Days, 86 minute planning times during the day	PLD meeting minutes and notes	Principal and Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Substitutes for planning during the regular school day	Title I	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Research for Science Fair	Netbooks	Title I	\$15,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Labs	Consumable supplies	District Science funding and Title I	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$19,500.00

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:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	During the 2009-2010 school year, the percentage of students scoring at proficient levels on the FCAT Writes test based on Level 3.0 and higher increased. During the 2010-2011 school year this percentage increase too based on a score of 3.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

During the 2009-2010 school year, there were 94% of the students scoring at 3.0 or higher and this level increased by at least one percent during the 2010-2011 school year. During the 2011-2012 school year 64% of the students scored 3.5 or higher on the FCAT Writes test.	During the 2012-2013 school year, at least 1% more of the students will score at or above the proficient level on the FCAT Writes test based on a score of 3.5.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students continue to demonstrate difficulty with adding supporting details to writing.	Professional development designed to increase the use of literacy strategies across all content areas	Principal, Assistant Principal, Media Specialist	Informal observations, teacher reports, student work samples	FCAT Writes and ongoing writing samples
2	Students have difficulty summarizing and using their own words in written work.	Utilize technology designed to eliminate cut and paste strategies so that students must use their own summarizations	Principal, Assistant, Principal, Media Specialist, Technology Coordinator	Informal observations, teacher reports, student work samples	FCAT Writes, History Fair and Science Fair student samples

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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing literacy strategies across the curriculum	Grades 6-8	Media Specialist, SREB Coach,	School wide activities	Monthly subject area meetings, faculty meetings, Teacher Plan/Learn days, team meetings	Teachers document writing strategies on lesson plans and in team planning minutes	Principal and Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano's High Yield Strategies	Staff development for all teachers to increase the use of summarizing and note taking.	Title I	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Summarizing and note taking	Ipod touches and netbooks to better facilitate the research and summarizing of students instead of "cut and paste" strategies.	Title I	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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 scoring at Achievement Level 3 in Civics. Civics Goal #1:	This Civics EOC goal is not required until 2014-15.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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

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 scoring at or above Achievement Levels 4 and 5 in Civics.	N/A
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Civics Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for teaching Common Core Civics Standards	Grade 7	Social Studies Curriculum Specialist	7th Grade Social Studies Teachers	Teacher Plan Days Summer Institute	2014-15 EOC scores	Social Studies Dept. Chair District Social Studies Consultant Assistant Principal

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:		Ferry Pass Middle School in 2012 will maintain or increase by .1% the average daily attendance rate.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
2011-2012 Attendance Rate 93.7		The expected attendance rate for 2012-2013 is 93.8			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
2011-2012 395 students with excessive absences		390 expected number of students with excessive absences			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
2011-2012 111 students with excessive Tardies		110 expected Number of Students with Excessive Tardies			
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 frequently quit coming to school in middle school because of the late start time.	All homeroom teachers will call the parents of absent students as quickly as possible to alert them to the absence.	Principal, Assistant Principal and guidance counselors.	Average Daily Attendance rates will be pulled monthly to monitor this and random parent phone calls will be made from the front office.	Student Information System
2	Students do not see a need to attend school on a regular basis	Positive reinforcement will take place monthly to recognize and reward the students that have attended school	Principal	Student Information System records will be pulled periodically	Student Information System

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Book studies about poverty and improving school attitude	Grade 6-8	Varied	All teachers	Year long, one morning a month	Teacher presentations during faculty meetings and at end of each semester	Principal and Assistant Principal
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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	Our goal is to decrease the number of out of school suspensions by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year, there were 770 total incidents of in school suspension with a total school population of approximately 1050 during most of the school year.	During the 2012-2013, there will be no more than 750 incidents of In School Suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 356 students suspended in school during the 2011-2012 school year.	There will be no more than 350 students suspended in school during the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 524 incidents of out of school suspension during the 2011-2012 school year.	There will be no more than 500 incidents of out of school suspension during the 2012-2013 school year.

2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
There were 261 students suspended out of school during the 2011-2012 school.		There will be no more than 250 students suspended out of school during the 2012-2013 school year.			
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 often do not think about their actions before they respond to their peers	Continue teaching Second Step Violence Prevention curriculum to students.	Principal, Assistant Principal, Guidance Counselors, Administrative Deans	Monthly statistics looking at suspension rates	Student information system
2	Students do not have parental support to help them avoid aggressive situations	Provide support at school through guidance/advisement class where students have a mentor/close contact available to solve problems before they escalate	Principal, Assistant Principal	Monthly statistic looking at suspension rates	Student Information system
3	Students are not always recognized for appropriate behavior	Implement Positive Behavior Program with quarterly activities provided for those students that have not had discipline problems during that quarter	School wide Behavior Management Team	Monthly statistics looking at suspension rates	Student Information System

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book studies and Fred Jones Learning Communities	Grades 6-8	Behavior Management Team	School-wide	Teachers will meet monthly to participate in book studies.	Monitoring monthly referral and suspension data	Schoolwide Behavior Management Team
Positive Behavior	Grades 6-8	PBS Committee	School-wide	Teachers will meet monthly	Monitoring monthly referral count and suspension data	PBS Committee

Suspension Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior	Professional Learning Community	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
In School Suspension	Hire an In School Suspension Teacher to work with students so that they do not have out of school suspension	Title 1	\$60,000.00
In Lieu of Expulsion class	Hire an In Lieu of Expulsion class teacher to show students that they need to behave within the regular classroom	Title I	\$60,000.00
Guidance Counselor	Hire a guidance counselor to assist with RtI behavioral difficulties and to provide counseling services	Title 1	\$60,000.00
			Subtotal: \$180,000.00
Grand Total: \$181,000.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Parental involvement at Bellview Middle School has been increasing over the past five years.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
During the 2009-2010 school year, 55% of the students were represented by a parent or guardian at two or more events including report card days, concerts, award ceremonies, orientation and open house activities and sporting events. During the 2010-2011 school year there were 57% of the students with a parent or guardian attending two or more activities. During the 2011-2012 school year, at least 58% of the students will have a parent or guardian attend two or more activities at school.		During the 2012-2013 school year, at least 59% of the students will have a parent or guardian attend two or more activities at school.			
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	One difficulty that BMS families have is reliable transportation to attend school events	Provide a free cab for families to attend conferences and events at school	Principal, Assistant Principal	Sign in sheets at functions	Sign in sheets

and functions.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book studies about understanding poverty and the under resourced learner	6-8	Varies based on people in the groups	All Teachers	One meeting a month during team planning	Discussion guides and notes	Principal and Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parental involvement in reading, math, writing and science activities	Reverse Field Trips	Title I	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher awareness of parent perceptions of schools	Book Studies	Title I	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent involvement	Taxi Service	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$7,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase the involvement of the Technology class with instructional teams in order to increase the effectiveness of the STEM academy.

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	Teams working with STEM classes, incorporating like themes/projects.	Consult District personnel on strategies to increase effectiveness of STEM academies.	Principal, Assistant Principal and District personnel	Review lesson plans of Teams to show collaboration of concepts and ideas	Lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teams Collaborate with STEM instructor in order to Work on common topics and themes.	6-8	Team Leader and STEM instructor	Academy teams	year long	9 week lesson plan monitoring	Principal and Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		During the 2012-2013 school year 85% of students enrolled in Introduction to Information Technology will pass the Microsoft Office certification exam.			
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	Having enough students to fill 14 classes of 8th graders.	Enroll level 2, 3, 4 or 5 8th grade reading students into the IIT class with certified IIT instructors.	Principal	Total class enrollment data	TERMS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Microsoft Office Classes	8th grade	Michelle Taylor	Introduction to Information Technology Teachers	1st Semester	Completed courses	Principal

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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	Sustained Silent Reading	books for all classes	Title I	\$10,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Accelerated Math or other similar resources for RtI for lower quartile	texts, workbooks, manipulatives	Title I	\$5,000.00
Science	Professional Learning Communities	Substitutes for planning during the regular school day	Title I	\$1,500.00
Writing	Marzano's High Yield Strategies	Staff development for all teachers to increase the use of summarizing and note taking.	Title I	\$2,000.00
Civics	n/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Parent Involvement	Increase parental involvement in reading, math, writing and science activities	Reverse Field Trips	Title I	\$4,000.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$22,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computers for research projects	Computers	Title I and school district technology funding	\$16,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Use of Echo Pens to allow Math teachers to explain a lesson and share with other content teachers	Echo Pens and Training	Title I	\$1,000.00
Science	Research for Science Fair	Netbooks	Title I	\$15,000.00
Writing	Summarizing and note taking	Ipod touches and netbooks to better facilitate the research and summarizing of students instead of "cut and paste" strategies.	Title I	\$10,000.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	No Data	No Data	No Data	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$42,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	District Staff Development	District Funding	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Increasing Numeracy across the content areas	Professional development opportunities	Title I and Title II funds for substitute teachers	\$3,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00

Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	Positive Behavior	Professional Learning Community	Title I	\$1,000.00
Parent Involvement	Increase teacher awareness of parent perceptions of schools	Book Studies	Title I	\$2,000.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$6,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide on-going training during the school day	Substitute teachers for classroom coverage and extra pay for before school training	Title I	\$10,000.00
Reading	Provide opportunities for workshops and conference attendance	Registration, travel and substitute coverage of classrooms	Title I	\$10,000.00
Reading	Reverse field trips for family literacy events	Guest speakers and activities for community members	Title I Parental Involvement	\$2,500.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	Science Labs	Consumable supplies	District Science funding and TitleI	\$3,000.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	In School Suspension	Hire an In School Suspension Teacher to work with students so that they do not have out of school suspension	Title 1	\$60,000.00
Suspension	In Lieu of Expulsion class	Hire an In Lieu of Expulsion class teacher to show students that they need to behave within the regular classroom	Title I	\$60,000.00
Suspension	Guidance Counselor	Hire a guidance counselor to assist with RtI behavioral difficulties and to provide counseling services	Title 1	\$60,000.00
Parent Involvement	Increase parent involvement	Taxi Service	Title I	\$1,000.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$206,500.00
				Grand Total: \$277,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

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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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time , no SAC funds are available for the 2012-13 school year	\$0.00

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

Provide input into school budget. The SAC supports the requirement of school uniforms. Also the SAC has input and approval of the SIP.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Escambia School District BELLVIEW MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	41%	71%	31%	193	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	58%	61%			119	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)	67% (YES)			135	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					447	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District BELLVIEW MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	44%	82%	31%	207	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	54%	63%			117	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?	61% (YES)	67% (YES)			128	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					452	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested