

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RIVERSPRINGS MIDDLE SCHOOL

District Name: Wakulla

Principal: Dod Walker

SAC Chair: Janet Weber

Superintendent: David Miller

Date of School Board Approval: November 19, 2012

Last Modified on: 11/7/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
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	Dod Walker	MS-Educational Leadership BS-Criminology	12	20	2001-02: Grade B; AYP: 2002-03: Grade A; AYP: Did not achieve due to not meeting proficiency in math and reading for students with disabilities. 2003-04: Grade A; AYP: Achieved. 2004-05: Grade B; AYP: Achieved. 2005-06: Grade A; AYP: Achieved. 2006-07: Grade A; AYP: Did not achieve due to not meeting proficiency in math for students with disabilities. 2007-08: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities. 2008-09: Grade A; AYP: Did not achieve due to not meeting proficiency in math for both students with disabilities and those who are economically disadvantaged, and in reading for students with disabilities. 2009-10: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities. 2010-11: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students who are economically

					disadvantaged. 2011-12: Grade B; Did not meet Annual Measurable Objective (AMO) for reading in all subgroups. Did not meet AMO for math in all subgroups except for one.
Assis Principal	Michele Baggett	MS - Educational Leadership BS-Physical Education	6	6	2006-07: Grade A; AYP: Did not achieve due to not meeting proficiency in math for students with disabilities. 2007-08: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities. 2008-09: Grade A; AYP: Did not achieve due to not meeting proficiency in math for both students with disabilities and those who are economically disadvantaged, and in reading for students with disabilities. 2009-10: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities. 2010-11: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students who are economically disadvantaged. 2011-12: Grade B; Did not meet Annual Measurable Objective (AMO) for reading in all subgroups. Did not meet AMO for math in all subgroups except for one.

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)
Reading	Lori Sandgren	Bachelor's degree in English. Master's degree in English.	1	2	4 years teaching at Wakulla High School.
Reading	Jennifer Thaxton		1		12 years teaching at Riversprings Middle School and 15 years teaching experience, altogether.

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	1. Partner new teachers with veteran staff/mentor program.	Assistant Principal	On-going	
2	2. Regular meetings of new teachers with principal.	Principal	On-going	
3	3. Regular meetings of new teachers with subject area peers.	Assistant Principal	On-going	
4	4. Seek referrals form current teachers.	Principal	On-going	

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
None	None

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
34	2.9%(1)	23.5%(8)	44.1%(15)	32.4%(11)	38.2%(13)	100.0%(34)	20.6%(7)	11.8%(4)	64.7%(22)

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
Amanda Butler	Carol Broome	New Teacher to RMS	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Louis Hernandez	Darrin McGlamry	Newly Certified Paraprofessional Seeking Certified Position	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.
Charlotte McCormick	Terry Brooks	New Teacher to RMS	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dod Walker, Michele Baggett, Catherine Small, Kelly Dykes, Charlotte McCormick.

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?

Meetings occur bi-weekly and/or monthly depending upon individual leadership teams.

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?

Team met weekly up to SIP getting WCSB approval. After approval RTI team meets with SAC members at all scheduled meetings.

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.

FOCUS and Performance Matters is currently the data management system utilized.

Describe the plan to train staff on MTSS.

Beginning of year training for all staff by Catherine Small. Bi-monthly meetings conducted by Catherine Small with all staff depending upon current updates to Rti that need to be disseminated to staff.

Describe the plan to support MTSS.

Grade level meetings among teachers to ensure everyone is recording required information and needed/dictated by student's plan

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dod Walker, Lori Sandgren, Jennifer Thaxton, and all reading and language teachers.

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

Bi-weekly or monthly meeting (depending upon informative issues and/or updates based on urgency) lead by Jennifer Thaxton and Lori Sandgren.

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

FAIR Administration and using assessments to achieve higher learning gains and keeping high performing students at or above current achievement level. School-wide vocabulary and involvement and implementation into all content areas. FCAT reading stamina. Close monitoring of lower quartile students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*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?

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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:	In grades 6-8, 70% of students will achieve mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	In grades 6-8, 70% of students will achieve mastery.

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	Content area teachers don't have access to all necessary information on standards.	Content area teachers don't have access to all necessary information on standards.	Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required	Classroom walkthrough log and focused walkthroughs.
2	Content area teachers don't have access to all necessary information on reading standards.	All content area teachers have received copies of the SSS Strand A and the District Reading Plan, so that reading standards can be incorporated into lesson plans in all subject areas.	Principal and Reading Coach	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	
3	No targeting program aimed at mid-level Level 3 students	Provide AVID and incorporate all AVID strategies all grade levels.	AVID Teacher; AVID Team; Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	
4	Not all teachers have access to vocabulary words and ability to place the words in visible places in their classrooms.	Incorporate vocabulary words, on a daily/weekly basis in all teacher's classrooms. Broadcast on morning news, post on classroom Word Walls, incorporate into content area daily lessons.	Principal and Reading Coach	Classroom walkthroughs by Assistant Principal.	Classroom walkthrough log and focused walkthroughs.
	Ability to target low-level	Incorporate critical	Principal and	Teacher's lesson plan	Teacher's lesson

5	Level 3 students.	reading strategies in each literature lesson.	Reading Coach; Literacy Team	reviewed during classroom walkthrough and reviews.	plans. Classroom observation.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Maintain current success.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seven students took the Alternative Assessment and one student scored a 6.	Maintain current success

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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:	In grades 6-8, 35% will achieve above-level mastery for reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%	In grades 6-8, 35% will achieve above-level mastery for reading on the 2013 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	Content area teachers don't have access to higher-order thinking questions as it applies to all subjects across all discipline strategies.	Provide higher-order thinking questions to content area teachers so they can include in their daily lesson plans	Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	Classroom walkthrough log and focused walkthroughs to determine frequency of use of the higher-order thinking questions.
2	Content area teachers don't have necessary information on standards.	All content area teachers have received copies of the SSS Strand A and the District Reading Plan, so that reading standards can be incorporated into lesson plans in all subject areas.	Principal and Reading Coach	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as	Classroom walkthrough log and focused walkthroughs.

				required.	
3	Content area teachers don't have access to higher-order thinking questions as it applies to reading strategies.	Provide higher-order thinking questions to content area teachers so they can include in their daily lesson plans	Principal and Reading Coach	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required	Classroom walkthrough log and focused walkthroughs to determine frequency of use of the higher-order thinking questions.
4					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Maintain current success.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seven students took the Alternative Assessment and one student scored a 7.	Maintain current success.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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:	In grades 6-8, 65% of Level 2 students will achieve learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	65% of Level 2 Students will achieve 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	Reading (FAIR) and Math (STAR) Assessments not used for a guideline to improvement of weak areas.	Student Achievement Chats will be conducted with all students following each FAIR assessment.	Principal	Administrators will review log for Student Achievement Chats during walkthroughs	Reading Coach or Principal to randomly ask students how they performed on FAIR and STAR and what teacher is doing to help in

					that weak area.
2	FAIR Assessments not used for a guideline to improvement of weak areas.	Student Achievement Chats will be conducted with all students following each FAIR assessment.	Principal, Reading Coach	Administrators will review log for Student Achievement Chats during walkthroughs	Reading Coach or Principal to randomly ask students how they performed on FAIR and what teacher is doing to help in that weak area.
3	Content area teachers don't have necessary information on standards or benchmarks.	Content area teachers will explicitly infuse the reading benchmarks into lesson plans and instructional delivery.	Principal, Reading Coach	When visiting content area classrooms, administrators will focus their attention on the frequency that the teachers are teaching the reading benchmarks.	FAIR assessments will be disaggregated by the content area teachers to determine the effectiveness of the reading benchmark instructions being taught.
4	Inadequate use of critical reading strategies.	Use critical reading strategies, along with Daybook textbook, on a daily basis to improve reading comprehension.	Principal, Reading Coach, Literacy Team	Review teacher lesson plans and principal evaluates during classroom observations	Teacher lesson plans and classroom observations.

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	None				

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:	In grades 6-8 65% of the Lowest 25% will make adequate progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	65% of the Lowest 25% will make adequate progress.

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	No planned supplemental instructions and interventions for those students not responding to core instruction.	Tier 1: Determined core instructional needs by reviewing FAIR & STAR assessment data collected throughout school year. Plan differentiated instruction using evidence-based instruction and interventions. Tier 2: Plan supplemental instruction and interventions for students not responding to core instruction. Focus of instruction to be determined by analysis of FAIR & STAR data and will include explicit instruction, modeled instruction, guided practice and independent practice. Tier 3: Plan targeted intervention for students not responding to core, plus supplemental instruction, using problem-solving process. Interventions to be matched to individual student needs, be evidence-based, and provided in addition to core.	Principal, Rtl Team/Case Manager, and Reading Coach	Student progress assessed using FAIR, STAR and Ongoing Progress Monitoring (OPM).	FAIR, OPM & STAR data will be used to determined progress through each of the three Benchmarks.
2	FAIR Assessments not used for a guideline to improvement of weak areas	Tier 1: Determined core instructional needs by reviewing FAIR assessment data collected throughout school year. Plan differentiated instruction using evidence-based instruction and interventions.	Rtl Team/Case Manager and Reading Coach	Student progress assessed using FAIR Ongoing Progress Monitoring (OPM).	FAIR OPM data will be used to determined progress through each of the three Benchmarks.
3	No planned supplemental instructions and interventions for those students not responding to core instruction.	Tier 2: Plan supplemental instruction and interventions for students not responding to core instruction. Focus of instruction to be determined by analysis of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Rtl Team/Case Manager and Reading Coach	Student progress assessed using FAIR Ongoing Progress Monitoring (OPM).	FAIR OPM data will be used to determined progress through each of the three Benchmarks.
4	No planned targeted intervention for students who don't respond to core, as well as supplemental instruction.	Tier 3: Plan targeted intervention for students not responding to core, plus supplemental instruction, using problem-solving process. Interventions to be matched to individual student needs, be evidence-based, and provided in addition to core.	Rtl Team/Case Manager and Reading Coach	Student progress assessed using FAIR Ongoing Progress Monitoring (OPM).	FAIR OPM data will be used to determined progress through each of the three Benchmarks.
5					

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 # Reduce achievement gap by 19% over 5 years; 3% each year. Interim and mini assessment administered at key points throughout year. Teachers and the leadership team (principal, assistant principal, instructional coaches)			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	70%	73%	76%	79%	

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:	70% of students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of ethnic subgroups made satisfactory progress.	70% of students will make satisfactory progress.

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	See individual subject goals				
2	None	Will continue to strive to maintain 70% AYP as required.	Principal	Classroom walkthroughs; evaluations.	Classroom walkthroughs; logs

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:	70% of students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	70% of students will make satisfactory progress.

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	See individual subject goals.				
2	None	Will continue to strive to maintain 70% AYP as	Principal	Classroom walkthroughs, evaluations	Classroom walkthroughs; logs

required.

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:	44% of students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% made satisfactory progress.	44% of students will make satisfactory progress.

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	See individual subject goals.				
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	64% as required.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of students achieved this goal; needed 64%	64% as required.

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	See individual subject goals.				
2	Content area teachers don't have necessary information on standards.	All content area teachers have received copies of the SSS Strand A and the District Reading Plan, so that reading standards can be incorporated into lesson plans in all subject areas.	Principal and Reading Coach	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	Classroom walkthrough log and focused walkthroughs
3	FAIR Assessments not used for a guideline to improvement of weak areas.	Student Achievement Chats will be conducted with all students following each FAIR assessment.	Principal, Reading Coach	Administrators will review log for Student Achievement Chats during walkthroughs	Reading Coach or Principal to randomly ask students how they performed on FAIR and what teacher

					is doing to help in that weak area.
4					

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
Effective Implementation and Maintenance of Instructional Focus Calendar	6-8	Principal and Assistant Principal	School-wide	Early Release Days	Lesson Plans Classroom Visits	Principal and Assistant Principal
"Think-Pair-Share"	6-8	Principal and Assistant Principal	School-wide	Early Release Days	Lesson Plans Classroom Visits	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Bring variety of reading materials to the classroom.	Jamestown resources and other ancillary materials.	Comprehensive Reading Plan and Textbook budget.	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Make available more computer-related activities.	Purchase more AR tests. Increase number of computers school has in order to accommodate more use of FCAT Explorer, and like programs.	School Improvement Budget, Reading Grant(s), and school-wide fundraiser(s)	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School Improvement Budget, Reading Grant(s), and school-wide fundraiser(s)	Workshops for reading development.	School Improvement Budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,000.00

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. CELLA Goal # 1:			Maintain 100% achievement.		
2012 Current Percent of Students Proficient in listening/speaking:					
100%					
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	Faculty not 100% ESOL trained.	ESOL training offered to faculty twice per year.	Principal	Faculty Feedback and course passing rate.	Course assessment.

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:			Maintain 100% achievement.		
2012 Current Percent of Students Proficient in reading:					
100%					
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	Not 100% faculty with ESOL Certification.	ESOL training offered to faculty twice per year.	Principal	Faculty Feedback and course passing rate.	Course assessment.

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal # 3:			Maintain 100% achievement.		
2012 Current Percent of Students Proficient in writing:					
100%					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not 100% faculty with ESOL Certification. .	ESOL training offered to faculty twice per year.	Principal	Faculty Feedback and course passing rate.	Course assessment

CELLA Budget:

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

End of CELLA Goals

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:	69% tudents will achieve mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	69% of students will achieve mastery.

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	Content area teachers don't have access to all necessary information on standards.	Content area teachers don't have access to all necessary information on standards.	Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required	Classroom walkthrough log and focused walkthroughs.
2	Content area teachers don't have access to all necessary information on reading standards.	All content area teachers have received copies of the SSS Strand A and the District Reading Plan, so that reading standards can be incorporated into lesson plans in all subject areas.	Principal and Reading Coach	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	
3	No targeting program aimed at mid-level Level 3 students	Provide AVID and incorporate all AVID strategies all grade levels.	AVID Teacher; AVID Team; Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	
4	Limited access to common configuration including objectives, essential questions, date, agenda and homework assignments	Provide math teachers with common configuration including objectives, essential questions, date, agenda and homework assignments	Principal	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Reports generated from walkthroughs.
5	Limited access to and use of the FCIM to identify students in the core curriculum needing intervention, as well as enrichment.	Utilize the FCIM to identify students in the core curriculum needing intervention, as well as enrichment	Principal	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of all students on assessment.

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:	Maintain current success rate.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seven students took the Alternate Assessment and two students scored a 5.	Maintain current success rate.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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:	In grades 6-8, 35% of students will achieve above-level mastery for reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%	In grades 6-8, 35% of students will achieve above-level mastery for reading on the 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Content area teachers don't have access to higher-order thinking questions as it applies to all subjects across all discipline strategies.	Provide higher-order thinking questions to content area teachers so they can include in their daily lesson plans	Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	Classroom walkthrough log and focused walkthroughs to determine frequency of use of the higher-order thinking questions.
2	Teachers not using extended response questions and strategy-type questions to employ critical thinking skills in above level students.	Increase the use of extended response questions and strategy-type questions to employ critical thinking skills in above level students. Create student centers to narrow focus.	Principal, Mathematics Teachers, and Team Leaders.	Math team leaders will assist all math teachers in the creation of centers, and administration will ensure activities are implemented.	Progress of students on 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:		Maintain current success rate.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Seven students took the Alternate Assessment and two scored a 7.		Maintain current success rate			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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:		In grades 6-8, 65% of Level 2 students will achieve learning gains.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
53%		65% of Level 2 students will achieve 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	Reading (FAIR) and Math (STAR) Assessments not used for a guideline to improvement of weak areas.	Student Achievement Chats will be conducted with all students following each FAIR assessment.	Principal	Administrators will review log for Student Achievement Chats during walkthroughs	Reading Coach or Principal to randomly ask students how they performed on FAIR and STAR and what teacher is doing to help in that weak area.
2	Not enough access to and use of manipulatives with previous texts.	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts. Manipulatives increased as a result of new text.	Principal, Mathematics Teachers and Team Leaders	Math Team Leaders will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented by requiring the expectation.	Progress of students on assessment.
3	Not enough assessments done throughout school year to aide in determining weak areas.	Identify and closely monitor the progress of the lowest Level 3 and all Level 2 students. Revise instruction and intervention groups as indicated by student progress on Star Math testing and other teacher generated assessments.	Principal, Mathematics Teachers and Team Leaders	Maintain a record of strategies and interventions utilized.	Increase achievement in between 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:

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	None				

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:	In grades 6-8 65% of the lowest 25% of performing students will make adequate progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% of the lowest 25% of performing students made adequate progress.	65% of the lowest 25% of performing students will make adequate progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No planned supplemental instructions and interventions for those students not responding to core instruction.	Tier 1: Determined core instructional needs by reviewing FAIR & STAR assessment data collected throughout school year. Plan differentiated instruction using evidence-based instruction and interventions. Tier 2: Plan supplemental instruction and interventions for students not responding to core instruction. Focus of instruction to be determined by analysis of FAIR & STAR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Principal, Rtl Team/Case Manager, and Reading Coach	Student progress assessed using FAIR, STAR and Ongoing Progress Monitoring (OPM).	FAIR, OPM & STAR data will be used to determine progress through each of the three Benchmarks.

		Tier 3: Plan targeted intervention for students not responding to core, plus supplemental instruction, using problem-solving process. Interventions to be matched to individual student needs, be evidence-based, and provided in addition to core.			
2	Not enough assessments done throughout school year to aide in determining weak areas.	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within the bottom quartile. Plan differentiated instruction using evidence-based instruction and interventions within the mathematics blocks.	Principal, Mathematics Teachers and Team Leaders	Grade-level math teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation Math Standards administered weekly.
3	Need of additional planned supplemental instruction materials.	Tier 2: Plan supplemental instruction and interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Principal, Mathematics Teachers and Team Leaders	Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation Math Standards administered weekly

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 # Reduce achievement gap by 19% over 5 years; 3% each year. Interim and mini assessment administered at key points throughout year. Teachers and the leadership team (principal, assistant principal, instructional coaches)				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	69%	72%	75%	78%	

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:	70% as required.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	70% as required.

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	See individual subject goals				
2	None	70% as required	Principal	Classroom walkthroughs; evaluations	Classroom walkthroughs; logs

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. Mathematics Goal #5C:	Will continue to strive to maintain 70% as required.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Will continue to strive to maintain 70% as required.

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	See individual subject goals.				
2	None	Will continue to strive to maintain 70% as required.	Principal	Classroom walkthroughs; evaluations	Classrooms walkthroughs; logs

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:	44% of students in this subgroup will make adequate progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	44% of students in this subgroup will make adequate progress.

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	See individual subject goals.				

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.	64% as required.
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Mathematics Goal E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50%		64% as required.			
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	See individual subject goals.				
2	None	Will continue to strive to maintain 64% as required for 2012-13	Principal	Classroom walkthroughs; evaluations	Classrooms walkthroughs; logs

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.		Maintain at least 98% achievement			
Algebra Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
98% Achievement		Maintain at least 98% achievement			
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	Content area teachers don't have access to all necessary information on standards.	Content area teachers don't have access to all necessary information on standards.	Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required	Classroom walkthrough log and focused walkthroughs.
2	Content area teachers don't have access to all necessary information on reading standards.	All content area teachers have received copies of the SSS Strand A and the District Reading Plan, so that reading standards can be incorporated into lesson plans in all subject areas.	Principal and Reading Coach	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as	

				required.	
3	No targeting program aimed at mid-level Level 3 students	Provide AVID and incorporate all AVID strategies all grade levels.	AVID Teacher; AVID Team; Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	

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:	72% Achievement
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% Achievement	72% Achievement

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not using extended response questions and strategy-type questions to employ critical thinking skills in above level students.	Increase the use of extended response questions and strategy-type questions to employ critical thinking skills in above level students. Create student centers to narrow focus.	Principal, Mathematics Teachers, and Team Leaders.	Math team leaders will assist all math teachers in the creation of centers, and administration will ensure activities are implemented.	Progress of students on assessments.

End of Algebra EOC Goals

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:	
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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
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				

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
Effective Implementation of the Instructional Focus Calendar	6-8	Principal	School-Wide	Early Release Days	Lesson Plans Classroom Visits	Principal, Mathematics Team Leaders
Effective Use of Manipulatives and Hands-On Activities	6-8	Principal	School-Wide	Early Release Days	Mathematics Team Leaders will have weekly log and share it with Principal	Principal, Mathematics Team Leaders
Differentiated Instruction	6-8	Principal	School-Wide	Early Release Days	Focused walkthroughs by Principal to observe frequency and effectiveness	Principal, Mathematics Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Add Additional Materials	Ancillary Materials	School Improvement Budget	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Add Math FCAT Programs Update STAR Math	Practice Materials STAR Math Program	School Improvement Budget Technology Budget	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Related Workshops	Teacher Facilitated Workshops	District or School Budget	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives	Incentives Earned with Rewards	PBS Budget or School Improvement Budget	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$6,000.00

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.		In grade 8, 50% of students will achieve mastery.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% of students achieved mastery.		In grade 8, 50% of students will achieve mastery.			
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 to spend more class-time in laboratory experiments.	Use hands-on laboratory experiments three times per week using the 5E Model and science stations.	Principal and Science Team Leaders	The created lab schedule will be implemented with fidelity and monitored by the principal.	Improvement on science mini-assessments
2	Students to spend more class-real-world experiences	Provide real-world science experiences and engaging activities.	Principal and Science Team Leaders	Teachers will require students to read a National Geographic article once per week for homework.	Homework log will be kept by teachers and reviewed by Principal.

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. Science Goal #1b:	Maintain initial success rate.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 student took the Alternative Assessment and scored a 6.	Maintain initial success rate.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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:	In grade 8, 20% of students will achieve mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% of students achieved mastery	In grade 8, 20% of students will achieve mastery.

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 to spend more class-time in laboratory experiments.	Use hands-on laboratory experiments three times per week using the 5E Model and science stations.	Principal and Science Team Leaders	The created lab schedule will be implemented with fidelity and monitored by the principal.	Improvement on science mini-assessments.
2	Students to spend more class-real-world experiences	Provide real-world science experiences and engaging activities.	Principal and Science Team Leaders	Teachers will require students to read a National Geographic article once per week for homework.	Homework log will be kept by teachers and reviewed by Principal.

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:	Maintain current success
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Maintain current success

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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
Effective Instruction in Science using 5E Model	8	District Science Specialist; School Science Leader	Science Teachers	Early Release Days; Common Planning	Logs of meetings to be kept and monitored by Principal	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional Materials	Ancillary Materials	School Improvement Budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Related Programs	FCAT Materials	School Improvement Budget	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science-related Workshops	Teacher Facilitated Workshops	District or School Budget	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade 8, 90% of students will achieve mastery.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%	In grade 8, 90% of students will achieve mastery.

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	Increase daily writing requirements	Students will use the writing process daily; all writing will be sated and recorded in a journal, notebook, or work folder for monitoring of growth throughout the school year.	Principal, Writing Team.	A school-wide, consistent method of saving student work will be established and maintained. During the class period, students will place their writing notebooks, open to their last entry, for the principal to walkthrough and monitor.	Pre-test prompt and mid-year prompt.
2	Revise and Edit skills not up to par.	The revision and editing process will be explicitly taught and seen in student writing drafts.	Principal, Writing Team	Administration will monitor revision and editing process by reviewing student drafts.	Progress between pretest prompt and mid-year prompt.

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:	Maintain current successes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
One student took the Alternate Assessment and scored a 9.	Maintain current successes.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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
Teaching the use of revision and editing strategies.	8	Language Arts Team Leaders	Grade 8	Early Release Days	Monitor student writing portfolios.	Principal, Language Arts Team Leaders

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional Materials	Ancillary Materials	School Improvement Budget	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Software/Hardware	FCAT Practice Software	School Improvement Budget or Technology Budget	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hold Additional Workshops	Teacher Facilitated Workshops	District or School Budget	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of 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:		70% success rate.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
None Reportable		70% success rate.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Content area teachers don't have access to all necessary information	Content area teachers don't have access to all necessary information	Principal	Monthly review of teacher's lesson plans and classroom walk-	Classroom walkthrough log and focused

1	on standards.	on standards.		through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required	walkthroughs.
2	Content area teachers don't have access to all necessary information on reading standards.	All content area teachers have received copies of the SSS Strand A and the District Reading Plan, so that reading standards can be incorporated into lesson plans in all subject areas.	Principal and Reading Coach	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	
3	No targeting program aimed at mid-level Level 3 students	Provide AVID and incorporate all AVID strategies all grade levels.	AVID Teacher; AVID Team; Principal	Monthly review of teacher's lesson plans and classroom walk-through. Monthly meetings with teachers. Lesson plans will be reviewed during walk-throughs and will be submitted to Assistant Principal or Principal, as required.	

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. Civics Goal #2:	
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				

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
No Data Submitted						

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	In grades 6-8, RMS will maintain the 80% attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Approx. 80% 192 days of school	In grades 6-8, RMS will maintain the 80% attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
18	10
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

25					20
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	Incentives	Increase incentives for students who do not have excessive absences.	Assistant Principal	Reporting	Reports

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
PBS Training-Incentives for Attendance	6-8	PBS Team	School-Wide	Oct. Early Release Day	Reporting	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Attendance through Incentives	Celebrations	PBS Budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	Decrease number of suspensions by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Approximate # of 221 Total # of office referrals 155 Total # of days of in-school suspensions	139
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
155 Total # of days of in-school suspensions	139
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
52 Total # of days out-of-school	47
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
52 Total # of days out-of-school	47

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Involvement	Each teacher contacts parents within the first four weeks of school to discuss student's negative performance in class. Schedule parent conferences every four weeks for those students not displaying positive behavior.	Assistant Principal; Teachers	Rti Team	Rti Tracking Documentation

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
PBS Training-Incentives						

for Decreasing Referrals and Suspensions	6-8	PBS Team	School-Wide	Oct. Early Release Day	Reporting	Assistant Principal
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Decrease Referrals and Suspensions	Celebrations	PBS Budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:		Approximately 20% parents were involved in individual school activities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Currently approx. 15% of parents are involved.		Increase parental involvement by 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
	Lack of awareness of opportunities to be involved at school.	Each math and reading teacher contacts parents within the first four weeks of school to discuss student's	Math and reading teachers, and RTI Leadership Team	RTI Leadership Team	Teacher contact lists. Parent Contact Notebooks for each teacher to

1		performance in class. . Schedule parent conferences every four weeks for those students not at proficiency. Offer after-school tutoring, where available as determined by budget constraints			document communication.
2	Contacting parents efficiently	Newsletters sent home with each report card; school newspaper implementation and maintenance; implementation of parent database for mass-emailing.	Principal; Technology Teacher; Librarian; SAC Chair	Rti and PBS Team	Publications

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
PBS Training-Incentives for Decreasing Referrals and Suspensions	6-8	PBS Team	School-Wide	Oct. Early Release Day	Reporting	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Keeping Parents In-the-Know	School newspaper, parent newsletter, Living History and Academic Awards	School Improvement	\$800.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$800.00

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:			Beginning school year 2012-13 offer high school level course in technology.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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

STEM Budget:

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

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:			Offer more high school level courses in technology and career counseling.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None				

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
No Data Submitted						

CTE Budget:

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

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	Bring variety of reading materials to the classroom.	Jamestown resources and other ancillary materials.	Comprehensive Reading Plan and Textbook budget.	\$2,000.00
Mathematics	Add Additional Materials	Ancillary Materials	School Improvement Budget	\$2,000.00
Science	Additional Materials	Ancillary Materials	School Improvement Budget	\$1,000.00
Writing	Additional Materials	Ancillary Materials	School Improvement Budget	\$2,000.00
Attendance	Increase Attendance through Incentives	Celebrations	PBS Budget	\$1,000.00
Suspension	Decrease Referrals and Suspensions	Celebrations	PBS Budget	\$1,000.00
Parent Involvement	Keeping Parents In-the-Know	School newspaper, parent newsletter, Living History and Academic Awards	School Improvement	\$800.00
				Subtotal: \$9,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Make available more computer-related activities.	Purchase more AR tests. Increase number of computers school has in order to accommodate more use of FCAT Explorer, and like programs.	School Improvement Budget, Reading Grant (s), and school-wide fundraiser(s)	\$3,000.00
Mathematics	Add Math FCAT Programs Update STAR Math	Practice Materials STAR Math Program	School Improvement Budget Technology Budget	\$2,000.00
Science	FCAT Related Programs	FCAT Materials	School Improvement Budget	\$1,000.00
Writing	Software/Hardware	FCAT Practice Software	School Improvement Budget or Technology Budget	\$2,000.00
				Subtotal: \$8,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School Improvement Budget, Reading Grant (s), and school-wide fundraiser(s)	Workshops for reading development.	School Improvement Budget	\$2,000.00
Mathematics	Math Related Workshops	Teacher Facilitated Workshops	District or School Budget	\$1,000.00
Science	Science-related Workshops	Teacher Facilitated Workshops	District or School Budget	\$1,000.00
Writing	Hold Additional Workshops	Teacher Facilitated Workshops	District or School Budget	\$1,000.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Student Incentives	Incentives Earned with Rewards	PBS Budget or School Improvement Budget	\$1,000.00
				Subtotal: \$1,000.00
				Grand Total: \$23,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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.

No Attachment (Uploaded on 9/14/2012)

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
Technology and class essentials	\$5,800.00

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

Ensure the School Improvement Plan (SIP) is carried out and/or updated as needed.

Ensure any funds spent are in compliance with 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

Wakulla School District RIVERSPRINGS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	77%	93%	62%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	79%			147	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?	62% (YES)	71% (YES)			133	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					587	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Wakulla School District RIVERSPRINGS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	72%	88%	66%	299	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	60%	71%			131	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?	53% (YES)	60% (YES)			113	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					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested