

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: WARRINGTON MIDDLE SCHOOL

District Name: Escambia

Principal: Sandra Rush

SAC Chair: Ebonee Watson

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.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Sandra Rush	Bachelors of Arts in Elementary Education, Master of Education in Educational Leadership	3	17	<p>2011-2012 - Third year as Principal of Warrington Middle School. School grade "D". Reading mastery 29%, Math mastery 21%, Reading learning gains 51%, Math learning gains 44%, Lowest 25%of students in reading 62%, Lowest 25% of math 56%.</p> <p>2010-2011 - Second year as Principal of Warrington Middle School. School grade "C". Reading mastery 46%, Math mastery 39%, Reading learning gains 60%, Math learning gains 58%, Lowest 25%of students in reading 74%, Lowest 25% of math 71%. White students met AYP safe harbor in reading; no subgroup made AYP in math.</p> <p>2009-2010 - First year as Principal of Warrington Middle School. School grade "C". Reading mastery 37%, Math mastery 37%, Reading learning gains 56%, Math learning gains 64%, Lowest 25%of students in reading 69%, Lowest 25% of math 69%. White students and economically disadvantaged students met AYP safe</p>

					<p>harbor in math; no subgroup made AYP in reading.</p> <p>Principal of Montclair Elementary School in 2008-2009: School grade D; Reading mastery 41%, Math mastery 54%, Science mastery 16%, black economically disadvantaged, SWD, did not make AYP in reading and math.</p> <p>2007 -2008: Grade "A"; Reading mastery 51%; Math mastery 61%, Science mastery 42%, 100% AYP through safe harbor</p>
Assis Principal	Cassandra Smith	Bachelors of Arts in Special Education LD/EH, Master of Education in Educational Leadership	3	3	<p>2011-2012 - Third year as Assistant Principal of Warrington Middle School. School grade "D". Reading mastery 29%, Math mastery 21%, Reading learning gains 51%, Math learning gains 44%, Lowest 25%of students in reading 62%, Lowest 25% of math 56%.</p> <p>2010-2011 - Second year as Assistant Principal of Warrington Middle School. School grade "C". Reading mastery 46%, Math mastery 39%, Reading learning gains 60%, Math learning gains 58%, Lowest 25%of students in reading 74%, Lowest 25% of math 71%. White students met AYP safe harbor in reading; no subgroup made AYP in math.</p> <p>2009-2010 - First year Assistant Principal at Warrington Middle. School grade "C". Reading mastery 37%, Math mastery 37%, Reading learning gains 56%, Math learning gains 64%, Lowest 25%of students in reading 69%, Lowest 25% of math 69%. White students and economically disadvantaged students met AYP safe harbor in math; no subgroup made AYP in reading.</p>
Assis Principal	Wilson Taylor	Bachelors of Science in Sports, Health and Leisure, Master of Education in Educational Leadership	3	3	<p>2011-2012 - Third year as Assistant Principal of Warrington Middle School. School grade "D". Reading mastery 29%, Math mastery 21%, Reading learning gains 51%, Math learning gains 44%, Lowest 25%of students in reading 62%, Lowest 25% of math 56%.</p> <p>2010-2011 - Second year as Assistant Principal of Warrington Middle School. School grade "C". Reading mastery 46%, Math mastery 39%, Reading learning gains 60%, Math learning gains 58%, Lowest 25%of students in reading 74%, Lowest 25% of math 71%. White students met AYP safe harbor in reading; no subgroup made AYP in math.</p> <p>2009-2010 - First year Assistant Principal at Warrington Middle. School grade "C". Reading mastery 37%, Math mastery 37%, Reading learning gains 56%, Math learning gains 64%, Lowest 25%of students in reading 69%, Lowest 25% of math 69%. White students and economically disadvantaged students met AYP safe harbor in math; no subgroup made AYP in reading.</p>
Assis Principal	Larry Reid	Bachelors of Arts in History, Master of Education in Physical Education, Health and Recreation, and Educational Leadership, Sate of Florida	2	9	<p>2011-2012 - Third year as Assistant Principal of Warrington Middle School. School grade "D". Reading mastery 29%, Math mastery 21%, Reading learning gains 51%, Math learning gains 44%, Lowest 25%of students in reading 62%, Lowest 25% of math 56%.</p> <p>2010-2011 - Second year as Assistant Principal of Warrington Middle School. School grade "C". Reading mastery 46%, Math mastery 39%, Reading learning gains 60%, Math learning gains 58%, Lowest 25%of students in reading 74%, Lowest 25% of math 71%. White students met AYP safe harbor in reading; no subgroup made AYP in math.</p> <p>2009-2010 - First year as Assistant Principal of Warrington Middle School. School grade "C". Reading mastery 46%, Math mastery 39%, Reading learning gains 60%, Math learning gains 58%, Lowest 25%of students in reading 74%, Lowest</p>

25% of math 71%. White students met AYP safe harbor in reading; no subgroup made AYP in math.

## 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	Natalie Hardeman	Bachelors in Business Management and Masters in Business Administration and Math.	2	4	<p>2010 2011 and 2011 - 2012 - Math teacher at Montclair Elementary.</p> <p>2009 -2010 - Math coach at Warrington Middle. School grade "C". Reading mastery 37%, Math mastery 37%, Reading learning gains 56%, Math learning gains 64%, Lowest 25% of students in reading 69%, Lowest 25% of math 69%.</p> <p>Montclair Elementary 2007-2008- Math coach at Montclair Elementary. School Grade "A"; 61% of students scored 3 and above; 71% made learning gains in math; 70% of lower quartile made learning gains.</p> <p>2008 -2009 - Math coach at Montclair Elementary; Grade - "D"; 54% scored 3 or above in math; 52% made learning gains; and 55% of students in the lower quartile made improvement</p>
Reading	Lisa Scott	Degree: B.A. in Accounting and a Master in Curriculum and Instructional. She has completed the reading endorsement program.	3	3	<p>2011 -2012- Third year as reading coach of Warrington Middle School. School grade "D". Reading mastery 29%, Math mastery 21%, Reading learning gains 51%, Math learning gains 44%. Lowest 25% of students in reading 62%, Lowest 25% of math 56%.</p> <p>2010-2011 - Second year as Reading Coach of Warrington Middle School. School grade "C". Reading mastery 46%, Math mastery 39%, Reading learning gains 60%, Math learning gains 58%, Lowest 25% of students in reading 74%, Lowest 25% of math 71%. White students met AYP safe harbor in reading; no subgroup made AYP in math.</p>

## 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	Hire NCLB highly qualified teachers. Open positions are advertised in the months of June and July. Interviews are conducted after a 10 day posting of positions. Teachers with the appropriate certification and considered highly qualified are interviewed.	Principal	August, 2012	
2	Assign veteran teacher to experienced teachers new to school worksite (mentors/buddy).	Principal	August, 2012	
3	Utilize START teachers	District	August, 2012	
4	Regular meetings of new teachers with Principal	Principal	Ongoing	
5	Ninety-day rounding with all teachers and Principal	Principal	Twice a year	
6	Signing Bonus	District	Dispensed after the completion of	

			each nine week grading period
7	Performance-Based Pay	District	Designated amount to be paid based on school grade achieved on 2013 FCAT results
8	Assign consulting teachers (CT) for first year teachers		

### 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
26% (4) teachers are out-of-field 74% (50) are in-field and considered highly qualified at Warrington Middle School  0% of teachers had less than an effective rating	Ongoing inservice activities to assist teachers in understanding the characteristics of a highly effective teacher as outlined in the rubric. Instructional coaches modeling highly effective strategies  Teachers out of field taking subject area exams  Reading teacher out-of-field continue in reading endorsement program

### 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
54	16.7%(9)	31.5%(17)	44.4%(24)	7.4%(4)	46.3%(25)	90.7%(49)	29.6%(16)	0.0%(0)	9.3%(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
Anthony Sutton	Natalie Hardeman School-Based  Bridget Barber District CT	Natalie Hademan is the math coach and has taught math for 15 year.  Mr. Sutton is a first year teacher. Mrs. Hardeman will provide the needed support by planning and serving as a	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.

		peer buddy.	
Gwendalyn Woodley	Nichole Owens School-Based  Charlene May District CT	Mrs. Owens has been a reading teacher for over 12 years and a reading coach for 2 years. Both, Ms. Woodley and Mrs. Owens are teaching eighth grade reading. Their classroom are in close proximity to each other.  Mrs. Woodley is a first year teacher. Mrs. Owens will provide the needed support by planning and peer buddying with her.  In addition, Ms. Woodley is in the START program and has been assigned a district support evaluator	The mentor and mentee will meet biweekly or more often if needed to discuss effective teaching and classroom management strategies. Time will be given for the mentor and mentee to provide and receive feedback, coaching and planning.
Cedric Smith	Erica Brown	Mrs. Brown is one of the counselors at our school. Mrs. Brown has over 15 years of experience.  This is Mr. Smith first year teaching. He is the ISS instructor. Mrs. Brown will work with Mr. Smith's students by providing behavior modification activities daily. Mrs. Brown will provide the needed support by serving as a peer buddy to Mr. Smith.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
Joni Hossman	Chresal Lambert	Mrs. Hossman is an experienced teacher who has been assigned to teach 6th grade math. Mr. Lambert is a veteran teacher who has taught for over six years. He will serve as a peer buddy to Mrs. Hossman.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
		Mrs. Gulley is an experienced	

Kimberly Gulley	Nichole Lambert	teacher who has been assigned to teach 6th grade reading. Mrs. Lambert is a veteran teacher of 6 years who has always taught reading. She will serve as a peer buddy to Mrs. Gulley.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
Jacqueline Farag	Pam Garrison	Mrs. Farag is an experience teacher who is working as an ESE support facilitation instructor. Mrs. Garrison is an experienced ESE who can provide support and serve as a peer buddy to Mrs. Farag.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
Ike Mims	Chresal Lambert	Mr. Mims is an experienced teacher who is working as an ESE support facilitation instructor with Mr. Lambert. Mr. Lambert taught ESE at Warrington last year and is currently teaching math. He will provide Mr. Mims with support and serve as a peer buddy.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
Akida Morgan	Natalie Hardeman	Mr. Morgan is a beginning teacher assigned to teach 8th grade math. Mrs. Hardeman is the math coach and has over 15 years of experience. She will provide Mrs. Robinson with support and serve as a peer buddy.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
		Mrs. Vanes is an experieced teacher who is working as an ESE	

Mindy Vanes	Maxine Mathis	support facilitation teacher. Mrs. Mathis is an ESE teacher currently teaching reading. Mrs. Mathis has been teaching 3 years at Warrington Middle School. She will provide Mrs. Vanes with support and serves as a peer buddy.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
Tail Bryant-Clarke	Pam Garrison	Mrs. Clarke is an experienced ESE teacher who is serving as a behavior coach. Mrs. Garrison who is currently teaching reading has been an ESE teacher for over 15 years and was a behavior coach for 5 years. She will provide Mrs. Clarke with support and serve as a peer buddy.	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
Bakari Franklin	Pam Garrison	Mr. Franklin is a first year dean. Mrs. Garrison who is currently teaching reading has been an ESE teacher for over 15 years and was a behavior coach for 5 years. She will provide Mr. Franklin with support and serve as a peer buddy	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive feedback, coaching, and planning.
Susan Chambers	Phyllis Sims Distric CT Charlene May	Mrs. Chamber is a second year teacher who began her career in February, 2012 at Warrington Middle School. She has been assigned to teach 6th grade social studies. Mrs. Sims is the Department Chair for social studies and has taught social studies for over 10 years. She will provide Mrs. Chambers with support and serve as a peer buddy	The mentor and mentee will meet biweekly to discuss effective teaching strategies. In addition, each will be given release time for observation of each other teaching. Time will be given for the mentor and mentee to provide and receive 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

The total Title I funds allocated for the 2012-2013 school year are \$220,256. The amount of \$106,353 was budgeted for personnel (1.20 reading teachers, 3.5 behavior coach, and 3.5 parent liaison). The amount of \$21,568 allocated for staff development activities, and \$4,576 allocated for parent involvement activities. The remaining balance of \$87,759 is allocated for supplies, two parent educators, extra-pay for staff development activities, classroom supplies, and transportation.

#### 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 (MSIX) system and our local Student Data Base, we have determined that there are two (2) Migrant students at Warrington Middle School. We are providing the following services as itinerant bilingual instructors, remediation as needed, and counseling services as needed.

#### 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. Our school does not serve Title I, Part D students.

#### Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

#### Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we have three (3) students in Grades 6-8. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 5 students at our school. This teacher assists both the classroom teacher and the ELL student.

#### 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 District Title I Office. At Warrington Middle School, we have identified fifty-one (51) homeless students and provide additional assistance to these students and their families.

Five (5) of our homeless youth are living in Emergency or transitional shelters, FEMA trailers; Thirty-nine (39) are sharing the housing of other persons due to economic hardship, loss of housing, doubling up; and seven (7) are living in hotels or motels.

#### Supplemental Academic Instruction (SAI)

SAI monies were reduced from our school's budget. The amount of \$5,622 is allocated for classroom supplies.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand UP for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 School Year, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

#### Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self



serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

#### Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

#### Head Start

Head Start is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

#### Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

#### Career and Technical Education

Sixth grade students are enrolled in a career exploration class as an elective. Students are given the opportunity to obtain information about different careers and to learn more about the various career academies offered in the District.

The NFA-ACE Flight Academy serves 132 seventh and eighth grade students. The program provides students with an opportunity to solve problems in an immersive, game-based learning environment applying the fundamental of STEM. Students will be in the program for two years.

The Pre-Engineering Academy is a middle school program that serves 40 seventh and eighth grade students. The program focuses on engineering and mathematics (STEM) and biomedical sciences in an effort to prepare students for academic and professional success in careers such as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers.

The Health Academy serves 132 seventh grade students. Students will be in the program for two years. The program promotes career opportunities in health care through personal development, explorations of health occupations, culinary careers, and careers in fashion and interior design.

The Microsoft IT Academy serves 75 eighth grade students. Students will receive high school credit. In addition, students will have the opportunity to test and become Microsoft Office Certified Specialists.

#### Job Training

N/A

#### 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 RtI Team members are: Sandra Rush(Principal), Wilson Taylor (Assistant Principal), the two counselors (Erica Brown and Irish Jones); Lisa Scott and Natalie Hardeman(instructional coaches),and members of team as needed. Wilson Taylor is the chair and Mrs. Brown is the RtI coach.

Meetings will be conducted the 2nd Monday of each month. The dates for meetings are: September 17, October 8, November 12, December 10, January 14, February 11, March 11, April 8, and May 13.

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?

Warrington Middle School's Response to intervention is a process that begins with weekly grade level team meetings. A member of the RtI leadership team will attend each meeting. The purpose of these meetings will be to review academic and behavior data at the student level, teacher level and grade level.

After analyzing and discussing the data, strategies and interventions will be discussed to address the needs of individual

students or groups of students who may need either enrichment or intervention. Strategies are then implemented using weekly data to determine effectiveness of identified strategies.

If a student or group of students continue to struggle after an intervention is implemented with fidelity. The administrator for that team will convey the concern at the RtI weekly leadership meeting. The leadership team will use the problem solving method to identify the behavior and begin utilizing the resources at the school to intervene. An example would be that the behavioral coach or instructional coaches are consulted to determine a more appropriate intervention.

If an issue persists with a group of students, the Leadership Team will then analyze the data and examine the strategies/interventions previously utilized. After reviewing the data, the Leadership Team will decide school wide strategies needed for implementation to insure the appropriate areas of concern are being addressed.

Data will be examined bi-monthly to verify if said strategies are successful or need to be reexamined. If at the individual student level a student continues to experience difficulty he/she will be referred to the student intervention team for further review.

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 will engage in the following activities: Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly to problem solve, share effective practices, evaluate implementation, practice new processes and skills, and make decisions about implementation.

#### 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: Florida Comprehensive Assessment Test (FCAT), Florida Assessment for Instruction in Reading (FAIR), FCAT Simulations, FCIM Benchmark Assessments, nine-week math and reading assessments, and SWIS.

Progress Monitoring: FAIR and District nine week assessment results for math and science, mini-assessment in reading and math as indicated on the instructional calendars

Frequency of Data Days: Monthly data analysis

Describe the plan to train staff on MTSS.

The district Rti representative and the RtI Team will give an overview of RtI during the month of September. The PBS team provided training on PBS Program during pre-school.

The Guidance Team is trained at the District Level in PS/RtI.

Additional staff development will be provided during teachers' planning time, teacher planning days and small sessions throughout the year.

The RtI Team presents RtI process and procedures at Warrington Middle School.

The RtI team will also evaluate additional staff PD needs during the year.

Describe the plan to support MTSS.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

The Literacy Leadership Team is entitled the Instructional Leadership team. The members are Natalie Hardeman, Lisa Scott (instructional coaches), Angelia Walker (Language Art Department Head), Revonda Elowe (Science Department Head), Phyllis Sims (Social Studies Chairperson), Thomas Miller (CTE Department Head), Avis Schriato (ESE Department Head), Erica Brown (guidance counselor), Deborah Long (Technology Coordinator), Laura Hobbs (media specialist) Cassandra Smith (Assistant Principal), Wilson Taylor (Assistant Principal), and Sandra Rush (Principal). Meetings will be held on the 2nd Wednesday of each month at 7:30 a.m. The dates for the meetings are September 28, October 8, November 14, December 12, January 9, February 13, March 13, April 10 and May 8.

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

The Instructional Leadership Team will meet once a month to address academic and disciplinary concerns; plan literacy events/interventions, and discuss data. A calendar of events and strategies for the 2012-2013 school year will be developed. Members will sign up to serve in different capacities for particular projects based on their strengths and interests. During our meetings, we will discuss faculty concerns related to data and make predictions and plans to remedy the concerns.

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

The major initiative of the Instructional Leadership Team is to build a community of readers by improving affective reading gains through the following literacy projects:

1. School-wide read aloud and/or grade level read alouds
2. Family Literacy Nights Parent Data Night
3. Poetry Night
4. Reader's theater Night
5. Parent Data Night

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/15/2012)

### \*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.

N/A WMS is a middle school.

### \*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.

Warrington Middle School has incorporated a holistic approach to teaching reading. Reading strategies are integrated in all content area classes. All reading, language arts, social studies and 8th grade science teachers have been trained by Jr. Great Book trainers and are using the Socratic questioning process. New teachers will be trained in October, 2012. Many of the teachers have received professional development training using six of the nine Marzano's Strategies that Work. New teachers to WMS will receive an overview of the Marzano's Strategies and more in-depth training. Kagan Cooperative Learning training will be offered in October, 2012 for new teachers to the school. The school-based leadership team consists of administrators and department chair from every content area. The team meets and review data. The Reading Coach works cooperatively with the department heads and all teachers in the school to ensure that reading strategies and best practices occur in classrooms. In addition, departmental meetings, grade-level meetings, small and large group faculty meetings provide opportunities for continued professional development. Classroom walkthroughs are conducted daily and administrators observe the integration of the strategies across the curriculum.

### \*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?

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of level 3 students in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students that scored at level 3 was 20% (139).	In 2012, the percentage of student that will score at level 3 will increase to 25% (178)

#### 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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science and civics informational text and math work problems in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>

2		<p>the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>Language Arts Specialist</p> <p>Social Studies Specialist</p>		
3	<p>Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

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 Less than 10 students took the FAA				

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:	The percentage of students at levels 4 and 5 will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students scoring at levels 4 and 5 in reading was 7% (54)	The percentage of students scoring at levels 4 and 5 will increase to 12% (86)

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	Implementation of literacy skills across the curriculum	Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week  Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training  Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.	Principal Assistant Principal Reading Coach Math coach District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell Teachers Math Specialist, Shelia Montgomery Social Studies Specialist, Cheri Arnett Language Arts	Lesson Plans Classroom Walkthroughs Formal and informal observations Administration data chats with teachers Teachers data chats with students Assessments	Benchmark assessments FAIR Data Nine-week exams in reading, math, language arts and science

		Infuse science informational text in research classes	Specialist , Brian Spivey		
2	Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

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  Less than ten(10) students were administered the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A  Less than ten(10) students were administered the FAA	N/A  Less than ten(10) students were administered the FAA

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  Less than 10 students were administered the FAA				



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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:</p>	<p>The percentage of students making learning gains in reading will increase by 5%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>The percentage of students making learning gains was 51% (344)</p>	<p>The percentage of students making learning gains in reading will increase to 56% (394)</p>

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	<p>Implementation of literacy skills across the curriculum</p>	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey Lesson Plans</p>	<p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
2	<p>Authentic student engagement in every classroom</p>	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>

		<p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>			
3	<p>Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>N/A</p> <p>Less than ten(10) students were administered the FAA</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than ten(10) students were administered the FAA	N/A Less than ten(10) students were administered the FAA

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 Less than ten(10) students were administered the FAA				

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:	The percentage of students in the lowest quartile 25% making learning gains in reading will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students making learning gains in the lowest 25% in reading was 62% (418)	The percentage of students making learning gains in the lowest 25% in reading will increase to 67% (451)

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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p>	<p>Assessments</p> <p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
	Authentic student engagement in every classroom	Conduct a series of inservice activities in small and large groups to ensure that teachers	<p>School Administration</p> <p>Reading Coach</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p>	<p>Benchmark assessments</p> <p>FAIR Data</p>

2		<p>understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Nine-week exams in reading, language arts, math and science</p>
3	<p>Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

	Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model		
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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 # Decrease the proficiency "achievement gap" by 50% over a six year period, ending in 2016 -2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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:	The percentage of students subgroups by ethnicity will make satisfactory progress in reading by 5%
2012 Current Level of Performance: Percentage in 2011 - White 53% (73) - Black 22% (103) - Hispanic 50% (15) - Asian 53% (6) - American Indian 54% (4)	2013 Expected Level of Performance: Percentage in 2012 - White 65% (91) - Black 31% (145) - Hispanic 55% (23) - Asian 68% (5) - American Indian 56%(5)
	The percentage of students meeting proficiency will increase by 5% - White 70% (98) - Black 36% (168) - Hispanic 60% (25) - Asian 73%% (6) - American Indian 61% (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	Implementation of literacy skills across the curriculum	Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week  Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training  Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.	Principal Assistant Principal Reading Coach Math coach District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell Teachers Math Specialist, Shelia Montgomery Social Studies Specialist, Cheri Arnett	Lesson Plans Classroom Walkthroughs Formal and informal observations Administration data chats with teachers Teachers data chats with students Assessments	Benchmark assessments FAIR Data Nine-week exams in reading, math, language arts and science

		Infuse science informational text in research classes	Language Arts Specialist , Brian Spivey		
2	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>
	Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

3		<p>programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>			
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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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	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					
2	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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The percentage of SWD making satisfactory progress in reading will increase by 5%</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, the percentage of SWD students scoring at proficiency was 10% (19)	The percentage of SWD students scoring at proficiency will increase to 11% (18)
In 2012, the percentage of SWD students scoring at proficiency was 6% (10)	

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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
2	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>



		<p>and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>			
3	Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>
4	Effective use of Teacher Assistants	Utilize teacher assistants to work with small groups and/or individual students that are having difficulty with skills/concepts	Administration, Reading Coach and Teachers	Monitor the time teachers assistance are working with students	Focused Classroom Walkthroughs

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:	The percentage of economically disadvantage student making satisfactory progress in reading will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of economically disadvantaged students making satisfactory progress in 2012 is 29% (195)	The percentage of economically disadvantage students making satisfactory progress will increase to 34%(263)

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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
2	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>

		Continue to encourage project-based activities  All teachers will engage in a book study "That Workshop Book" that encourages study engagement			
3	Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model	Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.  Use quarterly assessments to determine opportunities for acceleration or remediation  Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)  Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.  Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model	Teams  School Administration  Instructional Coaches  Parents  Volunteers	Administration  Team Members  Instructional Coaches	Benchmark Assessments  Nine Week Exams

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
Positive Behavior Support (PBS)	All	Dean Franklin Behavior Coach Clarke Counselors Erica Brown and Irish Jones	School-wide	August 16, 2012 and Ongoing	Formal and informal observations	Administrative Staff
Rewards Training	6th/Reading	District Specialist	New 6th Grade reading teachers	September 5, 2012	Classroom Walkthroughs	Assistant Principal Smith
		AP Smith Catherine Brown,				

High Yield Strategies (Cornell Note-taking)	All	Reading Teacher Revonda Elowe, Sciercer Department Head, Romelle, Language Arts Teacher Farmer, and Lisa Coleman, Social Studies Teachers	School-wide	October, 19, 2012	Formal and Informal observations	Administrative Staff
PMP Training (Academics, Behavior & Discipline)	All	AP Smith	School-wide	September 26, 2012	Ongoing monitoring of students' PMP Plans	Assistant Principal Smith
RtI Refresher	All	Dr. Jennifer Edwards, School Psychologist	School-wide	TBD	Post Test at end of inservice RtI Team check on progress of implementation	RtI Team
High Yield Strategies (Summarizing and Note-taking)	All	AP Smith and Language Arts Department	School-wide	September 12, 2012	Formal and Informal Observations	Administrative Staff
High Yield Strategies (Providing Recognition and Praise)	All	AP Smith	School-wide	November14,2012	Formal and informal observations	Administrative Staff
Stress-Free Homework	Parents	Instructional Leadership Team	Parents	October 12, 2012	Evaluation at the end of workshop	Instructional Leadership Team
Reading Professional Learning Community	All reading teachers	AP Smith and Reading Coach	Reading Teachers	Ongoing Weekly (Fridays)	Agendas, minutes and sign-in sheets	AP Smith and Reading Coach
Overview of Study Sync Computer Assisted Reading Program	6-8 Reading Department	Kimberly Gulley Reading Teacher	All reading teachers	September 14,2012	Classroom Walkthrough	Assistant Principal Smith
School-wide Book Study "That Workshop Book"	6-8 Reading Department	Assistant Principal Smith and Reading Instructional Coach, Lisa Scott	All reading teachers	Sept/Oct., 2012	Formal and informanl observation of teachers using the workshop strategy in their classrooms	Assistant Principal Smith and Reading Coach, Lisa Scott
Jr. Great Book Training	All	Reading Coach, Lisa Scott and Jr. Great Books Consultant	Teachers on staff who have not had training	TBD	Formal and Informal Observations	Reading Coach and Administration
Kagan Training	All	Kagan Consultant	New Teachers & Last Year's Late Hires	TBD	Formal and informal observations	Administrative Staff
Various School-based Technology Staff Development	All	Technology Coordinator,Deborah Long	School-wide	Ongoing 2012-2013	Inservice Evaluation	Technology Coordinator
R.I.S.E. Training Co-teaching, Inclusion, Support Facilitation Working with ESE and Disadvantaged Students)	All	Dr Deborah Harris University of South Florida	School-wide	August 1, 2012 and August 2, 2012 Follow up activities- September 20, 2012 and September 21, 2012 Additional follow-up days TBD	In-school technical assistance (Consist of Planning, Modeling, Supporting, Evaluating implementation progress)	Dr. Deborah Harris
Understanding and Working with Students Living in Poverty and Targeting Black Male Students	All	Dr.Bryant Marks Morehouse University	School-wide	August 13, 2012	Formal and informal observation of strategies presented by Dr. Marks	Adminstrative Staff

E3 Overview-Evaluation System	All	Sandra Rush Romelle Farmer and Nichole Owens, school-based trainers	School-wide	September 5, 2012	Ongoing activities via video and rubrics to know the characteristics of an highly effective teacher	Administrative Staff
Book Study "Teaching with Poverty in Mind"	All	Team Leader of each team	School-wide	Semester Two, 2013	Share Time with entire staff after completion of book	Administrative Staff

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide reading all year to all students \$	Hire additional teachers	Title I	\$66,783.00
Utilize Interactive Readers in all classes	Interactive Readers Workbooks	Title I	\$3,000.00
Implement school-wide reading program ( selected novels) during extended 30 minutes	Purchase four novels for every classroom for every student	SIG Funds	\$2,400.00
			Subtotal: \$72,183.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide gaming program for reading classes	Renew Dimension U licenses	Title I	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement several professional activities as listed in the Professional Development Plan	Consultants Services	Title I	\$4,000.00
Implement staff developpment activities before, after and on Saturdays	Extra Pay for participants	Title I	\$5,000.00
			Subtotal: \$9,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide book study for teachers to increase student engagement	Purchase book "That Workshop Book" for all teachers	Title i	\$500.00
			Subtotal: \$500.00
			Grand Total: \$83,183.00

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. CELLA Goal # 1:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	

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
2	N/A				

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:

N/A

2012 Current Percent of Students Proficient in reading:

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students 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
No Data Submitted				

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:	The percentage of students scoring at level 3 will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of student at level 3 was 14%(100)	The percentage of students scoring at level 3 will increase to 21% (149)

## 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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science and civics informational text and math work problems in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>



2		<p>engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	Social Studies Specialist		
3	<p>Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

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.	N/A
Mathematics Goal # 1b:	Less than ten students were administered the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Less than ten students were administered the FAA	N/A Less than ten students were administered the FAA

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 Less than 10 students took the FAA				

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.	The percentage of students scoring at level 4 will increase by 5%
Mathematics Goal # 2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students scoring at level 4 was 5% (37)	The percentage of students scoring at level 4 will increase to 10%(42)

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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>

2

Authentic student engagement in every classroom

Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated

Utilize Marzano's High Yield Strategies across the curriculum

Utilize Kagan Strategies across the curriculum

Teachers sharing best practices during meetings and in Professional Learning Communities

Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy

Continue to encourage project-based activities

All teachers will engage in a book study "That Workshop Book" that encourages study engagement

School Administration

Reading Coach

Math Coach

Teachers

Reading Specialist

Math Specialist

Science Specialist

Language Arts Specialist

Social Studies Specialist

Lesson Plans

Classroom Walkthroughs

Formal and informal observations

Teacher data chats with students and administration

Self assessments

Benchmark assessments

FAIR Data

Nine-week exams in reading, language arts, math and science

3

Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model

Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.

Use quarterly assessments to determine opportunities for acceleration or remediation

Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)

Support facilitators will

Teams

School Administration

Instructional Coaches

Parents

Volunteers

Administration

Team Members

Instructional Coaches

Benchmark Assessments

Nine Week Exams

		develop a schedule to ensure that students receive adequate support and intervention.  Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model			
4	Teachers lacking a comfort level/mastery level for standards/ and math resources	Teachers will meet weekly to plan and review materials to develop a familiarity with the standards and new textbook	Math Department, math Coach, and Teachers	Review of plans and observations	Focused walkthroughs

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  Less than ten students were administered the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A  Less than ten students were administered the FAA	N/A  Less than ten students were administered the FAA

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  Less than 10 students were administered the FAA				

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 learning gains in mathematics will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students making learning gains was 44% (307)	The percentage of students making learning gains will increase to 49% (342)

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
	Implementation of literacy skills across the	Implement writing initiative into reading	Principal	Classroom Walkthroughs	Benchmark assessments

1	curriculum	<p>classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey Lesson Plans</p>	<p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
2	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>
	Use of data to provide	Each team with the	Teams	Administration	Benchmark

3	instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model	<p>assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Team Members</p> <p>Instructional Coaches</p>	<p>Assessments</p> <p>Nine Week Exams</p>
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>N/A</p> <p>Less than ten students were administered the FAA</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>N/A</p> <p>Less than ten students were administered the FAA</p>	<p>N/A</p> <p>Less than ten students were administered the FAA</p>

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	<p>N/A</p> <p>Less than ten students were administered the FAA</p>				

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%	
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making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest quartile 25% making learning gains in math will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students making learning gains in the lowest 25% in math was 48% (335)	The percentage of students making learning gains in the lowest 25% in math will increase to 53% (372)

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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p>	<p>Assessments</p> <p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
2	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>

		<p>and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>			
3	<p>Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>
4	<p>Lack of teachers using manipulatives and hand-on activities to reinforce math concepts</p>	<p>Develop centers and learning stations</p> <p>Provide time for planning</p>	<p>Principal and Assistant Principals</p> <p>Math Coach</p>	<p>Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented</p>	<p>Monitor students' progress and CWT form</p>

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%.	<p>Middle School Mathematics Goal #</p> <p>Decrease the proficiency "achievement gap" by 50% over a six year period, ending in 2016 -2017.</p> <p>5A :</p>



Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	27%	21%	39	45	51	

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:	The percentage of students in each subgroup by ethnicity making satisfactory progress in math will increase by 5%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Percentage in 2011 Percentage in 2012 - White 44% (61) - White 36% (51) - Black 17% (80) - Black 14% (75) - Hispanic 52% (15) - Hispanic 35% (14) - Asian 53% (6) - Asian 50% (4) - American Indian N/A - American Indian -N/A	The percentage of students meeting proficiency will increase by 5% - White 49% (69) - Black 22% (103) - Hispanic 57% (21) - Asian 58% (6) - American Indian N/A
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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	Implementation of literacy skills across the curriculum	Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week  Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training  Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.  Infuse science informational text in research classes	Principal Assistant Principal Reading Coach Math coach District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell Teachers Math Specialist, Shelia Montgomery Social Studies Specialist, Cheri Arnett Language Arts Specialist, Brian Spivey	Lesson Plans Classroom Walkthroughs Formal and informal observations Administration data chats with teachers Teachers data chats with students Assessments	Benchmark assessments FAIR Data Nine-week exams in reading, math, language arts and science
	Authentic student engagement in every classroom	Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in	Administration Reading Coach Math Coach Teachers Reading Specialist Math Specialist Science Specialist	Lesson Plans Classroom Walkthroughs Formal and informal observations Teacher data chats with students and administration Self assessments	Benchmark assessments FAIR Data Nine-week exams in reading, language arts, math and science

2

classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated

Language Arts Specialist

Social Studies Specialist

Utilize Marzano's High Yield Strategies across the curriculum

Utilize Kagan Strategies across the curriculum

Teachers sharing best practices during meetings and in Professional Learning Communities

Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy

Continue to encourage project-based activities

All teachers will engage in a book study "That Workshop Book" that encourages study engagement

3

Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model

Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.

Teams

School Administration

Instructional Coaches

Parents

Volunteers

Use quarterly assessments to determine opportunities for acceleration or remediation

Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)

Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.

Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model

Team Members

Instructional Coaches

Benchmark Assessments

Nine Week Exams

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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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	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				
2	NA/	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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD making satisfactory progress in mathematics will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of SWD making satisfactory progress in mathematics during the 2012 school year was 6% (8)	The percentage of SWD making satisfactory progress in mathematics for the 2013 school year will increase to 11% (15)

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
	Implementation of literacy skills across the curriculum	Implement writing initiative into reading classes using reflection journals. Students will	Principal Assistant Principal	Lesson Plans Classroom Walkthroughs	Benchmark assessments FAIR Data

1		<p>summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Nine-week exams in reading, math, language arts and science</p>
2	<p>Authentic student engagement in every classroom</p>	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>
	<p>Use of data to provide instruction for acceleration and</p>	<p>Each team with the assistance of school administration will</p>	<p>Teams</p> <p>School</p>	<p>Administration</p> <p>Team Members</p>	<p>Benchmark Assessments</p>

3	intervention for all students including students who have been identified as ESE and are in a support facilitation model	<p>develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	Administration Instructional Coaches Parents Volunteers	Instructional Coaches	Nine Week Exams
4	Using teacher assistant in the classroom effectively	<p>Utilize teacher assistants to work with small groups and/or individual students that are having difficulty with skills/concepts</p> <p>Provide content inservice for teacher assistants</p>	Administration, Math Coach & Teachers	<p>Monitor the time teacher assistants are working with students</p> <p>Classroom Walkthroughs</p>	<p>Focused classroom walkthroughs</p> <p>Students' progress</p>

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.  Mathematics Goal E:	The percentage of economically disadvantaged students making satisfactory progress in math will increase by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, the percentage of economically disadvantaged students making satisfactory progress in mathematics was 21% (136)	The percentage of economically disadvantaged students making satisfactory progress in mathematics will increase to 26%(164)

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
	Implementation of literacy skills across the curriculum	Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week	Principal Assistant Principal Reading Coach	Lesson Plans Classroom Walkthroughs Formal and informal observations	Benchmark assessments FAIR Data Nine-week exams

1		<p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>in reading, math, language arts and science</p>
2	<p>Authentic student engagement in every classroom</p>	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>
	<p>Use of data to provide instruction for acceleration and intervention for all students including</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how,</p>	<p>Teams</p> <p>School Administration</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

3	students who have been identified as ESE and are in a support facilitation model	<p>when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>		
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## 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:	The percentage of students scoring level 3 will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students scoring level 3 on algebra test was 53% (37)	The percentage of students scoring level 3 will increase from 53% (37) to 58%(40)

### 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
	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>

1		<p>NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science and civics informational text and math work problems in research classes</p>	<p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	
2	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>
	Use of data to provide instruction for	Each team with the assistance of school	Teams	Administration	Benchmark Assessments



3	acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model	<p>administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Team Members</p> <p>Instructional Coaches</p>	Nine Week Exams
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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:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p> <p>Algebra Goal #2:</p>	<p>The percentage of students scoring at level 4 in algebra will increase by 5%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>The number of students scoring at level 4 is 9% (6)</p>	<p>The percentage of students will increase to 14% (10)</p>

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
	<p>Implementation of literacy skills across the curriculum</p>	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>

1		<p>studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science informational text in research classes</p>	<p>Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Teachers data chats with students</p> <p>Assessments</p>	
2	<p>Authentic student engagement in every classroom</p>	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p> <p>Social Studies Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>
	<p>Use of data to provide instruction for acceleration and intervention for all students including students who have</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

3	<p>been identified as ESE and are in a support facilitation model</p>	<p>additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Coaches</p> <p>Parents</p> <p>Volunteers</p>		
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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:			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:				
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
Positive Behavior Support (PBS)	All	Dean Franklin Behavior Coach Clarke Counselors Erica Brown and Irish Jones	School-wide	August 16, 2012 and Ongoing	Formal and informal observations	Administrative Staff
Reading Professional Learning Community	All math teachers	Principal Rush and Math Instructional Coach Natlaie Hardeman	Msth Teachers	Ongoing Weekly (Thursday)	Agendas, minutes and sign-in sheets	Principal Rush and Math Coach
School-wide Book Study "That Workshop Book"	Math Department	Principal Rush and Math Coach, Natalie Hardeman	Math Department	Sept./Oct., 2012	Formal and informal observation of teachers using the workshop strategy in their classroomst	Principal Rush and Math Coach, Natalie Hardeman
Kagan Training	All	Kagan Consultant	New Teachers & Last Year's Late Hires	TBD	Formal and informal observations	Administrative Staff
Various School-based Technology Staff Development	All	Technology Coordinator, Deborah Long	School-wide	Ongoing 2012-2013	Inservice Evaluation	Technology Coordinator
High Yield Strategies (Cornell Note-taking)	All	AP Smith Catherine Brown, Reading Teacher Revonda Elowe, Sciercer Department Head, Romelle, Language Arts Teacher Farmer, and Lisa Coleman, Social Studies Teachers	School-wide	September 12, 2012	Formal and Informal observations	Administrative Staff
PMP Training (Academics, Behavior &	All	AP Smith	School-wide	September 26, 2012	Ongoing monitoring of students' PMP	Assistant Principal Smith

Discipline)					Plans	
RtI Refresher	All	Dr. Jennifer Edwards, School Psychologist	School-wide	October 3, 2012	RtI Team check on progress of implementation  Post-test at end of inservice	RtI Team
High Yield Strategies (Summarizing and Note- taking)	All	AP Smith and Language Arts Department	School-wide	September 12, 2012	November 19, 2012	Administrative Staff
High Yield Strategies (Providing Recognition and Praise)	All	AP Smith	School-wide	November 14, 2012	Formal and informal observations	Administrative Staff
Differiated Instruction	Math and Inclusion Teachers		Math Department	September, 2012 Part 2 - November, 2012	Formal and informal observation	Administrative Staff
Compass Training	Natalie Hardeman, Math Coach  William Broome, Overage Program Teacher  Wanda Cobb, Overage Program Teacher  Cassandra Smith, Assistant Principal	Trainer from Oyssey	Math Department	August, 2012	Formal and informal observation	Administrative Staff

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide math literature books for each class	Set of math literature books for each math classroom	Title I	\$4,500.00
			Subtotal: \$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide gaming program in math	Renew the Dimenion U License	Title I	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement several professional activities as listed in the Professional Development Plan	Consultants Services	Title I	\$4,000.00
Implement staff developpment activities before, after and on Saturdays	Extra Pay for participants	Title I	\$5,000.00
			Subtotal: \$9,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement a school wide book study to encourage student engagement	Purchase "That Workshop Book" for all staff	Title I	\$500.00
			Subtotal: \$500.00
			Grand Total: \$15,500.00

## 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:		Increase the percentage of students scoring at level 3 in science by 5%		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
The percentage of students scoring at level 3 in science was 25% (54)		The percentage of students scoring at level 3 in science will increase to 30% (67)		
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:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:		N/A  The number of students who were administered the FAA was less than 10		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A  The number of students who were administered the FAA was less than 10		N/A  The number of students who were administered the FAA was less than 10		
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:				
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:		The percentage of students scoring at levels 4 will increase by 5%		

2012 Current Level of Performance:			2013 Expected Level of Performance:		
The percentage of students scoring levels 4 was 3%(7)			The percentage of students scoring levels 4 will increase to 8%(18)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in the district/state science fair	Encourage students to participate in the science fair	Science Teachers	Students will create and present science fair projects	The teaches have a step by step process to evaluate each project

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  The number of students who were administered the FAA was less than 10		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A  The number of students who were administered the FAA was less than 10			N/A  The number of students who were administered the FAA was less than 10		
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
Positive Behavior Support (PBS)	All	Dean Franklin Behavior Coach Clarke Counselors Erica Brown and Irish Jones	School-wide	August 16, 2012 and Ongoing	Formal and informal observations	Administrative Staff
		AP Smith Catherine Brown, Reading Teacher				

High Yield Strategies (Cornell Note-taking)	All	Revonda Elowe, Scier Department Head, Romelle, Language Arts Teacher Farmer, and Lisa Coleman, Social Studies Teachers	School-wide	September 12, 2012	Formal and Informal observations	Administrative Staff
PMP Training (Academics, Behavior & Discipline)	All	AP Smith	School-wide	September 26, 2012	Ongoing monitoring of students' PMP Plans	Assistant Principal Smith
High Yield Strategies (Summarizing and Note-taking)	All	AP Smith and Language Arts Department	School-wide	September 12, 2012	Formal and Informal Observations	Administrative Staff
High Yield Strategies (Providing Recognition and Praise)	All	AP Smith	School-wide	November 14, 2012	Formal and informal observations	Administrative Staff
Scienc Professional Learning Community	All	AP Taylor and Science Department Chair, Revonda Elowe	All Science teachers	Ongoing Weekly (Tuesdays)	Agendas, minutes and sign-in sheets	AP Taylor and Science Department Chair, Revonda Elowe
School-wide Book Study "That Workshop Book"	Science Department	AP Taylor and Science Department Chair, Revonda Elowe	All Science teachers	Sept/Oct., 2012	Formal and informanl observation of teachers using the workshop strategy in their classrooms	AP Taylor and Science Department Chair, Revonda Elowe
Kagan Training	All	Kagan Consultant	New Teachers & Last Year's Late Hires	TBD	Formal and informal observations	Administrative Staff
Various School-based Technology Staff Development	All	Technology Coordinator, Deborah Long	School-wide	Ongoing 2012-2013	Inservice Evaluation	Technology Coordinator
I CPALMS	Al	Revonda Elowe	All Science Teachers	September 19, 2012	Formal and informal Observations	Administrative Staff
Science Fair Training	All	Kitchens	All Science Teachers	August, 2012	Formal and informal observations	Assistant Principal Taylor
Science Fair Training	All	Kitchens	All Science Teachers	August, 2012	Formal and informal observations	Assistant Principal Taylor
Bioscopes	All	Cheyene Novotny	Stannad Kitchens Blankenship	August 29, 2012 - September 3, 2012	Formal and Informal Observations	Assistant Principal Taylor Department Chair Reveonda Elowe
Science Fair Training	All	Kitchens	All Science Teachers	August, 2012	Formal and informal observations	Assistant Principal Taylor

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct various labs in science	Supplies for experiments	General and Science Budget	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Explore Learning- Gizmo	Interactive Online Simulation	Title I	\$4,500.00
			Subtotal: \$4,500.00
Professional Development			



Strategy	Description of Resources	Funding Source	Available Amount
Implement several professional activities as listed in the Professional Development Plan	Consultants Services	Title I	\$4,000.00
Implement staff development activities before, after and on Saturdays	Extra Pay for participants	Title I	\$5,000.00
			Subtotal: \$9,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct a school-wide book study for teachers to increase student engagement	Purchase the book "That Workshop Book" for all teachers in every department	Title I	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$15,500.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The percentage of students ascoring at level 3.0 or above in writing will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Tthe percentage of students who scored at Level 3 or above in writing was 55% (118)	The percentage of students scoring at level 3 or above will increase to 60& (134)

### 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 having a clear plan for utilizing the writing process.	Establish a schedule to conduct monthly writing prompts for all grade levels with re-writes.  Create an instructional focus calendar for writing.	Principal, Assistant Principal Smith, Language Arts Dept. Chair	Observation Data chats with teachers Data chats with students	Teachers will turn in their instructional focus calendar for writing.  Make accessible student data chat forms.
2	Teachers not having an objective uniform grading system and students not having immediate feedback on scoring.	Purchase Write Scores program	Principal, Assistant Principal Smith	Results from students initial scores and revised scores.	Teachers will meet with Administration and share work samples from student folders.
3	Calendarizing literature to support socratic questioning.	Teachers will use Great Books one week out of the month to support socratic questioning.  Teachers will increase text complexity by using literature books to read, write and think through the socratic	Principal, Assistant Principal Smith	Observations	Classroom Walkthroughs

		questioning process.			
4	Language Arts teachers providing daily grammar instruction.	Daily grammar focus lesson at the beginning of each period.	Principal, Assistant Principal Smith	Observations Chats with teachers Sharing during Professional Learning Community	Teacher Lesson Plans Write Score Data 9-week tests
5	Teachers in all content area and elective classes ensuring that students use proper grammar in their writing.	Teachers will monitor students' grammar when given a writing activity.  All teachers will make sure sentences are complete and correct punctuation is used.  Students will record what they learned in each class daily in their composition books.	Principal, Assistant Principal Smith	Observations by Administrators	Student work samples  Composition books
6	Infusing writing across the curriculum. Students being provided multiple opportunities to practice uniformed paragraph writing in all content area and elective classes.	Students will be provided multiple opportunities to practice uniformed paragraph writing in all content area and elective classes.  Students will be required to work in groups and develop structured paragraphs in research classes.	Principal, Assistant Principal Smith	Observations by Administrators	Student work 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  Less than 10 students were administered the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A  Less than 10 students were administered the FAA	N/A  Less than 10 students were administered the FAA

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  Less than 10 students were administered the FAA				

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
Training on the Rubric and New Anchor Papers for Writing	All grades	Brian Spivey, Language Arts Specialist	All Language Arts Teachers AP Smith	September 6, 2012	Classroom Walkthroughs	Brian Spivey, Language Arts Specialist Cassandra Smith, Assistant Principal
Professional Learning Community -small group staff development -sharing best practices -data disaggregation -book study	All grades	Angelia Walker, Department Chair Cassandra Smith, Assistant Principal	All Language Arts Teachers	Every Thursday	Classroom Walkthroughs	Cassandra Smith, Assistant Principal
Step Up to Writing	All grades	Brian Spivey, Language Arts Specialist	All Language Arts Teachers AP Smith	October 13, 2012	Classroom Walkthroughs	Cassandra Smith, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use Write Scores Assessment for grades 6-8	Formative Writing Program	Title I	\$7,500.00
Supplies and Materials	Reflective journal notebook for every student, Writing notebook/binder for every student to maintain all writing activities from grades 6-8, etc.	Title I	\$2,000.00
Step Up to Writing Kits	Writing program that help students understand the 3 main steps in writing by relating them to colors-- green, yellow and red.	Title I	\$1,000.00
Subtotal:			\$10,500.00
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
Training for Six-Traits Writing on Saturday	Extra-pay for teachers	Title I	\$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:			\$11,500.00

# 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:	Data is not currently available
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data is not currently available	Data is not currently available

## 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	Implementation of literacy skills across the curriculum	<p>Implement writing initiative into reading classes using reflection journals. Students will summarize learning each day/week</p> <p>Encourage the use of strategies from the NGCAR-PD training in language arts, social studies and science classes and require additional teachers to receive NGCAR-PD training</p> <p>Implement "Junior Great Books" strategies Program in language arts, reading, and social studies and science classes with fidelity.</p> <p>Infuse science and civics informational text and math work problems in research classes</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>Math coach</p> <p>District Reading Specialists, Debra Henderson and Kelli Aepeli-Campbell</p> <p>Teachers</p> <p>Math Specialist, Shelia Montgomery</p> <p>Social Studies Specialist, Cheri Arnett</p> <p>Language Arts Specialist , Brian Spivey</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Administration data chats with teachers</p> <p>Teachers data chats with students</p> <p>Assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, math, language arts and science</p>
	Authentic student engagement in every classroom	<p>Conduct a series of inservice activities in small and large groups to ensure that teachers understand the meaning of authentic "student engagement". Activities will include but not limited to reviewing TeachScape videos that demonstrate effective and ineffective student engagement in classrooms and reviewing the rubrics that describes characteristics for a classroom where highly effective student</p>	<p>School Administration</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Math Specialist</p> <p>Science Specialist</p> <p>Language Arts Specialist</p>	<p>Lesson Plans</p> <p>Classroom Walkthroughs</p> <p>Formal and informal observations</p> <p>Teacher data chats with students and administration</p> <p>Self assessments</p>	<p>Benchmark assessments</p> <p>FAIR Data</p> <p>Nine-week exams in reading, language arts, math and science</p>

2		<p>engagement is demonstrated</p> <p>Utilize Marzano's High Yield Strategies across the curriculum</p> <p>Utilize Kagan Strategies across the curriculum</p> <p>Teachers sharing best practices during meetings and in Professional Learning Communities</p> <p>Instructional Coaches and District Specialist will model effective strategies to use to encourage student engagement i.e. Cloze strategy</p> <p>Continue to encourage project-based activities</p> <p>All teachers will engage in a book study "That Workshop Book" that encourages study engagement</p>	Social Studies Specialist		
3	<p>Use of data to provide instruction for acceleration and intervention for all students including students who have been identified as ESE and are in a support facilitation model</p>	<p>Each team with the assistance of school administration will develop an action plan that will outline how, when and where additional support for students will be provided. Teachers will be accountable for students on their team.</p> <p>Use quarterly assessments to determine opportunities for acceleration or remediation</p> <p>Possibly provide opportunities for Saturday, morning and afternoon tutorial programs (Provide transportation for students to the tutorial program)</p> <p>Support facilitators will develop a schedule to ensure that students receive adequate support and intervention.</p> <p>Dr. Deborah Harris will provide in-school technical assistance consisting of planning, modeling, supporting and evaluating implement of the ESE/inclusion model</p>	<p>Teams</p> <p>School Administration</p> <p>Instructional Coaches</p> <p>Parents</p> <p>Volunteers</p>	<p>Administration</p> <p>Team Members</p> <p>Instructional Coaches</p>	<p>Benchmark Assessments</p> <p>Nine Week Exams</p>

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
Kagan Training	All	Kagan Consultant	Consultant New Teachers & Last Year's Late Hires TBD	TBD	Formal and informal observations	Administrative Staff
Various School-based Technology Staff Development	All	Technology Coordinator, Deborah Long	School-wide	Ongoing 2012-2013	Inservice Evaluation	Technology Coordinator
RtI Refresher	All	Dr. Jennifer Edwards, School Psychologist	School-wide	October 3, 2012	RtI Team check on progress of implementation  Post-test at end of inservice	RtI Team
Positive Behavior Support (PBS)	All	Dean Franklin Behavior Coach Clarke Counselors Erica Brown and Irish Jones	School-wide	August 16, 2012 and	Ongoing Formal and informal observations	Administrative Staff
High Yield Strategies (Cornell Note-taking)	All	AP Smith Catherine Brown, Reading Teacher Revonda Elowe, Sciercer Department Head, Romelle, Language Arts Teacher Farmer, and Lisa Coleman, Social Studies Teachers	School-wide	September 12, 2012	Formal and Informal observations	Administrative Staff
High Yield						

Strategies (Summarizing and Note-taking)	All	AP Smith and Language Arts Department	School-wide	September 12, 2012	Formal and Informal Observations	Administrative Staff
High Yield Strategies (Providing Recognition and Praise)	All	AP Smith	School-wide	November 14, 2012	School-wide Formal and informal observations	Administrative Staff
Scienc Professional Learning Community	All	AP Taylor and Social Studies Department Chair, Phyllis Sims	Social Studies teachers	Ongoing Weekly (Fridays)	Agendas, minutes and sign-in sheets	AP Taylor and Social Studies Department Chair, Phyllis Sims
School-wide Book Study "That Workshop Book"	All	AP Taylor and Social Studies Department Chair, Phyllis Sims	Social Studies teachers	Sept/Oct., 2012	Formal and informanl observation of teachers using the workshop strategy in their classrooms	AP Taylor and Social Studies Department Chair, Phyllis Sims

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:	Increase the attendance rate goal by .1%; Decrease the number of students with 10+ absences by 5%; Decrease the number of students with tardies by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 90.2	The attendance rate will increase to 90.3%
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)	Absences (10 or more)
The current number of students with 10+ absences is 402	The number of students with 10+ absence will decrease to 382
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The number of students with 10+ tardies is 82	The number of students with 10+ tardies will decrease to 72

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents informed daily of their child absence from school	Use School Messenger system to notify parents of students' absences	Attendance Clerk and Guidance Counselor	Monitor the number of calls made daily	Review daily report
2	Students getting to class on time	Require teachers to stand in their doors during class change and monitor students movement  Administrator conduct frequent tardy sweeps	Administration and Student Services Department	Decrease in the number of students tardy for class	SWIS Data
3	Accountability of students with five or more absences	Conduct conferences with parents and their child when a student has five absences  Work with social worker  Judge meet with parents and students who have excessive absences	Counselors  Social Worker  Rti Team	Decrease in the number of absences	Data from TRMP

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
Rti Refresher	All	Dr. Jennifer Edwards, School Psychologist	School-wide	October 3, 2012	Rti Team check on progress of implementation  Post-test at end of inservice	Rti Team

Attendance Budget:



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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 the number of students with in-school suspensions by 5%; Decrease the number of students with out-of-school suspensions by 5%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of In-School Suspension was 821	The number of In-School-Suspensions will decrease to 7
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students Suspended In-School is 620	The number of students Suspended In-School will decrease to 589
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of Out-of School Suspensions is 798	The total number of Out-of School Suspensions will decrease to 758
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students Suspended Out of School is 597	The total number of students Suspended Out of School will decrease to 567
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	Providing alternative programs for students in danger of being expelled	Implement an on site in-lieu of expulsion program	Administration	The number of students participating in the program	Pre-Post Disciplinary Data
2	Recognizing Positive Behavior of students	Implementation of the PBS program school-wide	PBS Team	Collect and review data during the scheduled meeting every two weeks	Pre-Post results
3	Understanding students of poverty and recognizing , particularly the black male	Provide staff development opportunities with Dr. Bryant and Dr. Harris that will focus on "Working with Struggling Students"	Administration	Monitor individual teachers' referrals	Compare the number of referrals written by teachers before and after the inservice activities

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						

Suspension Budget:

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

## 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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the number of parent activities
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
There were 15 parent activities	Increase the number of parent activities to 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	Lack of parent involvement/participation	Increase enrollment in PTSA; increase the number of parent workshops; implement parent report card day; Conduct a family field day	Assistant Principals Taylor/Reid	Compare 2011 numbers with 2012	Log sheets; Membership rosters; and volunteer report
2	Lack of Transportation for Parents to attend parent/teacher conferences and workshops for parents	Provide transportation for parents via taxi, bus and other public transportation	Assistant Principals Taylor/Reid	Number of Parent Request	Budget Expenditures
3	Frequent communication with parents	Use multiple sources such as newsletters, mail-outs, home visits, phone calls, posting of school activities on the school's website, and the Parent Portal on the website to monitor child's grade	Administration, Technology Coordinator	Parent Feedback	Parent Survey administered at the end of the year

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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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 STEM literacy for students		
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	Expand the Business/ITT Career Academy to include the Microsoft IT Academy Program for students to receive the Microsoft Office Specialist (MOS) certification	Recruit eighth grade students to participate in the program	Cassandra Smith, Assistant Principal  Kimberly Posley, Business Education Teacher  Michelle Taylor, CTE Specialist	The number of students who obtain MOS certification at the end of the school year	MOS Certification Test
2	Flight Team intergrating STEM initiatives in all content area	Build a cohesive team by hiring qualified teachers that are eagern to work on the Flight Academy  Flight teachers will partner with NAS to provide educational	Wilson Taylor, Assistant Principal  Jo Ann Doss, Flight Instructor  CTE Specialist, Tom Harrel	Monitor activities of Flight Program  Lesson Plans	Classroom Walkthroughs  Log of student participation activities

	opportunities for students			
	Students will participate in off campus field trips that will enhance the STEM initiative			

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						

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

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	All CTE teachers will become highly qualified by passing

CTE Goal #1:		his/her specific subject area 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	CTE teachers hired for the 2012- 2013 school year have not taken the subject area test	The business education, personal development and flight instructors will take appropriate subject area exam to become highly qualified	Principal District Certification Office	All CTE test pass the exam before the end of the school year	Review test results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Book Study "That Workshop Book"	6-8	CTE Department	All CTE teachers	Sept/Oct., 2012	Formal and informal observation of teachers using the workshop strategy in their classrooms	Assistant Principal Smith
Expectation of Business Education MS IT Academy	8	Michelle Taylor, CTE Specialist	Business Education Teacher	August 14, 2012	Monitoring Program Implementation	CTE Specialist, Michelle Taylor Assistant Principal Smith Principal Rush
MS IT Academy	8	James Hardy	Business Education Teacher	August 15, 2012	Monitoring Program Implementation	CTE Specialist, Michelle Taylor Assistant Principal Smith Principal Rush

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide materials and supplies for CTE program	USB Flash Drives for each student, typing stands, etc.	General Funds, SAI Funds	\$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 CTE Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide reading all year to all students \$	Hire additional teachers	Title I	\$66,783.00
Reading	Utilize Interactive Readers in all classes	Interactive Readers Workbooks	Title I	\$3,000.00
Reading	Implement school-wide reading program ( selected novels) during extended 30 minutes	Purchase four novels for every classroom for every student	SIG Funds	\$2,400.00
Mathematics	Provide math literature books for each class	Set of math literature books for each math classroom	Title I	\$4,500.00
Science	Conduct various labs in science	Supplies for experiments	General and Science Budget	\$1,500.00
Writing	Use Write Scores Assessment for grades 6-8	Formative Writing Program	Title I	\$7,500.00
Writing	Supplies and Materials	Reflective journal notebook for every student, Writing notebook/binder for every student to maintain all writing activities from grades 6-8, etc.	Title I	\$2,000.00
Writing	Step Up to Writing Kits	Writing program that help students understand the 3 main steps in writing by relating them to colors- - green, yellow and red.	Title I	\$1,000.00
CTE	Provide materials and supplies for CTE program	USB Flash Drives for each student, typing stands, etc.	General Funds, SAI Funds	\$1,000.00
				Subtotal: \$89,683.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide gaming program for reading classes	Renew Dimension U licenses	Title I	\$1,500.00
Mathematics	Provide gaming program in math	Renew the Dimenion U License	Title I	\$1,500.00
Science	Explore Learning-Gizmo	Interactive Online Simulation	Title I	\$4,500.00
				Subtotal: \$7,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement several professional activities as listed in the Professional Development Plan	Consultants Services	Title I	\$4,000.00
Reading	Implement staff development activities before, after and on Saturdays	Extra Pay for participants	Title I	\$5,000.00
Mathematics	Implement several professional activities as listed in the Professional Development Plan	Consultants Services	Title I	\$4,000.00
Mathematics	Implement staff development activities before, after and on Saturdays	Extra Pay for participants	Title I	\$5,000.00
	Implement several professional activities			

Science	as listed in the Professional Development Plan	Consultants Services	Title I	\$4,000.00
Science	Implement staff development activities before, after and on Saturdays	Extra Pay for participants	Title I	\$5,000.00
Writing	Training for Six-Traits Writing on Saturday	Extra-pay for teachers	Title I	\$1,000.00
				Subtotal: \$28,000.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School-wide book study for teachers to increase student engagement	Purchase book "That Workshop Book" for all teachers	Title I	\$500.00
Mathematics	Implement a school wide book study to encourage student engagement	Purchase "That Workshop Book" for all staff	Title I	\$500.00
Science	Conduct a school-wide book study for teachers to increase student engagement	Purchase the book "That Workshop Book" for all teachers in every department	Title I	\$500.00
				Subtotal: \$1,500.00
				Grand Total: \$126,683.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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.

No Attachment (Uploaded on 10/11/2012)

## 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
At this time, no SAC funds are available for the 2012-2013 school year	\$0.00

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

- Provide input into the development of the SIP and PIP
- Review school performance data which will include baseline, mid-year and end-of-year data
- To discuss the continuation of school uniforms for the 2013-2014 school year
- To assist in developing and approving budgets
- To attend the Superintendent's quarterly meetings

# 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 WARRINGTON MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	39%	76%	26%	187	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%	58%			118	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?	74% (YES)	71% (YES)			145	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					450	
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 WARRINGTON MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	44%	86%	21%	194	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	56%	70%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	69% (YES)			138	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					458	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested