FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: R. FRANK NIMS MIDDLE SCHOOL

District Name: Leon

Principal: Desmond Cole

SAC Chair: LaMonica Butler

Superintendent: Jackie Pons

Date of School Board Approval: 2012 (Pending)

Last Modified on: 10/2/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Desmond Cole	Masters Educational Leadership Certifications: Educational Leadership (all levels) School Principal (all levels) History (grades 6-12)	12	14	Assistant Principal of Nims Middle School 1998-2005, School Grade 1998 – 2004-2005 – C; 2005- D; Principal on Special Assignment – Bond/Wesson 2005-06, School Grade B, Provisional; Principal of Ghazvini Learning Center 2006-2008 Principal in Transition – 2008-09 Astoria Park Elementary Grade A – No AYP; Principal – 2009-11 Astoria Park Grade A – No AYP 2012 Grade B, AYP - N/A
Assis Principal	Charles Finley	B.S. Physical Education & M.S. Educational Leadership and Policy/ Certifications: Educational Leadership (all levels) Exceptional Student	3	3	Nims Middle School 11-12 = D * Reading: 33% Proficient; Lowest 25% Making Learning Gains = 70% * Math: 34% Proficient; Lowest 25% Making Learning Gains = 61% *Science: 18% Proficient *Writing: 59% Proficient Nims Middle School 10-11 = C * Reading: 36% Proficient; Lowest 25% Making Learning Gains = 67%

		Education (K-12) Mathematics (5-9) Physical Education (6-12)			* Math: 46% Proficient; Lowest 25% Making Learning Gains = 80% *Science: 13% Proficient *Writing: 77% Proficient
Assis Principal	April Knight	B.S. English Education Masters Educational Leadership Certifications: Educational Leadership (all levels) English (6-12) Reading Endorsement	1	1	James S. Rickards High School- Reading Coach * 2005-2008 and 2009-2010 percentage of students scoring level 3 or above increased by 1% each year noted. *2005-2006 reading gains increased from 45% to 52% *2005-2006 lower 25% reading gains increased from 37% to 50% *2006-2007 lower 25% reading gains increased from 50% to 52% , 2005-2006 school grade increased from "D" to "C" *2009-2010- school grade increased from "C" to "A"
Assis Principal	Michael Bryan	B.S. Biology M.S. Educational Leadership Certifications: Biology (6-12) School Principal (all levels)	1	10	Amos P. Godby High School- Assistant Principal 2009-10 B *Reading: 28% Proficient; 40% Learning Gains; Lowest 25% making Learning Gains= 35% *Math: 665 Proficient; 74% Learning Gains; Lowest 25% making Learning Gains = 60% *Writing: 77% Proficient; Science: 32% Proficient 2010-11 C *Reading: 33% Proficient; 43% Learning Gains; Lowest 25% making Learning Gains = 40% *Math: 66% Proficient; 68% Learning Gains; Lowest 25% making Learning Gains = 56% *Writing: 71% Proficient *Science: 27% Proficient 2011-12 *Reading: 34% Proficient; 56% Learning Gains; Lowest 25% making Learning Gains = 56% *Math: 50% Proficient; 71% Learning Gains; Lowest 25% making Learning Gains = 81% *Writing: 81% Proficient

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Dr. Myrtle Johnson	Specialist in Educational Leadership Administration and Supervision K-12 Certifications: Educational Leadership (all levels) Elementary Education (K-6)	3	1	Nims Middle School Reading Instructor 2011-2012 School-wide data: 2011-2012- The percentage of students making reading gains increased from 53% to 65%. 2010-2011- The percentage of students making reading gains increased from 49% to 53%. Teacher Evaluation Report: Highly Effective Teacher
Writing	Phyllis Wright	Bachelor of Arts Certification: English (5-9)	5	1	Nims Middle School Language Arts Instructor 2011-2012 School-wide data: 2009-2010- 75% of students achieved level3 or above in writing. 2010-2011- 77% of students achieved level 3 or above in writing. 2011-2012- 59% of students achieved level 3 or above in writing.

					Teacher Evaluation Report: Highly Effective Teacher
Math	Altrovise Stevens	Bachelor of Arts Mathematics Certification: Math (5-9)	3	1	Nims Middle School Math Instructor 2011-2012 School-wide Data: 2009-2010-61% of students performing in the the lowest 25% made math gains. 2010-2011- 46% of students earned a 3 or above on math FCAT,16 points higher than 2009-2010. Teacher Evaluation Report: Highly Effective Teacher
Science	Daniel Moore	Bachelor of Arts English Certifications: English (6-12) General Science (5-9) Middle Grades Integrated Curriculum (5-9)	3	2	Second year as Science Coach FCAT Science- The percent of students scoring proficiency increased from 13% to 18% (2010-2012) 2010-2011 School Grade - C 2011-2012 School Grade - D Teacher Evaluation Report: Highly Effective Teacher

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	All teachers are provided a common planning period.	Administrative Team	Continuous	
2	The administrative team supports and provides continuous on-campus professional development.	Administrative Team Instructional Coaches	Continuous	
3	All instructional personnel are members of a professional learning community.	Administrative Team Instructional Coaches	Continuous	
4	Teachers are provided classroom and professional support through content area coaching (site and district level support).	Administrative Team	Continuous	
5	Our administrative team reviews District County policies to ensure that highly qualified teachers are hired.	Administrative Team	Continuous	
6	Nims Middle School has a wealth of technology which includes computers in each classroom, smartboards, and five computer labs.	Administrative Team, Technology Support Personnel	Continuous	

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
Teachers out of field: .02% Teachers received less than effective rating: 0%	Beginning teachers are assigned a mentor teacher Beginning teachers are enrolled in the Leon County Schools Beginning Teacher Program. Continuous Professional Development (on campus and off site) All teachers are members of a professional learning community. Teachers are encouraged to complete reading

endorsement.
Teachers are encouraged
to complete ESOL
endorsement.
All departments and PLC
meet at least weekly.

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
48	27.1%(13)	72.9%(35)	8.3%(4)	20.8%(10)	20.8%(10)	56.3%(27)	8.3%(4)	0.0%(0)	2.1%(1)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anne Hall	Aisha Huggins		Book Study Common PLC Common Planning
Robert Brantley	Genise Petit-Homme		Book Study Common PLC Common Planning
Janet Renfroe	Elizabeth Robinson		Book Study Common PLC Common Planning
Daniel Moore	Carla Evans		Book Study Common PLC Common Planning
Anicia Robinson	Tiffany Thompson		Book Study Common PLC Common Planning
Altrovise Stevens	Dean Caulkins		Book Study Common PLC Common Planning
LaMonica Butler	Leah Mapp		Book Study Common PLC Common Planning
Tyneal Haywood	Ashley Rice		Book Study Common PLC Common Planning
Cathy Mospens	Sara Valdespino		Book Study Common PLC Common Planning
Jennifer Mock	Devan Moore		Book Study Common PLC Common 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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or other learning opportunities. The district coordinates with Title II and Title III to ensure staff development needs are provided.

Title I, Part C- Migrant

Migrant liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The Leon County School District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

The Leon County School District receives supplemental funds for improving basic education programs through the purchase of small equipment to
supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy, math, and science skills of struggling students. Funds at R. Frank Nims Middle School are used to purchase technology equipment for SMART Classrooms and provide professional development for Promethean Technology.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The Leon County School District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide summer academic intervention for struggling readers. The 21st Century before and after-school grant funds will be used to expand supplemental services before school, after school, and during the summer to support Level 1 and Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate counseling, guest speakers, and field trip opportunities.

Nutrition Programs

Beginning with the 2011-2012 school year, a universal school breakfast/lunch or Provision II programs will be offered in schools in which 80% or more of the students are eligible for free or reduced price meals. R. Frank Nims is currently in Provision II status. All students who complete a school lunch application, despite their family income, can eat a free breakfast and lunch daily.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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.

Administrative Team, Select General Education Teacher(s), Guidance Counselor/Referral Coordinator, School Psychologist, School Social Worker,
ESE Program Specialist, Registrar, Speech Language Pathologist, Select Content Area Coaches, and Parent

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

The role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing
strategies and interventions. The team will meet at least biweekly and as needed to address referrals. Referrals are submitted to the intervention team for academic and behavioral concern (to include truancy).

• The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. The team also provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS.

• Select General Education Teachers and Content Area Coaches provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
• Select ESE Teachers (Varying exceptionalities, speech, gifted) provide information about intervention instruction participates in student
data collection, collaborates with general education teachers.
• The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or
evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.
• The School Social Worker conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will
first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it
is a safe, reasonable, and appropriate way to accomplish the object, and the parent agrees to allow the social worker can also assist parents in finding appropriate community resources.
• The ESE Program Specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select
IEP conferences.
• The Registrar supports discussion of truancy and mobility among students. This individual reviews and reports school demographic information.
• The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record
of discussions, and coordinates the paperwork involved in referrals to student services.
• Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in
the selection of screening measures; and helps identify systemic patterns of students need with respect to language skills.

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 role of the MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies
and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on FCAT. Once
specific strategies are identified and determined to be effective the departments use these strategies to meet the goals of the school improvement plan.

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: STAR, Achieve 3000, Data Director, (Timed Writing) Writes Upon Request,

Midyear Data: Achieve 3000, Data Director, Pearson/SuccessMaker, Writes Upon Request,
End of year: Achieve 3000, Data Director, Pearson/SuccessMaker, Writes Upon Request, FCAT 2.0, Algebra I EOC, Geometry EOC

Describe the plan to train staff on MTSS.

Response to Intervention Teacher Training presented monthly during faculty or department meetings:

- Multi-tiered model
- Classroom behavior management
- The intervention process
- Academic and behavior interventions

Describe the plan to support MTSS.

The faculty and staff will receive continuous professional development which support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Assistant Principal for Curriculum
Reading Coach
Media Specialist
Lab Teacher
Math Coach
Science Coach
Social Studies Chair
Band Director
Writing Coach

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

Each team member provides insight from their content area. This input supports the development of a comprehensive reading plan which addresses school-wide literacy. The team will meet biweekly to assess data. The team will observe implementation of identified research based strategies.

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

The major initiatives of the R. Frank Nims Middle School LLT for the 2012-2013 school year are:

Support literacy across all content areas
Develop a print-rich learning environment through-out the school
Support continuous data analysis and professional development to support data driven instruction

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/2/2012)

*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

*Grades 6-12 Only

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

Nims Middles School has adopted schoolwide reading strategies. Each teacher will be trained to use those strategies. Furthermore, each classroom supports an interactive classroom library.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

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

Students consult with our school's guidance counselor, assistant principal for curriculum, and their teachers. Students will be provided course request forms enabling them to make choices about their schedules. Students are also provided with standardized test data through FCAT Chats. Students are aware that FCAT data impacts their schedule.

Postsecondary Transition

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

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:	Twenty-five (116) of students will score a level 3. Areas of improvement: vocabulary, analysis, synthesis
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(92) of students scored a level 3.	25%(116) of students will score a level 3

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	Over 50% of students (282 students) are classified as level 1 or 2 based on FCAT scores.	Implement a research based program that will provide reading and math instructional intervention and acceleration. Provide professional development. Provide support through reading coach.	April Knight, APC Dr. Myrtle Johnson, Reading Coach	Progress Monitoring Data Director	Achieve 3000 SuccessMaker Accelerated Reader (Lexile Scores)

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	At least 85%(34) will score a 7 or above in reading. Area of improvement: vocabulary, comprehension
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (3) of students scored a level 4,5 or 6.	At least 85%(34) will score a 7 or above in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	20%(8) of students scored a level 4,5 or 6 in reading	Implement reading programs with rigor.	April Knight, APC Dr. Myrtle Johnson, Reading Coach	Progress Monitoring	Successmaker
2	Motivation and engagement are anticipated barriers.	Implement a blended instructional model of small group and computer based instruction.	APC, Reading Coach	Process Monitoring	Accelerated Reader SuccessMaker

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:	Nine percent (42)of students will score level 4 or 5 in reading. Improvement:vocabulary,analysis
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (30) scored a level 4 or 5 in reading.	9% (42)of students will score level 4 or 5 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Over 50% of students scored a level 1 or 2.	Strengthen instruction in vocabulary and reading analysis.	April Knight, APC Dr. Myrtle Johnson, Reading Coach	Progress Monitoring Data Analysis	Achieve 3000

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:	At least 85% (36)of students will score a level 7 or higher. Improvement: vocabulary, text complexity
2012 Current Level of Performance:	2013 Expected Level of Performance:
At least 80% (35) of students scored a level 7 or above in reading.	At least 85% (36)of students will score a level 7 or higher.

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	At least 80% (35 students) of students score a level 7 or above in reading, math, and science.	Continiously monitor student progress and implement a comprehensive curriculum with fidelity.	APC, Science Coach, Math Coach, Reading Coach, Writing Coach, ESE Team, RtI team	Progress Monitoring Data Analysis	Data Director Successmaker

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Seventy percent (325) of students will make learning gains. Improvement: vocabulary, text complexity
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(229)of students made learning gains.	70% (325) of students will make learning gains.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	64%(229) of students made learning gains, meeting the target of 50%.	Implement a reading program with rigor that supports common core standards.	APC Reading Coach	Progress Monitoring Data Analysis	Successmaker Achieve 3000 Accelerated Reader

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Eighty-one percent (34)of students will make learning gains. Improvement: vocabulary, text complexity
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (8) of students made learning gains.	81%(34)of students will make learning gains.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At least 85% (36) of students will score a level 7 or above in reading.	Increase reading time during the school day and technology support.	APC ESE Team Reading Coach	Progress Monitoring Data Analysis	Successmaker Accelerated Reader Achieve 3000

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:	Seventy percent (325)of students will make learning gains. Improvement: vocabulary, text complexity
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(282) of the lowest 25% of performers made learning gains.	70% (325)of students will make learning gains.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	70% (310) of the lowest 25% of students made adequate reading progress.	Increase rigor, technology, and time on task.	APC, Reading Coach, ESE Team, RtI	Progress Monitoring	SuccessMaker PinPoint Accelerated Reader Achieve 3000

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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	No data available.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	At least 33%(153) of students will perform at proficiency. Improvement: vocabulary, text complexity, rigor
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (262) of students did not perform at a proficient level.	At least 33%(153) of students will perform at proficiency.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>More than 50% of subgroups (68%-262) were not proficiency in reading.</td><td>Increase rigor, vocabulary instruction,and technology support.</td><td>APC Reading Coach RtI</td><td>Progress Monitoring Data Analysis</td><td>Achieve 3000 SucessMaker Accelerated Reader</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	At least 50%(1) of students will make satisfactory progress. Improvement: vocabulary, text complexity
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	At least 50%(1) of students will make satisfactory progress.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teacher certification</td><td>Provide professional development for teachers of ELL students</td><td>Guidance Counselor APC</td><td>Deliberate Practice</td><td>Beacon Educator Online Coursework</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	Satisfactory progress will increase from a deficit of 92% to 91% of students making adequate progress.

	Reading Goal #5D:	Improvement: vocabulary, text complexity

2012 Current Level of Performance:	2013 Expected Level of Performance:
92%(55) of students did not make satisfactory progress.	Satisfactory progress will increase from a deficit of 92% to 91% of students making adequate progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	92% (55)of students performed below proficiency in reading and math.	Increase rigor, time on task, technology, opportunities for hands on learning, continuous professional development for teachers.	APC Reading Coach Math Coach ESE Team RtI	Progress Monitoring Data Analysis Lesson Plans	SuccessMaker Achieve 3000 Accelerated Reader Carnegie Learning

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:	Sixty-eight percent (313) of students will make satisfactory progress. Improvement: vocabulary, text complexity

2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(242) of students did not make satisfactory progress.	68% (313) of students will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	69%(242) of students performed below proficiency in reading.	Provide instructional support before school and after school, increase time on task, technology in classroom, rigor, vocabulary instruction, and question and answer.	APC Reading Coach RtI	Progress Monitoring Data Analysis	Lesson Plan Accelerated Reader Achieve 3000 SuccessMaker

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

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

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

The Art and Science of Teaching-Robert Marzano	All	APC Instructional coaches	school-wide	October	Blog, Discussion, Peer Observations, Lesson Study	APC
FCAT 2.0 Item Specs	All	Stuart Greenberg	school-wide	September	Co-teaching, Follow-up PD, Lesson Study, Observation	APC
Junior Great Books	Reading	Junior Great Books Rep.	Reading	November 8-9, 2012	Progress Monitoring, Observations, Lesson Plans	APC/Reading Coach
Achieve 3000	Language Arts, Science,Social Studies	Leon County School District	Language Arts, Science, Social Studies	July, August, October, December	Student Data, Observations	APC/Lab Manager
Evidence Based Writing	All-Language Arts	Racquell Harrell/April Knight, APC	Language Arts	September-February	Lesson Study, Modeling, Lesson Plan, Progress Monitoring	APC,Writing Coach
Rewards	Reading/All	Paula Marshall	Reading	September	Progress Monitoring, Observations, Lesson Plans	APC/Reading Coach
Data Analysis	All	April Knight/District Level Content Developers	School-wide	Ongoing	Data Notebook	APC
SuccessMaker	Math/Reading	Leon County School District	Math/Reading	Ongoing	Progress Monitoring	APC, Math Coach, Lab Manager, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identifying Multi Syllabic Words	Rewards	School Improvement Grant	$20,000.00
Increase reading proficiency through reasoning	Junior Great Books	School Improvement Grant	$24,000.00
Text complexity	Accelerated Reader	Leon County School District	$4,000.00
		Subtotal: $48,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Reading Proficiency	SuccessMaker	Leon County School District	$20,000.00
Increase level of text complexity	Achieve 3000	Leon County School District	$20,000.00
Modeling	Document Camera	School Improvement Grant	$1,000.00
Structured daily usage through lab schedule.	STAR/Accelerated Reader	Leon County School District	$4,000.00
		Subtotal: $45,000.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary	Rewards	School Improvement Grant	$1,000.00
Socratic Seminar	Junior Great Books	School Improvement Grant	$8,000.00
		Subtotal: $9,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $102,000.00	

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Our goal is to implement strategies that support proficiency in all content areas. Improvement: Teacher Certification	

2012 Current Percent of Students Proficient in listening/speaking:

No data available for 2011-2012.

	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	Teacher Certification	Enroll teachers in ESOL Endorsement courses.	ESOL Coordinator	Course Completion CELLA scores	CELLA FCAT 2.0 Achieve 3000

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:	At least 50% (2) of ELL students will score proficient in reading.	

2012 Current Percent of Students Proficient in reading:

No 2011-2012 data

	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	Teacher ESOL Certification	Increase the number of teachers ESOL Endorsed.	ESOL Coordinator	Teachers will complete coursework through Beacon Educator Online. Students' progress monitoring will be monitored.	Achieve 3000 Accelerated Reader

Students write in English at grade level in a manner similar to non-ELL students.		
3. Students scoring proficient in writing. CELLA Goal #3:	At least 50%(2) of students will score proficient in writing.	

2012 Current Percent of Students Proficient in writing:

No 2011-2012 data.

	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	Teacher Certification	Increase number of ESOL Endorsed teachers.	ESOL Coordinator	Progress Monitoring (student performance), Satisfactory Course Completion(teacher and student)	Writes Upon Request, Student work samples

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase reading proficiency	Achieve 3000	Leon County School District	$20,000.00
Increase reading frequency and proficiency	Moderately Difficult and High Difficulty leveled text	District	$4,000.00
			Subtotal: $24,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Proficiency	Accelerated Reading	District	$15,000.00
			Subtotal: $15,000.00
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: $39,000.00

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:	Measurement Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty-four percent of students scored level 3 or above.	Thirty-nine percent of students will score at a level 3 or above on FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Over 50% of students are level 1 or 2 based on 2011-2012 FCAT scores.	Provide support through math coach. provide professional development. Implement a research-based math program which supports intervention and rigor.	April Knight, APC Altrovise Stevens, Math Coach	Baseline Data Progress Monitoring	SuccessMaker Carnegie Learning
2					
3	Curriculum Implementation	Provide professional development and classroom co-teaching to deliver a blended model of instruction.	APC, Math Coach	Progress Monitoring	SuccessMaker Carnegie Learning

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Forty-two percent of students will pass the Algebra I EOC. Improvements: Functions Problem Solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty-nine percent of students passed the Algebra I EOC.	Forty-two percent of students will pass the Algebra I EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	20%(8) of students scored a level 6 or 7 and 13% scored 3 or 5 in math.	Implement a math program with rigor and fidelity.	April Knight, APC Altovise Stevens, Math Coach	Progress Monitoring	Successmaker
	Acceleration	Support acceleration	APC, Math Coach	Progress Monitoring	Carnegie Learning

		through a blended model of intervention with a crosswalk to acceleration.		Biweekly/Quarterly standardized assessment.	
2					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Improvement: problem solving, word problems.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (26) of student scored a level 4 or 5.	8% (37) of students will score a level 4 or higher.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Over 50% of students scored a level 1 or 2.</td><td>Increase instruction in problem solving and reading.</td><td>April Knight, APC Altovise Stevens, Math Coach</td><td>Progress Monitoring Data Analysis</td><td>Carnegie Learning</td></tr>
<tr><td>2</td><td>Content Area Reading, Limited vocabulary</td><td>Increase reading and writing strategies in math.</td><td>APC, Math Coach, Reading Coach, Writing Coach</td><td>Progress Monitoring Modeling Co-teaching</td><td>Carnegie Learning Data Director</td></tr>
</table>

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:	Eighty percent (34) of students will score a 7 or above. Improvement:measurement,problem solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(11)of students scored a 7 or above.	80%(34) of students will score a 7 or above.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>At least 80% (35 students) of students score a level 7 or above in reading, math, and science.</td><td>Continiously monitor student progress and implement a comprehensive curriculum with fidelity.</td><td>APC, Science Coach, Math Coach, Reading Coach, Writing Coach, ESE Team, RtI team</td><td>Progress Monitoring Data Analysis</td><td>Data Director Successmaker</td></tr>
<tr><td>2</td><td>Vocabulary/Content Area reading</td><td>Increase reading and writing instruction in math.</td><td>APC, Reading Coach, Writing Coach</td><td>Progress Monitoring Data Analysis Common Planning</td><td>Data Director SuccessMaker Writes Upon Request</td></tr>
</table>

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:	Sixty-seven percent of students will make math learning gains. Improvement: measurement, problem solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty-two percent of students made math learning gains.	Sixty-seven percent of students will make math learning gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	59% (210) of students made math gains, meeting the target of 50%.	Implement a math program with rigor that supports common core standards.	APC Math Coach	Progress Monitoring Data Analysis	Successmaker Carnegie Learning
2	Rigor and student engagement and differentiated instruction and barriers.	Increase onsite support-math coach, lab teacher, professional development, common planning time	APC Math Coach	Implementing professional development with fidelity and Progress monitoring	SuccessMaker Carnegie Learning Data Director

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Ninety-two percent(14) of students will make learning gains. Improvement: measurement, problem solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(10) of students made learning gains.	92%(14) of students will make learning gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At least 75% (32) of students will score a level 7 or above in math.	Increase technology and opportunities for problem solving.	APC ESE Team Math Coach	Progress Monitoring Data Analysis	
2	Student Engagement, time on task	Teachers will implement a blended model of small group and computer based instruction.	APC ESE Team Math Coach	Progress Monitoring Data Analysis Behavior Monitoring	SuccessMaker

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Sixty-six percent of the lowest 25% made learning gains. Improvement: problem solving, measurement
2012 Current Level of Performance:	2013 Expected Level of Performance:

Sixty-one percent of the lowest 25% made learning gains.	Sixty-six percent of the lowest 25% made learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	61% (270) of the lowest 25% of students made adequate math progress.	Increase rigor, technology, time on task, and instruction in problem solving.	APC, Math Coach, ESE Team, RtI	Progress Monitoring	SuccessMaker PinPoint Carnegie Learning
2	At least 50% of students are performing below grade level.	Provide professional development for teachers. Implement a blended instructional model of face to face, small group instruction and computer based instruction.	APC Math Coach Lab Instructor	Progress Monitoring Data Analysis Professional Development	SuccessMaker Data Director

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #
	Data not available.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	At least 50%(2) of students will make satisfactory progress. Improvement: problem solving, word problems
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	At least 50%(2) of students will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At least 68% (263)of subgroups scored below proficiency in math.	Increase reading opportunities, technology support,problem solving opportunities.	APC Math Coach RtI	Progress Monitoring Data Analysis	SuccessMaker Carnegie Learner

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.	At least 50% (2) of students will perform at a satisfactory level.

	Mathematics Goal #5C:	Improvement: problem solving, word problems
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	No data available	At least 50% (2) of students will perform at a satisfactory level.

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	Teacher certification	Provide professional development for teachers of ELL students	Guidance Counselor APC	Deliberate Practice	Beacon Educator Online Coursework
2	Content Area Reading/Writing	Provide teacher support through co-teaching model with instructional coach	APC Math Coach Reading Coach Writing Coach	Progress Monitoring	Achieve 3000 SuccessMaker Writes Upon Request

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:	Decrease the number of students not achieving proficiency but at least 1 percent. Improvement: problem solving, word problems
2012 Current Level of Performance:	2013 Expected Level of Performance:
92%(55) of student did not satifactory progress.	Decrease the number of students not achieving proficiency but at least 1 percent.

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	92% (55)of students performed below proficiency in reading and math.	Increase rigor, time on task, technology, opportunities for hands on learning, continuous professional development for teachers.	APC Reading Coach Math Coach ESE Team RtI	Progress Monitoring Data Analysis Lesson Plans	SuccessMaker Achieve 3000 Accelerated Reader Carnegie Learning
2	Motivation and engagement are anticipated barriers.	Implement incentives for proficiency. Implement a blended instructional model: small group and computer based.	Administrative Team Lab Manager Math Teachers Math Coach RtI/ESE Team	Progress Monitoring Data Analysis Lesson Plans	SuccessMaker Achieve 3000 Accelerated Reader Carnegie Learning

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Increase the number of students performing satisfactory. Improvement: problem solving, word problems
2012 Current Level of Performance:	2013 Expected Level of Performance:

68%(239) of students did not make satisfactory progress.	Decrease the number of students performing at non-proficient levels by 1%.		

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	68%(239) of students performed below proficiency in math.	Provide instructional support before school and after school, increase time on task, technology in classroom, rigor, vocabulary instruction, problem solving opportunities and teacher lead queries.	APC Math Coach RtI	Progress Monitoring Data Analysis	Lesson Plan Accelerated Reader Achieve 3000 SuccessMaker
2	Motivation and student engagement are barriers.	implement and incentive program. Support literacy to create success.	APC Math Coach Reading Coach RtI	Progress Monitoring Data Analysis	Lesson Plans Accelerated Reader Achieve 3000 SuccessMaker

End of Middle School Mathematics Goal

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 at a 3 or above will increase to 80%(39). Improvement: problem solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(29) of students scored at a level 3. 12% (5) of students scored at a level 4 or 5.	The percentage of students scoring at a 3 or above will increase to 80%(39).

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	Over 50% of students are identified as level 1 or 2 based on 2011-2012 FCAT scores. As a result, the number of students meeting the criteria for Algebra I and Geometry classes are small.	Encourage more students to enroll in college prep courses. Provide small group instruction and non-traditional settings for learning.	April Knight, APC Teneal Haywood, Math instructor Altrovise Stevens, Math Coach	Baseline Data Progress Monitoring	Carnegie Learning Data Director

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Thirteen percent (6) of students will score level 4 or above. Improvement: Problem Solving
2012 Current Level of Performance:	2013 Expected Level of Performance:

12%(5)of students scored at or about a level 4.		13%(6) of students will score level 4 or above.

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	Over 50% of students scored a level 1 or 2.	Increase instruction in problem solving and reading.	April Knight, APC Altovise Stevens, Math Coach	Progress Monitoring Data Analysis	Carnegie Learning
2	increase hands on learning and differentiated instruction.	Provide teacher professional development and implement blended model of small group and computer based instruction.	APC Math Coach Lab Manager	Progress Monitoring Data Analysis	Carnegie Learning

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	Data not available 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Increase the percentage of students scoring 3 or above by 1% as measured by the Algebra I EOC. Improvement: Problem Solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(29) of student scored level 3 or above. 12%(5) of students scored level 4 or above.	Increase the percentage of students scoring 3 or above.

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	At least 68% (263)of subgroups scored below proficiency in math.	Increase reading opportunities, technology support,problem solving opportunities.	APC Math Coach RtI	Progress Monitoring Data Analysis	SuccessMaker Carnegie Learner

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	No data

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	no data	Increase the number of ELL students enrolled in advanced math or Algebra I courses.

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	Teacher certification	Provide professional development for teachers of ELL students	Guidance Counselor APC	Deliberate Practice	Beacon Educator Online Coursework

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	No data available
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	Support student enrollement in Algebra I courses.

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	92% (55)of students performed below proficiency in reading and math.	Increase rigor, time on task, technology, opportunities for hands on learning, continuous professional development for teachers.	APC Reading Coach Math Coach ESE Team RtI	Progress Monitoring Data Analysis Lesson Plans	SuccessMaker Achieve 3000 Accelerated Reader Carnegie Learning

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the number of Economically Disadvantaged student enrolled in Algebra I. Improvement: problem solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
First year of implementation.	Increase the number of Economically Disadvantaged student enrolled in Algebra I.

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
	68%(239) of students performed below	Provide instructional support before school	APC Math Coach	Progress Monitoring Data Analysis	Lesson Plan Accelerated

		RtI			Reader Achieve 3000 SuccessMaker
1	proficiency in math.	and after school, increase time on task, technology in classroom, rigor, vocabulary instruction, problem solving opportunities and teacher lead queries.			

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:	Support student enrollment in Geometry courses. Improvement: word problems
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	Support student enrollment in Geometry courses.

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	Over 50% of students are identified as level 1 or 2 based on 2011-2012 FCAT scores. As a result, the number of students meeting the criteria for Algebra I and Geometry classes are small.	Encourage more students to enroll in college prep courses. Provide small group instruction and non-traditional settings for learning.	April Knight, APC Teneal Haywood, Math instructor Altrovise Stevens, Math Coach	Baseline Data Progress Monitoring	Carnegie Learning Data Director

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:	No data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	At least 50% (3) of students will achieve level 3 or higher.

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	Over 50% of students scored a level 1 or 2.	Increase instruction in problem solving and reading.	April Knight, APC Altrovise Stevens, Math Coach	Progress Monitoring Data Analysis	Carnegie Learning

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # No data available 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Our goal is to increase enrollment. Improvement: problem solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data- First of implementation	Increased enrollment- at 50% (3) of student will achieve satisfactory progress.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At least 68% (263)of subgroups scored below proficiency in math.	Increase reading opportunities, technology support,problem solving opportunities.	APC Math Coach RtI	Progress Monitoring Data Analysis	SuccessMaker Carnegie Learner

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Improvement:problem solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	increase enrollment

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	Teacher certification	Provide professional development for teachers of ELL students	Guidance Counselor APC	Deliberate Practice	Beacon Educator Online Coursework

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Our goal is to increase enrollment. Improvement: Problem Solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
no data	Our goal is to increase enrollment.

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	92% (55)of students performed below proficiency in reading and math.	Increase rigor, time on task, technology, opportunities for hands on learning, continuous professional development for teachers.	APC Reading Coach Math Coach ESE Team RtI	Progress Monitoring Data Analysis Lesson Plans	SuccessMaker Achieve 3000 Accelerated Reader Carnegie Learning

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Our goal is to increase enrollment. Improvement: Problem Solving
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	Our goal is to increase enrollment.

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	68%(239) of students performed below proficiency in math.	Provide instructional support before school and after school, increase time on task, technology in classroom, rigor, vocabulary instruction, problem solving opportunities and teacher lead queries.	APC Math Coach RtI	Progress Monitoring Data Analysis	Lesson Plan Accelerated Reader Achieve 3000 SuccessMaker

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
Item Specs Training	All	Vicki Register	All Math	September-October	Lesson Study, Progress Monitoring	APC, Math Coach
Gizmo Training	All	Lindsey Zisser	All Math	September-October, December	Co-teaching, Modeling, Lesson Plan Study	APC, Math Coach
Data Analysis	All	April Knight, APC, Vicki Register, Altovise Stevens	school-wide	ongoing	Data Analysis, Small group pullout	APC, Math Coach
SM5	6-8 Intensive Math	TBA	Intensive Math Teachers	ongoing	Data Analysis, Small group pullout, Progress Monitoring	APC, Math Coach, Lab Manager
Carnegie Learning	6-8 standards/advanced math	TBA	Math Teachers	Ongoing	Data Analysis, Small group pullout, Progress Monitoring	APC, Math Coach, Lab Manager

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving	Carnegie Learning- Textbooks and Software	School Improvement Grant	$7,000.00
		Subtotal: $7,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving	Carnegie Software	School Improvement Grant	$7,000.00
Problem Solving	SM5	Leon County School District	$25,000.00
		Subtotal: $32,000.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Problem Solving	Data Analysis, Training-Carnegie Learning	School Improvement Grant	$65,000.00
Problem Solving, Small Group Instruction	Training, Teacher Support	Leon County School District	$3,000.00
		Subtotal: $68,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $107,000.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

	1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of identified students proficient in science at a level 3 will increase by least 7% as evidenced by performance on the 2013 FCAT 2.0 Science. The area of needs improvement is Life and Environmental Science
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Eighteen percent(78) of students achieved a level 3 or above.	At least 25% (116) of students will achieve level 3 or above.

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	Anticipated barriers include lack of hands on scientific experience, scientific vocabulary and decoding scientific questions on FCAT 2.0 Assessment. This barrier encompasses all AYP groups.	1. Implement the Continuous Improvement Model (CIM). Develop students' scientific literacy. 2. Provide hands-on experiences to all science students through lab experiments and interactive virtual labs. Provide technology, software, and laptop computer labs for student use in science classes. 3. Provide a wide variety of textbooks, periodicals, and references for ancillary use in science classes. Require students to present information in a variety of forms to demonstrate their learning: concept maps, graphs, charts, laboratory reports, reflective journals, Power Point presentations. 4.Require students to read current science articles, analyze and express scientifically based opinions on what they have read. Provide close articulation among all science teachers to assure that lessons are addressing standards and benchmarks for middle school science 6-8, and incorporating best practices for science education. 5.Train students specifically in test performance tasks which require them to think about a given	Assistant Principal, Science Coach, Science Teachers	Qualitative data including feedback from peer observations, formal observations and instructional notes from academic coach. Quantitative data tracking benchmark mastery including results from bi-weekly, mid-year and end-of-year assessments, including FCAT 2.0.	Science Assessments will include Bi-Weekly Science Assessments; Effective use of Tracking Student Progress Model, Frequent Teacher Evaluation and Observation, Individual scores and the FCAT 2.0 Scores.

		situation or problem, develop answers or solutions, and write their responses.			

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:	Improvement: analysis
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%(1) of students scored a level 4,5,or 6.	Increase the percentage of students scoring level 7 or higher.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Approximately 17% of students (1 student) scored a level 4,5, or 6 in science.	Implement a comprehensive program to meet all students academic needs.	April Knight, APC Daniel Moore, Science Coach	Progress Monitoring	Data Director

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:	To increase the percentage of students that achieve a level 4 or above on the FCAT 2.0 to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%(2) of students scored level 4 or above.	The percentagae of students scoring a level 4 will increase to at least 5%.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Only 18% of students performed proficiently on the 2011-2012 assessment.	Provide items specs training for teachers. Implement a comprehensive science program.	April Knight, APC Daniel Moore	Progress Monitoring Data Analysis	E-Science 3000 (Achieve 3000)
	Anticipated barriers include lack of hands on scientific experience, scientific vocabulary and decoding scientific questions on FCAT 2.0 Assessment. This barrier encompasses all AYP groups.	1. Implement the Continuous Improvement Model (CIM). Develop students' scientific literacy. 2. Provide hands-on experiences to all science students through lab experiments and	Principal, Science Coach, Science Teachers	Review of qualitative data including feedback from peer observations, formal observations and instructional notes from academic coach. Evaluation of quantitative data tracking benchmark mastery including	Science Assessments will include Bi-Weekly Science Assessments; Effective use of Tracking Student Progress Model, Frequent Teacher Evaluation and Observation,

			interactive virtual labs. Provide technology, software, and laptop computer labs for student use in science classes.	results from bi-weekly, mid-year and end-of-year assessments, including FCAT 2.0.	Individual scores and the FCAT 2.0 Scores.
			3. Provide a wide variety of textbooks, periodicals, and references for ancillary use in science classes. Require students to present information in a variety of forms to demonstrate their learning: concept maps, graphs, charts, laboratory reports, reflective journals, Power Point presentations.		
	2		4. Require students to read current science articles, analyze and express scientifically based opinions on what they have read. Provide close articulation among all science teachers to assure that lessons are addressing standards and benchmarks for middle school science 6-8, and incorporating best practices for science education.		
			5. Train students specifically in test performance tasks which require them to think about a given situation or problem, develop answers or solutions, and write their responses.		
			6. Science teachers will collaborate with teachers from other content areas to specify science skills needing reinforcement in those areas		
			7. Encourage embedding of science skills across the curriculum, particularly in math and reading.		
			8. Continue to implement Glencoe Online Technology Resources including virtual labs.		
			9. Teachers will provide direct explicit instruction in Tier- II vocabulary.		
			10. Continue to use BrainPop to enhance		

	and diversify the delivery of instruction. Collaborate with FAMU College of Education and local MAG Lab. 11. Continue the use of the LIFE Program to help students with real life applications. Also create and outdoor classroom for our students curriculum involvement.			

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:	Increase the number of students performing at level 7 or higher Improvement: text complexity.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(4) of students scored a level 7 or higher.	81%(6)of learners will achieve level 7 or higher.

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	At least 80% (35 students) of students score a level 7 or above in reading, math, and science.	Continiously monitor student progress and implement a comprehensive curriculum with fidelity.	APC, Science Coach, Math Coach, Reading Coach, Writing Coach, ESE Team, RtI team	Progress Monitoring Data Analysis	Data Director Successmaker

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
Items Specs Training	All	Stuart Greenberg	school-wide	September	Lesson Study, Lesson Plans, Progress Monitoring	APC, Science Coach
Gizmo	Math/Science	Lindsey Zisser	math/science	September/October, December	Co-teaching, modeling, observation,lesson plans	APC, Science Coach
Data Analysis	All	April Knight, Anicia Robinson	school-wide	ongoing	Progress Monitoring, Lesson Plans	APC,Leon County School District Science Developer
Book Study-						

| The Art and Science of Teaching- Robert Marzano | All | April Knight | school-wide | October | Blog, Lesson Plans, Observations, Peer observations | APC |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content area Evidence based reading	Achieve 3000	Leon County School District	$20,000.00
		Subtotal: $20,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Modeling	Document Camera	School Improvement Grant	$1,000.00
		Subtotal: $1,000.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	The Art and Science of Teaching	School Improvement Grant	$500.00
		Subtotal: $500.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Grand Total: $21,500.00			

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal is to increase the percentage of students scoring level 3.5 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Last year, 60% (78) of students scored level 3 or above.	At least 50% (90) will achieve level 3.5 or higher on FCAT Writing.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teaching students how to produce evidence based writing.	writing training,vocabulary instruction, implement structured writing program to teach students how to identify and implement	APC, Writing Coach	Writes Upon Request	Writes Upon Request Achieve 3000

		knowledge.			
2	The FCAT Writing cut score may increase from level 3 to 3.5 or 4.	We will provide teacher training to support instruction of level 4 or higher written responses.	APC, Writing Coach	Writes Upon Request	Writes Upon Request Achieve 3000

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:	Increase the percentage of students scoring 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6) of students scored level 8 or higher.	One hundred percent of students will score level 4 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and teachers need support in evident based writing.	Teacher professional development.	APC, Writing Coach	Writes Upon Request	Writes Upon Request, Observations, Lesson Plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writes Upon Request Training	All	Racquell Harrell/ April Knight	Language Arts, Reading, Math, Science, Social Studies, Performing Arts, Media Specialist	WUR administration	Writes Upon Request	APC, Writing Coach
Writing Training	All	Racquell Harrell	Language Arts	Ongoing	Writes Upon Request	APC, Writing Coach
Writing Support/Achieve 3000	6-8	Cara Zatoris/Racquell Harrell	Language Arts	Ongoing	Writes Upon Request, Achieve 3000	APC, Writing Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writes Upon Request Practice	Writing Folder/Planning Sheet per each student	Title I	$500.00
		Subtotal: $500.00	
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Modeling	Document Camera	School Improvement Grant	$1,000.00
Modeling	Portable Microphone	School Improvement Grant	$300.00
			Subtotal: $1,300.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writing Training- Grading Release Time	Notebooks	School Improvement Grant	$1,400.00
Common Core Training	Substitutes	Title I	$750.00
			Subtotal: $2,150.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,950.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	As least 30% of 7th grade students will achieve as measured by the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data	As least 30% of 7th grade students will achieve as measured by the Civics EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2012-2013 First year implementation of civics exams.	Implement pacing guide developed by Leon County Schools.	April Knight, APC Anne Hall, Social Studies Department Chair	Baseline Data Progress Monitoring	Achieve 3000 Data Director
2	At least 60% (282) of students, school-wide, are level 1 and level 2 readers as measured by FCAT.	Increase text complexity level and scaffold learning.	APC, Social Studies Department Chair	Progress Monitoring Baseline Data	Achieve 3000 Lexile Scores (growth)

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:	At least 5% (23) of students will score level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		At least 5% (23) of students will score level 4 or above.

	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	Initial Implementation	Pacing Guides	APC, Social Studies Department Chair	Progress Monitoring	Data Director Achieve 3000
2	At least 50% (232) of the total student population is identified as below proficiency in reading.	Increase differentiated and vocabulary instruction.	APC, Social Studies Department Chair	Progress Monitoring	Data Director Achieve 3000

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study-The Art and Science of Teaching-Robert Marzano	All	APC	All teachers (6-8)	October	Discussion, Peer Observation, PLC collaboration across content areas	Administrative Team

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
Evidence Based Inquiry	Achieve 3000	Leon County School District	$20,000.00
Modeling	Smartboard	School Improvement Grant	$4,500.00
Modeling	Document Camera	School Improvement Grant	$1,000.00
			Subtotal: $25,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Evidence based inquiry	Achieve 3000	Leon County School District	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal is to improve average daily attendance by 0.5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.96%	94.5%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
88%	84%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
NA	NA

		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	Parent Involvement and Student Motivation	1.1. Contact parent when student misses 5 or more unexcused days. Referral to guidance when student misses 10 or more unexcused days. Schedule IAT Meetings for all students who become a Level 2 Truancy issue. Submit a CSAP on all students who become a Level 3 Truancy issue.	1.1. Teachers, Guidance Counselor, and Administrators	1.1. Attendance Tracking Form Genesis Attendance Report PinPoint Attendance	1.1. Student Attendance Reports Report Cards

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
Genesis: By-period Attendance Training & Truancy Letters	Secondary	Rowena Cook	Registrar, APA and Assigned Secretary	Pre-Planning	Student Excessive Absence Report	APA and Registrar
PinPoint: Daily Attendance Training	6 – 8	Intervention Services Department	APA and Teachers	Pre-Planning	Teacher Missing Attendance Report	APA

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the suspension rate for both in-school and out-of-school supension by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
680	646
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

211	200
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
528	502
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
215	204

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	1.1. Parental Involvement Alternative Consequences	1.1. Utilize RtI Process IAT Behavior Conferences Student/Mentor Conferences	Teachers, Dean, Administrators, Guidance Counselor, Volunteer Mentors, Supervision Team, Leadership Team	Review RtI Data with Whole Staff Conduct follow-up meeting with students and parents	Educators Handbook Anecdotal process and After school detention data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Educators Handbook	6-8	Dean of Students	Teachers	Pre-Planning	RtI Discipline Plan	Administrators and Dean of Students
Classroom Management	6-8	Kagan Training	Administrators and Teachers	Pre-Planning	Number of class disruption referrals documented for RtI Discipline Data	Administrators and Dean of Students
RtI Training	6-8	Administrators and Guidance Counselor	Teachers and Supervision Team	Pre-Planning	RtI Discipline Data for tardiness and dress code	Administrators and Dean of Students

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
Communication	Radio	School Improvement Grant	$500.00

Communication	Hand held PA system	School Improvement Grant	$500.00
			Subtotal: $1,000.00
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
Incentive Program	School Store	School Improvement Grant	$500.00
			Subtotal: $500.00
			Grand Total: $1,500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is to increase parent participation.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
No data	Our goal is to increase overal parent participation as measured by Open House and Parent Night Events.
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	Transportation/Parent Work Schedules	Schedule events after 5:00 p.m. Provide dinner or refreshments to families.	Administrative Team 21st Century Coordinator	We will take attendance at each event.	Parent Survey

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
						Administrative

Finances	All	TBA- Community Partner	Parents/Guardians	Monthly	Parent Survey Attendance	Team 21st Century Coordinator
Literacy-Adult	All	Writing Coach/Reading Coach	Parents/Guardians	Quarterly	Parent Survey Attendance	Writing Coach/Reading Coach
Health	All	TBA-Community Partner	Parents/Guardians	Quarterly	Parent Survey Attendance	Science Coach/Science Department

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Research based literacy support	Novel	School Improvement Grant	$500.00
			Subtotal: $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
Literacy Support/Training	Literacy strategies (binder) to support academics at home	School Improvement Grant	$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: $1,500.00

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:		Goal: Increase technology use in classrooms.			
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	Professional Development, equipment , and software need to be updated or purchased.	The administrative team will support continuous professional development. Our goal is to increase the number of students and teachers using smartboards,ipads and document cameras	Principal	Teacher and student products	Lesson plans, learning outcomes, teacher/student products.

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
Promethean Board Training	All	TBA	All	Ongoing	observations, modeling, lesson plans	Technology Support, APC, APA
Document Camera	All	Technology Support Personnel	All	Ongoing	observations, modeling, lesson plans	Technology Support, APC, APA, Media Specialist
Gizmo	All- math & science	Lindsey Zisser	Math and Science	September, October, December	Co-teaching, modeling, lesson plans	APC, Math Coach, Science Coach
PinPoint	All	Media Specialist, Science Coach	All	Ongoing	reports	APA

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 CTE Goal #1:

1. CTE

CTE Goal #1:

No data 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	No data available.				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

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

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	Identifying Multi Syllabic Words	Rewards	School Improvement Grant	$20,000.00
Reading	Increase reading proficiency through reasoning	Junior Great Books	School Improvement Grant	$24,000.00
Reading	Text complexity	Accelerated Reader	Leon County School District	$4,000.00
CELLA	Increase reading proficiency	Achieve 3000	Leon County School District	$20,000.00
CELLA	Increase reading frequency and proficiency	Moderately Difficult and High Difficulty leveled text	District	$4,000.00
Mathematics	Problem Solving	Carnegie Learning-Textbooks and Software	School Improvement Grant	$7,000.00
Science	Content area Evidence based reading	Achieve 3000	Leon County School District	$20,000.00
Writing	Writes Upon Request Practice	Writing Folder/Planning Sheet per each student	Title I	$500.00
Parent Involvement	Research based literacy support	Novel	School Improvement Grant	$500.00
				Subtotal: $100,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase Reading Proficiency	SuccessMaker	Leon County School District	$20,000.00
Reading	Increase level of text complexity	Achieve 3000	Leon County School District	$20,000.00
Reading	Modeling	Document Camera	School Improvement Grant	$1,000.00
Reading	Structured daily usage through lab schedule.	STAR/Accelerated Reader	Leon County School District	$4,000.00
CELLA	Reading Proficiency	Accelerated Reading	District	$15,000.00
Mathematics	Problem Solving	Carnegie Software	School Improvement Grant	$7,000.00
Mathematics	Problem Solving	SM5	Leon County School District	$25,000.00
Science	Modeling	Document Camera	School Improvement Grant	$1,000.00
Writing	Modeling	Document Camera	School Improvement Grant	$1,000.00
Writing	Modeling	Portable Microphone	School Improvement Grant	$300.00
Civics	Evidence Based Inquiry	Achieve 3000	Leon County School District	$20,000.00
Civics	Modeling	Smartboard	School Improvement Grant	$4,500.00
Civics	Modeling	Document Camera	School Improvement Grant	$1,000.00
Suspension	Communication	Radio	School Improvement Grant	$500.00
Suspension	Communication	Hand held PA system	School Improvement Grant	$500.00
				Subtotal: $120,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Vocabulary	Rewards	School Improvement Grant	$1,000.00
Reading	Socratic Seminar	Junior Great Books	School Improvement Grant	$8,000.00
Mathematics	Problem Solving	Data Analysis, Training-Carnegie Learning	School Improvement Grant	$65,000.00
Mathematics	Problem Solving, Small Group Instruction	Training, Teacher Support	Leon County School District	$3,000.00

Science	Book Study	The Art and Science of Teaching	School Improvement Grant	$500.00
Writing	FCAT Writing Training-Grading Release Time	Notebooks	School Improvement Grant	$1,400.00
Writing	Common Core Training	Substitutes	Title I	$750.00
Civics	Evidence based inquiry	Achieve 3000	Leon County School District	$3,000.00
Parent Involvement	Literacy Support/Training	Literacy strategies (binder) to support academics at home	School Improvement Grant	$1,000.00
				Subtotal: $83,650.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Incentive Program	School Store	School Improvement Grant	$500.00
				Subtotal: $500.00
				Grand Total: $304,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̇ŋ Priority	j̇ŋ Focus	j̇ŋ Prevent	j̇ŋ NA	

Are you a reward school: j̇ŋ Yes j̇ŋ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase books for literacy support.	$464.00

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

SAC will collaborate to determine ways to increase parental involvement. The group will also work to assist parents in supporting academics at home.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Leon School District
R. FRANK NIMS MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	46%	77%	13%	172	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	53%	70%			123	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?	67% (YES)	80% (YES)			147	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					442	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Leon School District
R. FRANK NIMS MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	30%	75%	14%	155	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	49%	53%			102	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?	51% (YES)	64% (YES)			115	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					372	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested