

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: BELLEVIEW MIDDLE SCHOOL

District Name: Marion

Principal: Lisa Krysalka

SAC Chair: Bret Michel

Superintendent: James Yancey

Date of School Board Approval:

Last Modified on: 10/18/2012

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	Lisa Krysalka	BA in Elem. Ed, MA in Educational Leadership	20	20	2012: School grade B; 2011: School grade A, No AYP; 2010: School grade A, No AYP; 2009: School grade A, No AYP; 2008: school grade A, No AYP; 2007: School grade B, No AYP; 2006: School grade A, Provisional AYP; 2005: School grade C, No AYP; 2004: School grade B, No AYP; 2003: School grade A, No AYP. As the principal at BMS from 2005-2010, the lowest 25% in reading improved their learning gains by 1%. This year, BMS had the highest learning gains among the lowest 25% in reading in the District. The lowest 25% in math increased their learning gains by 3%.
Assis Principal	Tom Mottl	BA in Elementary Ed MA in Educational Leadership	3	6	2012: School grade B; 2011: School grade A, No AYP; 2010: School grade A, No AYP; 2009: School grade A, No AYP; 2007-2008: School grade B, No AYP; 2006-2007: School grade A, No AYP; As the APD at LMS from 2006-2010, the lowest 25% in reading improved their learning gains by 4%. The lowest 25% in math increased their learning gains by 7%.

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)
N/A	N/A	N/A			None – Marion County does not provide coaches on the middle school staffing plan

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	<ul style="list-style-type: none"> •Orientation to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies •Provide school policies and procedures in written form through the School Policy Handbook and Faculty Bulletins •Appoint a mentor teacher •Provide time for the new teacher to meet with his/her mentor teacher •Arrange for the new teacher to visit other classrooms to observe exemplary strategies and techniques as needed •Engage all teachers in regular, collaborative, team meetings with other teachers of the same subject/grade level •Provide training, as necessary, for their assignment •Provide intensive assistance in response to individual needs. •Include new teachers in the family-like atmosphere present in our school: recognizing birthdays, births, marriages, illness, professional accomplishments or death in their families. 	Admin. Team	June 2013	

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
7 or 11% of our teachers are not highly qualified because they have agreed to teach a subject area for which they are considered to be out of field.	<p>Teachers who are out of field have each signed an agreement to work toward certification. The school and/or district provides the following supports:</p> <ul style="list-style-type: none"> - notify teachers of available opportunities for coursework, district endorsement classes, certification exams and tutoring opportunities. -reimburse teachers for expenses related to taking a required certification exam or completing a required endorsement -facilitate the process for teachers to add proper certification areas to their professional teaching

certificate
-work with teachers to
overcome individual
barriers as necessary

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
64	1.6%(1)	35.9%(23)	32.8%(21)	29.7%(19)	45.3%(29)	100.0%(64)	18.8%(12)	4.7%(3)	9.4%(6)

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
Debbie Ross	Crystal Shults	Chrystal is a first year math teacher and Debbie is an experienced middle school math teacher. Crystal also did her final internship at BMS last year and Debbie was her supervising teacher. For this reason, they have already established a professional relationship of support and were happy to work with each other again this year.	Debbie will support Crystal through her first year as an official teacher providing advice, assistance and guidance as needed.

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

Not a Title I School

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Based on the individual student need for assistance and the caseload assignment of the student, the team will consist of the Assistant Principal for Discipline, Guidance Counselor, Dean, Teachers and District Support staff such as the psychologist, social worker, behavior specialist, etc.

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 MTSS/RtI Leadership Team, which is the problem solving team or SAT (Student Assistance Team) follows the following process:

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “ Is it working?”

The implementation of SAT is a well defined process which begins with the completion of the SAT Request (STS # 35). The Marion County Student Assistance Team Packet steps the team through the process.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team provides support in the following ways: (1) administrative support to ensure commitment and resources (2) teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time.

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.

Data management systems assist in decision rules: Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will "come in range" of target – even if this is long range. The level of "risk" lowers over time.

Questionable Response: The rate at which gap is widening slows considerably, but gap is still widening. The gap stops widening but closure does not occur.

Poor Response: The gap continues with no change in rate.

Examples of data management systems: Graphs (chart dog, teacher created, etc.) Inform, Benchmark, PMRN, FAIR

Describe the plan to train staff on MTSS.

BMS teachers have been trained by the assistant principal for discipline in the general outline of what the MTSS/RtI program entails and how it is implemented at Belleview Middle School. Teacher roles and responsibilities are outlined. The teachers were reminded during pre-school week of this process and how to proceed with it this year. Staff new to BMS will be addressed individually as the need arises for them to become involved in RtI.

Describe the plan to support MTSS.

Staff members will support the district MTSS plan by following the expectations and processes of the program with fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Curriculum Coordinator, Curriculum Coach, Dean, select teachers.

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

The team meets monthly, or as often as needed, to address issues pertaining to literacy.

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

The LLT is charged with the task of insuring that Belleview Middle School is in compliance with the various expectations regarding literacy. Ex: State requirements, District Reading Plan, SIP, etc. We also analyze data regarding literacy in order to make adjustments to our programs and to inform staff of areas of importance or concern.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Belleview Middle School will participate in a multi-year district-wide initiative to bring understanding and the ability to implement Common Core Standards to all of our teachers during the 2012-13 school year. We will utilize our Common Core Teacher Leaders to provide training on Common Core, Text Complexity and Deep Reading so that all of our teachers will understand the new direction expected of them and begin to move toward implementation of those expectations. This will result in more effective reading instruction and integration in all subject areas

In addition, we will continue to implement a 15 minute school-wide literacy period every day during third period. This time is set aside so that teachers can interact directly with students in the area of literacy. School-wide novel studies, and possible author visits, are an integral part of this literacy time. Teachers will also incorporate the use of a school-wide list of academic words (WOW Words: Word of the Week) often utilized in academic assessments. By addressing a new WOW Word each week, in all curriculum areas, we provide students with a varied understanding of how these words can be used in various academic settings.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

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

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Our goal is for all BMS students to demonstrate proficiency in Reading with a minimum score of level 3 on the 2013 FCAT 2.0 Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% or 313 students	39% or 421 students which is a 10% increase

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	Time; training; resources; and teacher, parent, student and administrator understanding and buy in will be barriers we will need to address throughout this multi-year process.	Teachers & administrators will participate in District developed training in Common Core Curriculum, Text Complexity and Deep Reading in order to provide the level of instruction necessary to support students in meeting the rigor of the new Common Core Standards.	Common Core Lead Teachers (CCLT) & administration	Progress Monitoring throughout the year utilizing Benchmark assessment, FCA's, SS: QWA, LA: Deep Reading Assignments and End of the year assessments such as CEOCE and FCAT 2.0	Benchmark, FCA's, QWA, Deep Reading, CEOCE, FCAT 2.0

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:	All alternately assessed students will score in the Achieved (4-6) performance category or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4 students (100%) scored level 4 or higher	100% of alternatively assessed students will score a level 4 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
	Cost of software licenses and hardware upgrades/repairs	Students will receive individualized and group instruction in reading as outlined on their IEP	ESE Teacher, Administration	Students will participate in ongoing progress monitoring throughout the year based on the	Florida Alternate Assessment Exam, Reading Milestones, SOS,

1		within the self-contained ESE setting	reading program in which they are participating. They will also participate in the Alternate Assessment program at the end of the year.	My Reading Coach,
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal is to increase by 10% the number of BMS students achieving at or above proficiency level 4 on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% or 497 students	56% or 605 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting State mandated class size requirements per class makes it more difficult to schedule students by ability level.	All students scoring as proficient or above on FCAT 2.0 reading test in 2012 will be served in a language arts class based on their high performance. This will allow the teacher to increase the pacing and raise the expectations for the class.	language arts teachers and Curriculum Coordinator	Data analysis of student performance on District Benchmark Exams, CEOCE, Close Reading activities and 2013 FCAT 2.0	District Benchmark Exams, CEOCE, Close Reading and 2013 FCAT 2.0
2	Meeting State mandated class size requirements per class makes it more difficult to schedule students by ability level.	High performing students will be given the opportunity to participate in a 9th grade English 1 Honors class as their 8th grade language arts class in order to increase the rigor of their language arts experience.	English 1 Honors teacher and Curriculum Coordinator	Data analysis of student performance on District Benchmark Exams, CEOCE, Close Reading activities and 2013 FCAT 2.0	District Benchmark Exams, CEOCE, Close Reading and 2013 FCAT 2.0

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:	All students will score in the Achieved (4-6) or Commended (7-9) performance category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 or 25% of students scored a level 7 or above	50% of students will score a level 7 or above in 2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Cost of software licenses and hardware upgrades/repairs	Students will receive individualized and group instruction in reading as outlined on their IEP within the self-contained ESE setting. Teachers will challenge students to utilize rigorous materials with the intent of moving students toward on grade level materials.	ESE Teacher, Administration	Students will participate in ongoing progress monitoring throughout the year based on the reading program in which they are participating. They will also participate in the Alternate Assessment program at the end of the year.	Florida Alternate Assessment Exam, Reading Milestones, SOS, My Reading Coach,

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:	Our goal is for all BMS students to make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (680)	73% (788) which is a 10% increase

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	Meeting State mandated class size requirements by class makes it more difficult to schedule students by ability level.	Students will be scheduled into a language arts class based on their reading ability as demonstrated on the 2012 FCAT 2.0 Reading test. This will allow the teacher to better customize the pacing and expectations to the needs of the students in the class.	language arts teachers and Curriculum Coordinator	Data analysis of student performance on District Benchmark Exams, CEOCE, Deep Reading Activities and 2013 FCAT 2.0	District Benchmark Exams, CEOCE, Deep Reading and 2013 FCAT 2.0
2	The cost for each novel study is approximately \$4000-\$6000. Teacher commitment to implement the initiatives with a high level of fidelity.	School-wide Literacy Initiatives: implement a 15 minute school-wide literacy period every day during third period. This time is set aside so that teachers can interact directly with students in the area of literacy. School-wide novel studies, and possible author visits, are an integral part of this literacy time. Teachers will also incorporate the use of a school-wide list of academic words (WOW Words: Word of the Week) often utilized in academic assessments. By addressing a new WOW Word each week, in all curriculum areas, we provide students with a varied understanding of how these words can be used in various academic	Administrative Team; Literacy Committee	Classroom observation and lesson plan review to look for evidence of teacher implementation of the school-wide initiatives. Data analysis of student performance on District Benchmark Exams, CEOCE, Deep Reading Activities, FCAT 2.0 and FAIR.	District Benchmark Assessments, CEOCE, Deep Reading, FAIR Test and 2013 FCAT 2.0

settings.

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:	100% of our Alternatively Assessed ESE students will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% or 3 students	100% of all students alternatively assessed

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	Cost of software licenses and hardware upgrades/repairs	Students will receive individualized and group instruction in reading as outlined on their IEP within the self-contained ESE setting. Teachers will challenge students to utilize rigorous materials with the intent of moving students toward on grade level materials.	ESE Teacher, Administration	Students will participate in ongoing progress monitoring throughout the year based on the reading program in which they are participating. They will also participate in the Alternate Assessment program at the end of the year.	Florida Alternate Assessment Exam, Reading Milestones, SOS, My Reading Coach,

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:	Our goal is for all of our students in the lowest 25% to making learning gains in reading on the 2013 FCAT 2.0 Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (192)	81% (219) which is a 10% increase

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	Cost to supply consumable materials and update the hardware necessary for the software portion of the remedial reading program Obtaining and retaining highly qualified reading teachers. Commitment of reading teachers to fully	Students in the lowest 25% have been identified as non-proficient. Therefore, in addition to their language arts class, they are served in a year-long , remedial reading class of 100 or 50 minutes daily, depending on their performance on a screening/placement assessment given to all	Administrative Team as outlined in the District Reading Plan	The major indicator of effectiveness is the FCAT Test. However, throughout the year we will receive data from the following: FAIR, Benchmark Assessments, FCA assessments, and various other measures as outlined for the remedial reading classes.	FCAT 2.0, FAIR, FCA

implement the District expectations for the reading program with a high degree of fidelity.	non-proficient readers.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Waiting for DOE data					
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:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for each BMS subgroup as evidenced by student performance on the 2013 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60% 438; Hispanic: 46% 84; Black/African American: 40% 37	White: 68% 496; Hispanic: 61% 112 Black/African American: 51% 47

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for the after school program.	See the previous strategies which are intended to assist all ethnic groups. In addition, we hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT 2.0	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT 2.0
2	Minorities have historically had a lower enrollment in advanced courses.	Promote Minority enrollment in advanced classes by encouraging teachers to identify high performing minority students and relaxing the normal admission criteria to these classes, if necessary	administration	Monitor success of minority students	quarterly report card grades, CEOCE, FCAT 2.0

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:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for English Language Learners as evidenced by student performance on the 2013 FCAT 2.0 Reading test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
15% 4	30% 7

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Many of our ELL students come to us speaking little to no English	ELL students are assessed and placed into a remedial reading and/or language arts class based on their individual needs. They receive assistance, as needed, in the following ways: daily instruction provided in an inclusion setting by an ESOL endorsed teacher, support from an ELL para-professional several times per week, support from a Spanish speaking peer in each class, adjustments to assignments and assessments, access to Rosetta Stone software to provide instruction in English.	Teachers, Para-professionals, Curriculum Coordinator	Students are assessed throughout the year as they are able to participate in the standard assessment program for all reading students: Benchmark Assessments, FCA, FAIR testing, FCAT. Additionally, ELL students will be monitored using the CELLA test.	Benchmark Assessments, FCA, FAIR, FCAT, CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for the BMS Students With Disabilities subgroup as evidenced by student performance on the 2013 FCAT 2.0 Reading test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% 39	41% 64

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
	Many students with disabilities are functioning well below proficiency which prevents them from being exposed to on-grade level materials	All non-proficient students will be placed in an appropriate District designed, remedial reading class based on the individual needs of the student. The individual student's education plan dictates appropriate placement and accommodations for	Remedial reading teachers, ESE teachers	The students will demonstrate adequate progress in their remedial reading class as evidenced by the progress monitoring done two times per year as required by the State and the District Reading Plan. In addition, students with disabilities	FAIR, FCAT 2.0, ESE Progress Reports

1	these students either in a self-contained, resource, or inclusion classroom where they are exposed to appropriate instructional materials. A continuum of assistance is available for SWD based on their individual needs. This assistance includes ESE para-professionals working individually with students, ESE teachers working in conjunction with mainstream teachers in inclusion classes and ESE teachers monitoring student progress on a consultative basis. We have worked with District ESE curriculum specialists to create a more appropriate instructional program for those SWD for whom a placement in one of the District designed remedial reading classes is not appropriate for their needs.	will demonstrate adequate progress in meeting their IEP annual goals as evidenced by the goal statements on their ESE progress reports.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for the Economically Disadvantaged subgroup as evidenced by student performance on the 2013 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% 358	59% 440

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 commitment to embrace the strategies with a high level of fidelity.	Implement Max Thompson research-based instructional strategies. The consistent and pervasive implementation of these strategies: Essential Questions, Graphic Organizers & Distributed Summarization is intended to improve student performance at BMS to the level of exemplary schools found in the Max Thompson Research. These strategies were found to be effective with all socio-economic groups.	Administrative Team	Classroom observations and lesson plan review to look for evidence of teacher implementation of the strategies. Data analysis of student performance on Benchmark Assessments, FAIR and FCAT 2.0.	Benchmark Assessments, FAIR, FCAT 2.0
	Not all families have the internet access at home necessary to access the	Students in need of materials or school supplies will be assisted	Administrative Team, guidance counselors,	Student success will be measured by report card grades and performance	Quarterly report cards, FAIR, FCAT 2.0

2	District Parent Portal and the school/teacher web pages	through our guidance office to ensure that they have adequate supplies to participate in the learning environment. The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from work.	teachers	on both formative and summative assessments
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Program training for remedial reading teachers	6-8 remedial reading teachers	District Staff Development Department and/or Reading Dept. Chair.	6-8 remedial reading teachers	As needed by individual teachers	Classroom observations and Data Book review as outlined in the District Reading Plan	Administrative Team
Common Core, Text Complexity, Deep Reading, NGCAR-PD, Common Core Lead Teacher (CCLT) Training	All teachers will participate as outlined on the District 3 year Implementation Plan	Common Core Lead Teachers, District Staff, Administration	all teachers	We will utilize District Inservice days, Early Release Days and Department meetings to deliver the training outside of the school day. Some teachers will be trained during student contact time on dates outlined on the District 3 year Implementation Plan	Classroom observations (Look Fors), Interviews (Ask Fors), Lesson Plan reviews,	Administrative Team

Reading 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
Remedial Reading programs to address the needs of non-proficient reading students	Description of Resources: The software programs associated with the remedial reading program (Success maker & READ 180) require a bank of student computers in each remedial reading classroom so that students can access the software portion of the remedial reading program. The		\$10,000.00

computers must be maintained and replaced as needed to be able to support the software. Additional software licenses are necessary if numbers in the program increase.			
Subtotal: \$10,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1. CCLT may need release time to plan training 2. Training materials will need to be provided to teachers	1. Substitute Teachers 2. Xerox copies	Instructional	\$500.00
Subtotal: \$500.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide novel study to implement in the daily literacy period.	Fees to bring an author to the school to present to the students and costs to purchase the novels for students to read.	SAC or PTO	\$10,000.00
Subtotal: \$10,000.00			
Grand Total: \$20,500.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		Our goal is for all ELL students to acquire the ability to speak and listen proficiently using the English language.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
55% or 21 students					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have only 2 paras to work with over 30 ELL students. Class size mandates and limitations of the master schedule make it difficult to always schedule students in the most beneficial manner.	Schedule the students and para-professionals so that they can effectively provide assistance to ELL students in the classroom setting. Schedule ELL students so that they have a peer to help them with translation when in a classroom with a teacher who does not speak their native language.	administration, guidance counselors,	quarterly report card grades, annual CELLA assessment	report cards, CELLA
2	Time in the student's schedule to dedicate to Rosetta Stone. Funding to provide the	Provide students access to Rosetta Stone software	teachers, administration	quarterly report card grades, annual CELLA assessment	report cards, CELLA

upgrade/repair of student computers in the classroom.				
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Our goal is for all ELL students to be proficient in reading the English language.
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2012 Current Percent of Students Proficient in reading:

15% or 6 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Only one remedial reading teacher is Spanish speaking.	Students will be placed into a reading class based on their individual needs. Most will be placed with a Spanish speaking remedial reading teacher and will utilize the Rosetta Stone software as part of their reading program.	Teacher, administration,	Annual CELLA testing	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	Our goal is for all ELL students to demonstrate proficiency in writing using the English language
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2012 Current Percent of Students Proficient in writing:

21% or 12 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students who do not have any academic skill in English will have more limited benefit from the program.	All Language Arts teachers were trained to integrate workshop style writing within their language arts classes. This integration will encourage all writers, including ELL, to write more prolifically and think more critically about their writing and that of their peers, giving feedback in a positive and constructive manner.	Language Arts teachers	Numerous opportunities to demonstrate writing proficiency will be built into the language arts classroom and school, district and state progress monitoring	Portfolios, quarterly Demand Writing, Deep Reading activities, CELLA and FCAT 2.0 (8th grade only)

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide student computers in the classrooms to be used for Rosetta Stone	Computers	PTO, SAC	\$5,000.00
			Subtotal: \$5,000.00
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: \$5,000.00

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:	Our goal is for all BMS students to demonstrate proficiency in math with a minimum score of level 3 on the 2013 FCAT 2.0 Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (281)	36% (389) represents a 10% increase

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	Time; training; resources; and teacher, parent, student and administrator understanding and buy in will be barriers we will need to address throughout this multi-year process.	Teachers & administrators will participate in District developed training in Common Core Curriculum, Text Complexity and Deep Reading in order to provide the level of instruction necessary to support students in meeting the rigor of the new Common Core Standards.	Common Core Lead Teachers (CCLT) & administration	Progress Monitoring throughout the year utilizing Benchmark assessment, FCA's, SS: QWA, LA: Deep Reading Assignments and End of the year assessments such as CEOCE and FCAT 2.0	Benchmark, FCA's, QWA, Deep Reading, CEOCE, FCAT 2.0
2	Meeting class size requirements while offering elective classes is difficult in these economic times.	Students are provided instruction in a daily, on grade level, math class utilizing New Generation Sunshine State Standards and following a District Focus Calendar. Those students who demonstrate the need for exposure to advanced curriculum will be served in an advanced math class culminating in the opportunity for 8th grade students to earn high school credit in Honors Algebra 1.	Administrative Team	The major indicator of effectiveness is the FCAT test. However, throughout the year we will receive data from the following: District Benchmark Assessments, Focus Calendar Assessments, chapter tests and quizzes.	FCAT 2.0, Benchmark and Focus Calendar Assessments.
3	Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis.	Teachers will follow a District Focus Calendar which maps out the timing of New Generation Sunshine State Standards instruction for each grade level prior to testing those benchmarks on the FCAT 2.0 in the spring. Focus Calendar Assessments are administered to all students. Data from the assessments is utilized to make educational decisions within the	Curriculum Coordinator	Data from each FCA is available through the District. The data is analyzed by the teachers at a data meeting held after each assessment. This data is shared with the administration and used for instructional planning of remedial and enrichment activities.	District Focus Calendar Assessments

		classroom.			
4	Teacher commitment to implement the Common Core math practices.	Teachers will participate in ongoing training in common core practices for math.	CCLT, Administration	The major indicator of effectiveness is the FCAT test. However, throughout the year we will receive data from the following: District Benchmark Assessments, Focus Calendar Assessments, chapter tests and quizzes.	FCAT 2.0, Benchmark and Focus Calendar Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Our goal is for all ESE students Alternately Assessed will score within the Achieved Level with a score of 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% or 2 students	100% of all Alternately Assessed students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cost of software licenses and hardware upgrades/repairs	Students will receive individualized and group instruction in math as outlined on their IEP within the self-contained ESE setting	ESE Teacher, Administration	Teachers will monitor student progress throughout the year reporting progress on ESE progress reports as well as BMS interim reports and report cards. Students will also participate in the Florida Alternate Assessment program at the end of the year.	Various classroom assessment tools and the Florida Alternate Assessment.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Our goal is to increase by 10% the number of BMS students achieving above proficiency on the 2013 FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade = 19% (63); 7th grade = 22% (79); 8th grade 21% (72)	6th grade = 29% (96); 7th grade = 32% (115); 8th grade 31% (106)

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
	Due to current class size requirements, space in the advanced classes is	Increase the opportunities for those students who	Administrative Team	The major indicator of effectiveness is the FCAT 2.0 test. However,	FCAT 2.0, Benchmark and Focus Calendar

1	limited as are the number of textbooks available.	demonstrate the need for exposure to advanced curriculum to be served in an advanced math class culminating in the opportunity for 8th grade students to earn high school credit in Honors Algebra 1. We will add an additional section of advanced math at 7th grade and Algebra 1 Honors in 8th grade.	throughout the year we will receive data from the following: District Benchmark Assessments, Focus Calendar Assessments, chapter tests and quizzes. At the end of the year, we will receive data through District Common End of Course Exams and the State End of Course Exam for Algebra 1.	Assessments and End of Course Exams
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Our goal is for all of our ESE students who are Alternately Assessed to score in the Commended Category with a score of 7, 8 or 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of 4 students	25% of all alternately assessed students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' ability to work effectively with on grade level materials.	Students will receive individualized and group instruction in math as outlined on their IEP within the self-contained ESE setting. Teachers will challenge students to utilize rigorous materials with the intent of moving students toward on grade level materials.	ESE Teacher, Administration	Teachers will monitor student progress throughout the year reporting progress on ESE progress reports as well as BMS interim reports and report cards. Students will also participate in the Florida Alternate Assessment program at the end of the year.	Various classroom assessment tools and the Florida Alternate Assessment.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal is for all BMS students to demonstrate learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (605)	66% (713)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis	Teachers will follow a District Focus Calendar which maps out the timing of New Generation Sunshine State Standards instruction for each grade level prior to testing those benchmarks on the FCAT 2.0 in April. Focus Calendar Assessments are administered to all students as outlined on the District Focus Calendar. Data from the assessments is utilized to make educational decisions within the classroom.	Curriculum Coordinator	Data from each FCA is available through the District. The data is analyzed by the teachers at a data meeting held after each assessment. This data is shared with the administration and used for instructional planning of remedial and enrichment activities.	District Focus Calendar Assessments
2	Teacher commitment to implement the Common Core math practices.	Teachers will participate in ongoing training in common core practices for math.	CCLT, Administration	The major indicator of effectiveness is the FCAT test. However, throughout the year we will receive data from the following: District Benchmark Assessments, Focus Calendar Assessments, chapter tests and quizzes.	FCAT 2.0, Benchmark and Focus Calendar Assessments
3	Meeting class size requirements becomes more difficult with greater differentiation within the master schedule.	Students will be placed into an appropriate math class based upon their past performance and/or IEP indicators. Options are advanced, on grade level, remedial or ESE.	Administration, ESE Case Managers	The major indicator of effectiveness is the FCAT test. However, throughout the year we will receive data from the following: District Benchmark Assessments, Focus Calendar Assessments, chapter tests and quizzes and ESE Progress reports.	FCAT 2.0, Benchmark and Focus Calendar Assessments, ESE Progress Reports

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:	Our goal is for all ESE students who are alternately assessed to demonstrate learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% 2 students	100% of students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cost of software licenses and hardware upgrades/repairs	Students will receive individualized and group instruction in math as outlined on their IEP within the self-contained ESE setting.	ESE Teacher, Administration	Teachers will monitor student progress throughout the year reporting progress on ESE progress reports as well as BMS interim reports and report cards. Students will also participate in the Florida Alternate Assessment	Various classroom assessment tools will be used based on the materials/programs the students are using and the Florida Alternate Assessment.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal is for all BMS students in the lowest 25% to demonstrate learning gains in math on the 2013 FCAT 2.0 math assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (124)	56% (151) which is a 10% increase

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	Cost to supply and update the hardware, infrastructure and software necessary for the individualized computer portion of the intensive math program	Those students determined to be non-proficient in math as evidenced by a 2012 score of level 1 or 2 on FCAT 2.0 or other appropriate measure are placed into an intensive math class. Here, they receive small- group, on grade level instruction in math, based on the District Focus Calendar along with an opportunity to utilize a software program (Successmaker) intended to address their individual areas of deficiency in order to bring them up to grade level.	Administrative Team and intensive math teachers	Data analysis of FCA and Benchmark Assessments, Success Maker progress reports and FCAT 2.0	FCA Assessments, Benchmark Assessments, FCAT 2.0
2	District funds for the after-school program may not be available this year.	Students in the lowest 25% in mathematics will be invited to attend an after-school FCAT preparation program for math.	Administrative team	Analysis of the % of participating students who demonstrated a year's growth on the Math FCAT	FCAT Test

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 #					
	Waiting for DOE guidance on AMO's					
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:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for the various ethnic subgroups as evidenced by student performance on the 2013 FCAT 2.0 Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 52% 377 Hispanic: 38% 80 Black: 34% 33	White: 69% 435 Hispanic: 53% 111 Black: 40% 38

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	Funding for the after school program.	See the previous strategies which are intended to assist all ethnic groups. In addition, we hope to provide an after-school math program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative Team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 2.0 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 2.0 FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for the ELL subgroup as evidenced by student performance on the 2013 FCAT 2.0 Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% 5	33% 8

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELL students speak little or no English	ELL students are assessed and placed into a regular or remedial math class based on their individual needs. They receive assistance, as needed, in the following ways: daily instruction provided in an inclusion setting by a highly qualified math teacher, support from an ELL para-professional several times per week, support from a Spanish speaking peer in each class, adjustments to assignments and	Teacher, para-professional, Curriculum Coordinator	Students are assessed throughout the year as they are able to participate in the standard assessment program for all math students: Benchmark Assessments, FCA, CEOCE, FCAT. Additionally, ELL students will be monitored using the CELLA test.	Benchmark Assessments, FCA, CEOCE, FCAT. Additionally, ELL students will be monitored using the CELLA test.

	assessments,access to Rosetta Stone software to provide instruction in English.		
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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 mathematics. Mathematics Goal #5D:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for the Students with Disabilities subgroup as evidenced by student performance on the 2013 FCAT 2.0 Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% 34	38% 59

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students with disabilities are functioning well below proficiency which prevents them from being exposed to on-grade level materials	Those students determined to be non-proficient in math as evidenced by a 2012 score of level 1 or 2 on FCAT 2.0 or other appropriate measure are placed into an intensive math class or, as directed on their IEP, into an inclusion, self-contained or resource setting. Here, they receive small-group, ability appropriate math instruction. In addition, students utilize a software program (SuccessMaker) intended to address their individual areas of deficiency in order to bring them up to grade level.	Administrative Team, ESE or Intensive math teachers	Data analysis of FCA and Benchmark assessments and SuccessMaker progress reports. In addition, students with disabilities will demonstrate adequate progress in meeting their IEP annual goals as evidenced by the goal statements on their ESE progress reports attached to each interim report and report card.	FCA & Benchmark Assessments, FCAT 2.0 , ESE Progress Reports

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:	Our goal is to meet the Annual Measurable Objectives Target Goal set by the State for 2013 for the Economically Disadvantaged subgroup as evidenced by student performance on the 2013 FCAT 2.0 Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% 313	52% 388

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Teacher commitment to embrace the strategies with a high level of fidelity.	Implement Max Thompson research-based instructional strategies. The consistent and pervasive implementation of these strategies: Essential Questions, Graphic Organizers & Distributed Summarization is intended to improve student performance at BMS to the level of exemplary schools found in the Max Thompson Research. These strategies were found to be effective with all socio-economic groups.	Administrative Team	Classroom observation and lesson plan review to look for evidence of teacher implementation of the strategies. Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and FCAT 2.0.	FCAT 2.0, Benchmark and Focus Calendar Assessments.
2	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment. The District Parent Portal and school/ teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off of work.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FCA and benchmark assessments, FCAT 2.0

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Our goal is for all Algebra students to score a minimum of Achievement Level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% or 6 students	100% of students taking the End of Course Exam

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time; training; resources; and teacher, parent, student and administrator will be barriers we will need to address	Teachers & administrators will participate in District developed training in Common Core Curriculum, Text Complexity and Deep Reading in order to	Common Core Lead Teachers (CCLT) & administration	Progress Monitoring throughout the year utilizing Benchmark assessment, FCA's, SS: QWA, LA: Deep Reading Assignments and End of the year assessments	Benchmark, FCA's, QWA, Deep Reading, GEOCE, FCAT 2.0

	throughout this multi-year process.	provide the level of instruction necessary to support students in meeting the rigor of the new Common Core Standards.		such as CEOCE and FCAT 2.0	
2	Teacher commitment to implement the Common Core math practices.	Teachers will participate in ongoing training in common core practices for math.	CCLT, Administration	The major indicator of effectiveness is the State EOCE. However, throughout the year we will receive data from the following: District Benchmark Assessments, Focus Calendar Assessments, chapter tests and quizzes.	Benchmark and Focus Calendar Assessments, EOCE
3	Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis	Teachers will follow a District Focus Calendar which maps out the timing of New Generation Sunshine State Standards instruction for each course prior to testing those benchmarks on the FCAT 2.0 in April. Focus Calendar Assessments are administered to all students as outlined on the District Focus Calendar. Data from the assessments is utilized to make educational decisions within the classroom.	Curriculum Coordinator	Data from each FCA is available through the District. The data is analyzed by the teachers at a data meeting held after each assessment. This data is shared with the administration and used for instructional planning of remedial and enrichment activities.	District Focus Calendar Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal is for 90% of our Algebra students to score at Achievement Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% or 45 students	90% or above of Algebra students taking the end of course exam

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher commitment to implement the Common Core math practices.	Teachers will participate in ongoing training in common core practices for math.	CCLT, Administration	The major indicator of effectiveness is the FCAT 2.0 test and the State end of course exam. However, throughout the year we will receive data from the following: District Benchmark Assessments, Focus Calendar Assessments, chapter tests and quizzes.	FCAT 2.0, EOCE, Benchmark and Focus Calendar Assessments
	Teacher commitment to analyze their data and take steps to address the issues discovered	Teachers will follow a District Focus Calendar which maps out the timing of New Generation	Curriculum Coordinator	Data from each FCA is available through the District. The data is analyzed by the	District Focus Calendar Assessments

2	through the analysis	Sunshine State Standards instruction for each math course prior to testing those benchmarks on the FCAT 2.0 in April. Focus Calendar Assessments are administered to all students as outlined on the District Focus Calendar. Data from the assessments is utilized to make educational decisions within the classroom.	administration and teachers at a data meeting held after each assessment. This data is used for instructional planning of remedial and enrichment activities.	
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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 # No Data 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:	No Data Available			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
TBD	TBD			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A We do not have any ELL students enrolled in this course.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:
TBD	TBD

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	No data available
2012 Current Level of Performance:	2013 Expected Level of Performance:
TBD	TBD

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Practices for Math	6-8 math	Common Core Lead Teacher (CCLT), Administration	all math teachers	We will utilize District Inservice days, Early Release Days, various dates per grade level with substitute coverage and Department meetings	Classroom observations (Look Fors), Interviews (Ask Fors), Lesson Plan reviews	CCLT and Administration
Common Core, Text Complexity, Deep Reading, NGCAR-PD, Common Core Lead Teacher (CCLT) Training	All teachers will participate as outlined on the District 3 year Implementation Plan	Common Core Lead Teachers, District Staff, Administration	All math teachers	We will utilize District Inservice days, Early Release Days and Department meetings to deliver the training outside of the school day. Some teachers will be trained during student contact time on dates outlined on the District 3 year Implementation Plan	Classroom observations (Look Fors), Interviews (Ask Fors), Lesson Plan reviews	CCLT and Administration

Program training for intensive math teachers	6-8 intensive math teachers	District Staff Development Department and/or curriculum coach	6-8 intensive math teachers	As needed by individual teachers	Classroom observations and Data Book review	Administrative Team
Training for District Algebra 1 teachers	Algebra 1 teacher	District Staff	Algebra 1 Teacher	Sept. 24-25, 2012	Classroom observations (Look Fors), Interviews (Ask Fors), Lesson Plan reviews	Administration

Mathematics 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
Intensive math classes to address the needs of our lowest performing math students	Description of Resources: The software program associated with the Intensive Math Classes (SuccessMaker) requires a bank of student computers in each intensive math class so that students can access the software portion of the intensive math classes. The computers, infrastructure and software must be maintained and upgraded.	PTO and SAC	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1. CCLT may need release time to plan training. 2. Training materials will need to be provided to teachers.	1. Substitute Teachers 2. Xerox copies	Instructional	\$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: \$5,500.00

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:	Our goal is for all BMS students to demonstrate proficiency in science with a score of level 3 or higher on the 2013 FCAT 2.0 Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (102)	40% (136) which is a 10% increase

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	Time; training; resources; and teacher, parent, student and administrator understanding and buy in will be barriers we will need to address throughout this multi-year process.	Teachers & administrators will participate in District developed training in Common Core Curriculum, Text Complexity and Deep Reading in order to provide the level of instruction necessary to support students in meeting the rigor of the new Common Core Standards.	Common Core Lead Teachers (CCLT) & administration	Progress Monitoring throughout the year utilizing Benchmark assessment, FCA's, SS: QWA, LA: Deep Reading Assignments and End of the year assessments such as CEOCE and FCAT 2.0	Benchmark, FCA's, QWA, Deep Reading, CEOCE,FCAT 2.0
2	Teacher commitment to analyze their data and take steps to address the issues discovered through the analysis	All science teachers will utilize a District created FCA calendar to plan their instruction and assess students throughout the school year on FCAT tested science benchmarks so they can identify areas for remediation and/or enrichment. Science teachers will meet after each FCA assessment to analyze the performance data of their students and make instructional decisions.	Administrative Team and science teachers	We will analyze FCA data and compare the percent of students scoring a level 3 or above on the science portion of the FCAT test to the percent from last year.	FCA CEOCE, and FCAT 2.0 Science Test
3	Teacher commitment to utilize the CAR-PD strategies learned in training last year now that the trainer support has ended.	All science teachers will implement literacy strategies gained through CAR-PD training in order for students to better understand the science curriculum	science teachers, administration	We will analyze FCA data and compare the percent of students scoring a level 3 or above on the science portion of the FCAT test to the percent from last year.	FCA CEOCE, and FCAT 2.0 Science Test

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:	Our goal is for all students who take the science alternative assessment to score an Achievement Level 4, 5 or 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
We had no students required to take the science alternative assessment in 2012	100% of those required to take the science alternative assessment

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
	Individual handicapping	Students will receive	ESE Teacher,	Students will be	Evaluation tools

1	conditions often prevent students from access on grade level content.	individualized and group instruction in science as outlined on their IEP within the self-contained setting striving to access on grade level content and materials.	ESE Case Manager, Administration	monitored throughout the year and their progress will be reported on their school-wide interim reports and report cards as well as on their ESE progress reports.	will vary based on the individual needs of the students, however, all 8th grade students identified as such will take the FL Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our goal is to increase by 10% the number of BMS students achieving above proficiency on the 2013 FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (27)	18% (61)

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	Time; training; resources; and teacher, parent, student and administrator understanding and buy in will be barriers we will need to address throughout this multi-year process	Teachers & administrators will participate in District developed training in Common Core Curriculum, Text Complexity and Deep Reading in order to provide the level of instruction necessary to support students in meeting the rigor of the new Common Core Standards.	administration	During the year, data will be obtained from the Benchmark Assessment, FCA's and Periodic report cards, At the end of the year, data will be obtained from FCAT 2.0 and CEOCE	Benchmark, FCA's, Report Cards CEOCE, FCAT 2.0
2	The costs to purchase new equipment or make upgrades or repairs is often prohibitive.	Teachers will utilize technology when possible to illustrate the abstract concepts of the science content	administration	Periodic report cards, FCA's, FCAT Science 2.0, CEOCE	Report Cards, FCA's CEOCE, FCAT Science 2.0

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:	Our goal is to have 50% of those students assessed scoring Achievement Level 7 in Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
We had no students who took the science alternative assessment.	50% of those required to take science alternative assessment

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	Individual handicapping conditions often prevent students from accessing on grade level content.	Students will receive individualized and group instruction in science as outlined on their IEP within the self-contained setting striving to access on grade level content and materials.	ESE Teacher, ESE Case Manager, Administration	Students will be monitored throughout the year and their progress will be reported on their school-wide interim reports and report cards as well as on their ESE progress reports.	Evaluation tools will vary based on the individual needs of the students, however, all 8th grade students identified as such will take the FL Alternate Assessment

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
Common Core, Text Complexity, Deep Reading, NGCAR-PD, Common Core Lead Teacher (CCLT) Training	All teachers will participate as outlined on the District 3 year Implementation Plan	Common Core Lead Teachers, District Staff, Administration	All teachers	We will utilize District Inservice days, Early Release Days and Department meetings to deliver the training outside of the school day. Some teachers will be trained during student contact time on dates outlined on the District 3 year Implementation Plan	Classroom observations (Look Fors), Interviews (Ask Fors), Lesson Plan reviews	Administrative Team
Data Team Meetings	6-8 science teachers	Teachers, Principal, CC	Science teachers	Following each District FCA	Administrative attendance at data meetings, notes and data analysis documentation.	Principal and CC

Science 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
Provide upgrades/repairs/additional technology in support of the science curriculum	Hardware	SAC or PTO	\$10,000.00
			Subtotal: \$10,000.00
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: \$10,000.00			

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal is to have all Belleview Middle School students scoring a 4.0 or above on the 2013 FCAT 2.0 Writing Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (218)	74% (252)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The language arts curriculum is very full, therefore, it is difficult to adequately address all aspects of this expansive curriculum in the allocated time frame.	All language arts teachers in grades 6-8 will incorporate instruction in the writing process on a weekly basis.	Administrative Team	We will compare the number of students at each grade level who are determined to be proficient in writing in 2013 to the number from 2012.	District Demand Writing Assessments and FCAT 2.0 Writing tests.
2	Teacher commitment to implement this strategy with a high level of fidelity.	Content area teachers will incorporate writing activities within their subject area on a weekly basis.	Administrative Team	We will compare the number of students who are determined to be proficient in writing in 2013 to the number from 2012.	District Demand Writing Assessments, SS QWA (quarterly writing assessments) and FCAT 2.0 Writing data
3	District funds must be available to fund this strategy.	Low performing writing students will be invited to attend an FCAT Writing Boot Camp just prior to the FCAT Writing Test.	Administrative Team, Select language arts teachers.	We will compare the number of students who are determined to be proficient in writing in 2013 to the number from 2012.	FCAT 2.0 Writing Test
4	Acclimating teachers to the new, more rigorous requirements of the FCAT Writing test.	Language Arts and Writing teachers will meet in a PLC to study the State provided materials associated with the new writing standards so that they can plan appropriate instruction for the students.	Teacher Trainers	We will utilize the district demand writing opportunities as well as the FCAT 2.0 Writing test in 2013 to determine our effectiveness.	District Demand Writing scores and 2013 FCAT 2.0 Writing 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 4 or higher in writing. Writing Goal #1b:	Our goal is for all students required to take this assessment to score at Achievement Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We had no students required to take this assessment in 2012	100% of those students taking the assessment

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	Individual handicapping conditions often prevent students from performing at grade level.	Students will receive individualized and group instruction in writing within the self-contained setting striving to perform at the level of on grade level peers.	ESE teachers	Students will be monitored throughout the year and their progress will be reported on their school-wide interim reports and report cards as well as on their ESE progress reports.	Evaluation tools will vary based on the individual needs of the students, however, all 8th grade students identified as such will take the FL Alternate Assessment

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
QWA for SS teachers	6-8 SS	District Trainers	all SS teachers	District Inservice in August 2012	Common Core Lead teacher for SS will provide ongoing training throughout the year.	Administration
Workshop Writing	6-8 LA and Writing teachers	The English Teachers' Friend	all 6-8 LA and Writing Teachers	August 7 & 28, 2012	Teachers will conduct quarterly writing workshops with their students	Teachers and administration
FCAT 2.0 Calibration	6-8 LA and Writing teachers	Teacher Trainers	all 6-8 LA and Writing Teachers	October, 2012	Teachers will calibrate their scoring of quarterly Demand Writings with a peer.	Administration

Writing 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
Bring Tamara from The Writing Teachers' Friend to provide 2 days of training on Workshop Writing	Consultant and digital materials	Instructional Budget	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide substitute teachers so that LA teachers can score Demand Writing papers utilizing two scorers.	Substitutes	SAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Not required until 2014-15
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time; training; resources; and teacher, parent, student and administrator understanding and buy in will be barriers we will need to address throughout this multi-year process.	Teachers & administrators will participate in District developed training in Common Core Curriculum, Text Complexity and Deep Reading in order to provide the level of instruction necessary to support students in meeting the rigor of the new Common Core Standards.	Common Core Lead Teachers (CCLT) & administration	Progress Monitoring throughout the year utilizing Benchmark assessment, FCA's, SS: QWA, LA: Deep Reading Assignments and End of the year assessments such as CEOCE and FCAT 2.0	Benchmark, FCA's, QWA, Deep Reading, CEOCE, FCAT 2.0

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	
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4 and 5 in Civics. Civics Goal #2:	Not required until 2014-15			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Not required until 2014-15						

Civics Budget:

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

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 our attendance data by 10% in each category.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (1004)	100% (1080)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
53% (571)	43% (464)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
5% (51)	2% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of staff available to address attendance issues is not adequate to address student absences in a frequent and immediate manner. In addition, a number of parents/guardians do not send their children to school on a consistent basis.	School social workers will monitor student attendance and address those demonstrating attendance issues	AP for Discipline	The attendance rate from 2012-2013 will be compared to that from the previous year.	BMS attendance rate as documented in the District data base.
2	Maintaining up to date phone numbers is an issue. A large number of parents lose or change their phone contact numbers over the course of the school year and do not notify the school.	A District provided automated calling system will be utilized to notify parents/guardians when their child is tardy or absent from school.	Attendance Clerk & AP for Discipline	The attendance rate from 2012-2013 will be compared to that from the previous year.	BMS attendance rate as documented in the District data base.
3	Limitations of time and available staff to meet	Attendance issues will be addressed through Student Assistance Team meetings as part of the MTSS/RtI process.	AP for Discipline and SAT team	The attendance rate from 2012-2013 will be compared to that from the previous year.	BMS attendance rate as documented in the District data base.
4	Gaining Teacher implementation on a consistent basis.	Teachers will have access to Teleparent which will enable them to efficiently communicate with	administration and school based facilitator	The attendance rate from 2012-2013 will be compared to that from the previous year.	BMS attendance rate as documented in the District data base.

		parents about attendance and other issues.			
5	Teacher implementation of the PBS program and funding for PBS incentives	Tardies will be addressed through our PBS Program	PBS Committee	The rate of student tardies from 2012-2013 will be compared to that from the previous year.	BMS tardy data as documented in the District data base

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Implementation	6-8	PBS Committee	all teachers	Staff meetings beginning 2nd quarter	The PBS Committee will monitor the implementation and results of the PBS program	AP for Discipline
Tardy and Attendance Policies	6-8	Administration	all teachers	pre-school August 2012	APD will monitor student attendance and tardy data and will follow up with teachers who need assistance implementing the BMS policies	AP for Discipline

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
Teachers will have use of Teleparent to communicate with Parents	Teleparent automated phone calling system	SAC and/or PTO	\$3,000.00
			Subtotal: \$3,000.00
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
Provide incentives for the PBS Program	Student incentives	SAC, PTO, Instructional & Internal budgets	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$4,000.00

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Our goal is to decrease the number of student suspensions by 25%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
132	99
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
56	42
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
544	408
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
294	221

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	Student compliance with rules/policies is not consistent among all students.	Students, parents and staff will be thoroughly informed of the BMS discipline policy and expectations through a staff meeting in preschool, student grade level meetings held within the first month of school, student handbooks, and the staff School Policy Book.	AP for Discipline	The BMS suspension rate for 2012-2013 will be compared to the rate from 2011-2012	BMS suspension rate as found in the District data base.
2	PBS requires funding in order to provide rewards to students for compliance with the PBS expectations.	School staff will address discipline issues in a consistent, appropriate manner following the guidelines of our BMS PBS plan and the District Code of Conduct.	AP for Discipline	The BMS suspension rate for 2012-2013 will be compared to the rate from 2011-2012	BMS suspension rate as found in the District data base.
3	Parents are required to provide transportation for their children to participate in these programs.	School based Detention and District based ISS and Saturday School programs will be available to provide alternatives to out of school suspension for	AP for Discipline	The BMS suspension rate for 2012-2013 will be compared to the rate from 2011-2012	BMS suspension rate as found in the District data base.

		those students whose behavior requires disciplinary action.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Implementation	6-8	PBS Committee	All teachers	Staff meetings beginning 2nd quarter	The PBS Committee will monitor the implementation and results of the PBS program	AP for Discipline

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives for the PBS Program	Student incentives	SAC, PTO, Instructional & Internal budgets	\$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: \$1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or</i>	Our goal is to increase the percent of parent involvement at BMS by 5% as measured by parent volunteers.

<i>unduplicated.</i>	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (108)	15% (171)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all parents have computer access in order to access the Parent Portal and web pages. Parent phone numbers often change during the year and they do not update their child's school records in order to get the Alert Now messages. Not all students are conscientious about delivering newsletters or course syllabus to their parents.	Parents will have the opportunity to become informed about their child's school and individual classes through the District Parent Portal, district, school and teacher web pages, "Alert Now" messages, semester course information sheets, as well as through a school generated newsletter and a commercially prepared newsletter, The Middle Years	Administrative Team	The number of "hits" to our school web site will be measured.	Web page counter
2	Few parents are willing or able to become involved in the school.	Parents will have the opportunity to become involved in their child's school through participation in Orientation, Open House, PTO, SAC, parent conferences, and volunteer opportunities	Administrative Team	The number of volunteer hours accumulated will be measured.	volunteer hours accumulated
3	Funding Teleparent on an annual basis.	Teachers will have access to, Teleparent, a computer assisted automated telephone calling system to better communicate with parents regarding their child's performance in school.	Administrative Team, teachers	The number of messages sent school-wide will be measured.	Call logs

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
Web page and Teleparent	6-8	Web Master and Teleparent Lead Teacher	New Teachers to BMS	August, 2012	Additional assistance will be provided as needed	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teleparent	Computer Assisted Automated telephone calling system	SAC/PTO/Instructional or Internal funds	\$3,000.00
			Subtotal: \$3,000.00
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
Middle Years newsletter for parents	A commercially prepared resource intended to provide tips to middle school parents about ways they can help their child be successful students and ways they can become involved in their child's education.	SAC funds	\$300.00
			Subtotal: \$300.00
			Grand Total: \$3,300.00

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:			We will increase the opportunity for students to participate in advanced math 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	Meeting state class size mandates becomes more difficult as you add more differentiation in the master schedule	We will add an additional 7th grade math class and an additional 8th grade class of Honors Algebra 1 for the 2012-13 school year in order to increase the opportunity for student participation in an advanced math course.	administrative team	effectiveness will be measured by the student end of course exams and their quarterly report cards	CEOCE and 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
N/A						

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:		CTE teachers will understand and implement in their content the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects in order to help students meet the rigorous requirements of the Common Core Standards for LA and Math			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time; training; resources; and teacher, parent, student and administrator	CTE teachers will participate in District developed training in Common Core	Administration	Progress Monitoring throughout the year through benchmark assessments, FCA's,	Benchmark Assessments, FCA, CEOCE FCAT 2.0

1	understanding and buy in will be barriers we will need to address throughout this multi-year process.	Curriculum, Text Complexity and Deep Reading in order to provide the level of instruction necessary to support students in meeting the rigor of the new Common Core Standards.		CEOCE and FCAT 2.0
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core, Text Complexity, Deep Reading, NGCAR-PD, Common Core Lead Teacher (CCLT) Training	All teachers will participate as outlined on the District 3 year Implementation Plan	Common Core Lead Teachers, District Staff, Administration	All CTE Teachers	We will utilize District Inservice days, Early Release Days and Department meetings to deliver the training outside of the school day. Some teachers will be trained during student contact time on dates outlined on the District 3 year Implementation Plan	Classroom observations (Look Fors, Interviews (Ask Fors), Lesson Plan reviews	Administration
NG CAR-PD	6-8 CTE	District Facilitators	CTE teachers who volunteer to participate	Various dates as outlined on the District PD Plan	Classroom observations (Look Fors, Interviews (Ask Fors), Lesson Plan reviews	District Facilitators and administration

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

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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Remedial Reading programs to address the needs of non-proficient reading students	Description of Resources: The software programs associated with the remedial reading program (Success maker & READ 180) require a bank of student computers in each remedial reading classroom so that students can access the software portion of the remedial reading program. The computers must be maintained and replaced as needed to be able to support the software. Additional software licenses are necessary if numbers in the program increase.		\$10,000.00
CELLA	Provide student computers in the classrooms to be used for Rosetta Stone	Computers	PTO, SAC	\$5,000.00
Mathematics	Intensive math classes to address the needs of our lowest performing math students	Description of Resources: The software program associated with the Intensive Math Classes (SuccessMaker) requires a bank of student computers in each intensive math class so that students can access the software portion of the intensive math classes. The computers, infrastructure and software must be maintained and upgraded.	PTO and SAC	\$5,000.00
Science	Provide upgrades/repairs/additional technology in support of the science curriculum	Hardware	SAC or PTO	\$10,000.00
Attendance	Teachers will have use of Teleparent to communicate with Parents	Teleparent automated phone calling system	SAC and/or PTO	\$3,000.00
Parent Involvement	Teleparent	Computer Assisted Automated telephone calling system	SAC/PTO/Instructional or Internal funds	\$3,000.00
				Subtotal: \$36,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1. CCLT may need release time to plan training 2. Training materials will need to be provided to teachers	1.Substitute Teachers 2. Xerox copies	Instructional	\$500.00
				1. CCLT may need release

Mathematics	time to plan training. 2. Training materials will need to be provided to teachers.	1. Substitute Teachers 2. Xerox copies	Instructional	\$500.00
Writing	Bring Tamara from The Writing Teachers' Friend to provide 2 days of training on Workshop Writing	Consultant and digital materials	Instructional Budget	\$500.00
Suspension	Provide incentives for the PBS Program	Student incentives	SAC, PTO, Instructional & Internal budgets	\$1,000.00
				Subtotal: \$2,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School-wide novel study to implement in the daily literacy period.	Fees to bring an author to the school to present to the students and costs to purchase the novels for students to read.	SAC or PTO	\$10,000.00
Writing	Provide substitute teachers so that LA teachers can score Demand Writing papers utilizing two scorers.	Substitutes	SAC	\$500.00
Attendance	Provide incentives for the PBS Program	Student incentives	SAC, PTO, Instructional & Internal budgets	\$1,000.00
Parent Involvement	Middle Years newsletter for parents	A commercially prepared resource intended to provide tips to middle school parents about ways they can help their child be successful students and ways they can become involved in their child's education.	SAC funds	\$300.00
				Subtotal: \$11,800.00
				Grand Total: \$50,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be utilized as needed as per the content of this plan. If additional needs become apparent at a later date, the need will be brought to the attention of the committee for their consideration.	\$16,000.00

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

Members of the Belleview Middle School Advisory Council (SAC) are elected to serve on the council to represent the group of stakeholders from which they originate. (instructional staff, non-instructional staff, parents, community) The election process, as well as all other governing rules for the SAC, are outlined in our by-laws which follow all local and state requirements for school advisory councils. If the election process does not result in a SAC which meets State, District or BMS requirements, then additional members are appointed following the written by-laws for the BMS SAC.

Our School Advisory Council meets at least quarterly throughout the school year and serves in an advisory capacity to the school administration, providing input on the school budget, the school improvement plan, incentive money, and other issues pertinent to the school. The SAC budget is currently not funded for the 12-13 school year.

The SAC is the sole body responsible for the final decision making at the school relating to implementation of the provisions in statute sections 1001.42(16) and 1008.345 relating to school improvement. They serve as a liaison between all stakeholders in the school community.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Marion School District BELLEVIEW MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	60%	80%	44%	255	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	66%	65%			131	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	80% (YES)	67% (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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District BELLEVIEW MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	65%	86%	39%	258	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	67%	69%			136	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	73% (YES)	62% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					529	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested