FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ARLINGTON MIDDLE SCHOOL

District Name: Duval

Principal: Linda Lisella

SAC Chair: Glenn Mitchell

Superintendent: Nikolai Vitti

Date of School Board Approval: November 5, 2012

Last Modified on: 4/12/2013

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	Linda Lisella	English 6-12 Ed. Leadership K-12	4	26	Raised Windy Hill Elementary School's grade from a C to B with a 41 point gain. Did not meet AYP for the 2007-2008 school year. Arlington raised state points by 25 during 2008-2009. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% of BQ making gains in reading and 70% of BQ making gains in math. Raised school grade by 18 points to a B for 2010-2011.
Assis Principal	Tracy Carter	Social Studies	18	9	Helped Arlington Middle show a steady increase in state scores with at 25 point gain on the 2008-2009 FCAT. Did not meet AYP for the 2008-2009 school year. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% of BQ making gains in reading and 70% of BQ making gains in math.Raised school grade by 18 points to a B for 2010-2011.
					Helped Arlington Middle show a steady

	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)
Assis Principal	Alesha Seabrooks	ESE K-12 Ed Leadership K-12	15	7	increase in state scores with at 25 point gain on the 2008-2009 FCAT. Did not meet AYP for the 2008-2009 school year. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% of BQ making gains in reading and 70% of BQ making gains in math. Raised school grade by 18 points to a B for 2010-2011.
Assis Principal	Jason Bloom	English 6-12 Ed Leadership	5	1	Was standards coach -- Helped Arlington Middle show a steady increase in state scores with at 25 point gain on the 2008-2009 FCAT.- Did not meet AYP for the 2008-2009 school year. During the 2009-2010 school year the following groups made gains: 54% meeting high standards in math, 70% making gains in math, 67% of BQ making gains in reading and 70% of BQ making gains in math.Raised school grade by 18 points to a B for 2010-2011.

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.

	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)
No data submitted					

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	Retaining high-quality teachers: Arlington Middle School uses the Katzenmeyer and Moller model found in their book Awakening the Sleeping Giant. We have adopted the following strategies: professional development on the clock, common planning, and multiple opportunities for teachers to provide leadership. The leadership opportunities include: being a member of the district professional learning communities, joining the school technology team, actively participating on the school's foundations team, chairing the literacy team, lead teacher of the standards–based academy, site coach for the Day Treatment unit. In addition, teachers are encouraged to learn new strategies and share those strategies with the faculty. This is done in regularly scheduled professional development sessions every other week. Teachers are also given one-half day temporary duty elsewhere once a month to work with like-content teachers in vertical articulation. This consists of unpacking the standards and assessing movement through the learning schedule.	Principal	On-going	
2	Recognitions, bi-monthly Marzano Awards, for behaviors aligned with Marzano's research	Administration	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
45	0.0%(0)	46.7%(21)	37.8%(17)	15.6%(7)	60.0%(27)	106.7%(48)	15.6%(7)	0.0%(0)	24.4%(11)

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
Dale choate	Lindsey Keller	The teacher is new to Arlington. Choate is district music coach. Mrs. Keller teaches music	Mentor conversations and resource support
Pam Kerlin, district staff	Laura Parnes	The site coach is new to Arlington. Kerlin is district resident support for all Day Treatment Centers	Mentor conversations and resource support
Pam Kerlin, district staff	Catrice Thomas	The interventionist is new to Arlington. Kerlin is district resident support for all Day Treatment Centers	Mentor conversations and resource support

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
Used to provide additional time-on-task during lunch sessions

Violence Prevention Programs

NA

Nutrition Programs

Free or reduced breakfast and lunch programs are provided to those who qualify

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career and Technical Education
AVID curriculum targets 6th and 7th graders. All 8th graders complete the EPEP

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal- is responsible for ensuring that teachers have the most recent and relevant research about Response to Intervention. The principal monitors the grade-level houses for alignment with the state's model. Assistant Principals-are responsible for conducting a 30-minute Response to Intervention meeting every other week during the early release time. The purpose of the meeting is to identify students who are struggling with the core and determine what Level II interventions can be used to assist the student. This pyramid of interventions applies to discipline/behavior, as well as academics. The guidance counselor monitors teacher concerns that would lead to MRT meetings. She collects the appropriate data and facilitates parent contact. ESE teachers are a resource for the general education teachers, as students are identified for movement through the pyramid. The ESE teachers can suggest accommodations and modifications that will help students transition through the pyramid. The general education teachers deliver and monitor the core curriculum.

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?

Each house administrator holds a bi-monthly meeting with grade-level teams.
Resource staff is present. They include child advocates from United Way and guidance counselors. Teachers follow the differentiated accountability model. Students, who are not making progress, as evidenced by exit slips or other formative assessments, are provided Tier Two interventions. These interventions are learning recovery, United Way tutors and Team-Up tutorials. Progress monitoring is reviewed weekly.

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 School Improvement Plan is written by content teams. Each content team meets over a period of several weeks to complete their assigned section. The house administrators, ESE and general education teachers either provide input or review the sections. The School Advisory Council has input during the writing process and they review the final draft.

Content targets are the goals of the RtI Problem Solving process. The team looks at the difference between the expected gain and the actual gain, comes to consensus about which strategies were effective and which were not and revises the plan according to the data.

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 sources for reading are the district benchmark assessments, school-wide progress monitoring, which are given weekly from October through March; teacher-generated exit slips and teacher-generated formative and summative assessments, FCAT results, FAIR, SRI and SPI in the READ 180 program, and Compass Odyssey progress reports.

Data management systems for reading: The district provides Limelight/Inform as the data collection tool (Pearson) for district and school-based progress monitoring. The school tracks Compass Odyssey progress reports daily from October to March.

Data sources for math are the district benchmarks assessments and progress monitoring assessments (PMA's), school-wide progress monitoring assessments which are given weekly from October through March, teacher-generated exit slips and teacher generated formative and summative assessments.

Data management system for math: The district provides Limelight/Inform as the data collection tool (Pearson) for district and school-based progress monitoring. The school tracks Compass Odyssey progress reports and Gizmo usage reports.

Data sources for science are the district benchmark assessments, school-wide progress monitoring which are given weekly from October through March, teacher-generated exit slips and teacher-generated formative and summative assessments. Students must show progress completing Compass Odyssey pathways and progress completing with accuracy Gizmo activities.

Data management system for science: The district provides Limelight/Inform as the data collection tool (Pearson) for district and school-based progress monitoring. Compass Odyssey progress reports and Gizmo usage reports are tracked by the

school.

Data sources for writing are monthly district writing prompts, school-wide progress monitoring done bi-weekly from October through March, teacher-generated exit slips and teacher-generated formative and summative assessments.

Data management system for writing: district provides a data collection tool (Pearson) to track formative and summative data.

Data sources for behavior are Genesis, the in-school referral system, the full service school referral system, and the number of 25-minute interventions.

Data management system for behavior is Genesis.

Describe the plan to train staff on MTSS.

The district provides training for the team. The school provides training during preplanning and during bi-weekly Curriculum Connections. During the 2011-2012 summer, the team preplanned by reading selections from Marzano's research labs about avoiding the "Crayola Curriculum" and viewing videos about avoiding low expectations for students. Follow-up data-chats will continue throughout the year as part of the new teacher evaluation system that requires on-going professional development.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lead Read 180 teacher
6th Grade Read 180 Teacher
7th Grade Advanced Reading Teacher
Principal
APC Curriculum

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

The team meets bi-weekly. The team monitors FAIR, and SRI administrations, 8th grade writing progress and reviews READ 180 daily participation reports. It provides additional reading strategy training support to content area teachers.

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

The team has two initiatives. They are as follows: (1) Monitoring SRI administrations: the Scholastic Reading Inventory is administered three times per year through READ 180. The READ 180 literature is clear that if students use the program with fidelity, they will make a year's worth of gain in reading. The team's responsibility is to track the SRI data and make recommendations to the language arts and social studies teachers for assisting students who are not making gains. (2) Monitoring the FAIR data. Our goal is that there will not be any students in the RED zone by the January administration of FAIR.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All social studies teachers are CAR-PD trained and are monitored for the use of the reading strategies. The AVID team presents bi-monthly, school-wide teacher trainings on learning strategies that primarily focus on reading, such as Cornell Note taking. A social studies teacher sits on the literacy team.

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Many students have a course of study based on last year's FCAT scores. Courses like READ 180 are mandated for certain categories for students. Duval mandates math courses based on FCAT math scores, thereby limiting course selection for targeted students. It is the school's responsibility to facilitate learning so all students can make course selections based on preference and not need.

Last year Arlington started an honors course of study. In-coming select 6th graders took pre-algebra. They will take Algebra this year and geometry in 8th grade. By the end of 8th grade they will have taken Spanish I and Earth Space Science Honors. All of these are high school credit courses.

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:	60% of the students in this subgroup will make learning gains. The 470 students have been identified and are receiving a rigorous curriculum. The specific targets are: 6th grade students will increase their Developmental Scale Score in Reading by 133 points; 7th grade will increase their Developmental Scale Score in Reading by 110 points; and 8th grade students will increase their Developmental Scale Score in Reading by 92 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (450)	60% (470)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	To increase time-on-task for Level 3 readers by extending the ½ year Great Books class to a full year	Language Arts Teachers	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
2	None	All students will participate in Read It forward Jax 25-Book Program	Language Arts Teachers	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
3	None	All 6th and 7th grade students will participate in Battle of the Books	Language Arts Teachers	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
4	None	School-wide calibration of the standards, using a cycle of assessment, reteach, and reassessment to meet the individual student targets.	Assistant Principal Curriculum Language Arts Teachers	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
5					

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The 161 students have been identified and are receiving a rigorous curriculum. The students are taking an elective that will add additional rigor and expectations for high achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (55) 6th grade students scored at Levels 4-5. 17% (45) 7th grade students scored at Levels 4-5 9% 924) 8th grade students scored at Levels 4-5	25% (63) of 6th grade will score at Level 4. 22% (55) of 7th grade will score at Level 4. 17% (45) of grade 8 will score at Level 4. 15% (37) of 6th grade will score at Level 5. 18% (47) of 7th grade will score at Level 5, 18% (50) of 8th grade will score at Level 5.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None. Arlington Middle School will provide 30 hours of additional support for each student who needs it during the school day.	All students will participate in Read It forward Jax 25-Book Program	Administrative team including 6th-8th grade counselors.	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
2	Arlington Middle School will provide 30 hours of additional support for each student who needs it during the school day.	All students will participate in Read It forward Jax 25-Book Program	All English Language Arts Teachers, Media Specilaist, and Administrators	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
3	Arlington Middle School will provide 30 hours of additional support for each student who needs it during the school day.	School-wide calibration of the standards, using a cycle of assessment, reteach, and reassessment to meet the individual student targets.	All English Language Arts Teachers, Media Specilaist, and Administrators	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
4					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	64% (370) of students will make gains in reading. This is a 10% increase over the achievement last year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (350)	64% (370)

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	Complexity of grade level text	Differentiated instruction for all groups- Station model with three rotations: whole group, small group, computer assisted instruction	All teachers All administrators	On-going progress monitoring: School-wide formative assessment Exit slips	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
2	None	All students who need additional support will receive it during the school day	All teachers All administrators	On-going progress monitoring: School-wide formative assessment Exit slips	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
3	FCAT level vocabulary	Media Specialist campaign --Read It Forward Jax--using the morning television production program	All teachers All administrators	On-going progress monitoring: School-wide formative assessment Exit slips	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	

Reading 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	There are the same number of students in this category as last year. The percent of studnets making gains will increase by 10% to 74% of the 220 students will make gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (158)	74% (165)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Ensure students get a minimum of 30 hours of instructional time outside their core classes, through Achievers for Life tutors and Communities in Schools tutors.	Principal	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments

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 # 5A :	At the end of the 2011-2012 school year, 46% of our students scored proficiency on the FCAT Reading Assessment. It is our goal that by the end of the 2016-2017 school year, that 71% of our students will score

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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	There are fewer (50) students in this category than last year. The incoming 6th grade class had higher FCAT

satisfactory progress in reading.

Reading Goal #5B:

achievement scores. Second, we anticipate a 10% growth for this subgroup. The teachers are highly qualified and have taught the course multiple years. All are experienced teaching the System 44 portion of READ 180.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 62% (250), Black: 86% (461), Hispanic: 34%(24), Asian, 50% (8), American Indian NA	White: 86% (214), Black: 86% (409), Hispanic 48%, Asian 67% (11), American Indian NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Complexity of grade level text	Marking the text strategies Activating prior knowledge Guided instruction. Modeling Read-alouds	ESE teacher Gen. Ed. teacher House administrators	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments
2	Inability of students to extend the school day after school hours	Provide students with mentors and a structured tutoring program during the school day	Assistant Principal for Instruction	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Students will continue to show growth with help from the RTI model
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differences in phonemic awareness Differences in interpretation of vocabulary Cultural awareness	Charting Categorizing Use of visuals Read-alouds Push-in with ESOL Paraprofessional	ESE teacher Gen. Ed. teacher House administrators	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	This year there are only 44 incoming students in this subgroup. There were 109 students in this subgroup last year. All students were promoted. The inclusion model is used at 7th and 8th grade. The support facilitation model is used at 6th grade.

2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (176)	32%% (193)

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	Process of transferring knowledge from thought to product	Use of computers Audio learning Illustrations/graphics	Teachers (ESE and Core) Guidance Counselors House Administrators	On-going progress monitoring	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students will continue to show growth with help from the RTI model

2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (372)	72% (596)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of supplies	Supply station in the classroom funded by area churches	Teachers (ESE and Core) Guidance Counselors House Administrators community partners: United Way and Communities in Schools	On-going progress monitroing	Benchmarks (district), school-wide calibration in reading and math, exit slips, teacher-made assessments

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

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

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

No Data Submitted

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
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

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

CELLA Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	57% of students will score at level 3. The projection is 459 students in this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (426)	57%(459)

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	Additional time on task to extend the school day	Students need a time for remediation during the school day as a structured tutoring session Ensure students get a minimum of 30 hours of instructional time outside their core classes. Increase the number of intensive math classes across all grade levels.	Principal RtI Team Math PLC's Team-up	On-going progress monitoring; RTI intervention, PLC, and Curriculum Prioritization	Benchmarks (district), school-wide calibration in math; exit slips; teacher-made assessments; FCAT; End of Course exams; Compass Odyssey; Gizmos

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students will maintain a level 4 or 5 and continue to show developmental growth throughout the year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (52) of 6th grade at L4, 3% (7) of 6th grade at L5; 11% (29) of 7th grade at L4, 3% (9) of 7th grade at L5, 9% (26) of 8th graders at L4 and 1% (4) at L5	21% (54) of 6th grade at L4, 3%(8) 6th grade at L5, 12% (33) of 7th grade at L4, 4% (10) at L5; 10% (28) of 8th grade at L4, 2%(6) at L5

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 during the school day for enrichment activities using the DuFour model for the level 4 and 5 students.	Levels 4 and 5 will receive enrichment and real-world activities, such as career fairs and incentives Ensure students get a minimum of 30 hours of instructional time outside their core classes. Dedicate teachers to provide honors and advanced math classes.	Math Team; RtI Team; Math PLC; Team-up	On-going progress monitoring; PLC work; RTI Intervention strategies; Curriculum Prioritization	Benchmarks (district); school-wide calibration in math; exit slips; teacher-made assessments; scrimmages; blitzes; FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	73% (599) students will show learning gains in math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (567)	73% (599)

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 behavior and self-esteem issues are barriers; lack of prior knowledge of key math concepts; lack of technology at home	Increase parent awareness and use a structured tutoring program. Ensure students get a minimum of 30 hours of instructional time outside their core classes.	Math Team; RtI Team; Achievers for Life Advocate; APC	On-going progress monitoring; RTI intervention strategies; Math PLC; Curriculum Prioritization	Benchmarks (district); school-wide calibration in math; exit slips; teacher-made assessments; blitzes; scrimmages; FCAT; Compass Odyssey; Gizmos

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	79% or 162 students in the Lower 25% will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (159)	79% (162)

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	A lack of parental involvement, mentors, and exposure to outside experiences	Ensure students get a minimum of 30 hours of instructional time outside their core classes; Monitor students with IEP's and their goals to provide structured tutoring during the day; Before and/or after school tutoring provided by teachers to struggling students Use PTA, Achievers for Life, Communities in Schools, and Team-up to create opportunities for parents to be involved at the school	RtI Team; Math Team PLC; Achievers for Life advocates; Communities in Schools advocate; Team-up	On-going progress monitoring; Math PLC; Cuuriculum prioritization	Benchmarks (district); school-wide calibration in math; exit slips; teacher-made assessments; blitzes; scrimmages; FCAT; Compass Odyssey; Gizmos

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 # 5A : At the end of the 2011-2012 school year, 42% of our students scored proficiency on the FCAT Mathematics Assessment. It is our goal that by the end of the 2016-2017 school year, that 72% of our students will score

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	AMS will satisfy the federal government's requirement for meeting annual yearly progress. 86% students in each subgroup will post growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% (147), Black: 35% (167), Hispanic 36% (25), Asian 50% (8), American Indian NA	White: 86% (214), Black: 86% (409), Hispanic 86% (61), Asian 58% (9), American Indian NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A lack of parent involvement, mentors, and exposure to outside experiences	Provide students with mentors and a structured tutoring program during the school day Use PTA, Achievers for Life, Communities in Schools, and Team-up to create opportunities for	Achievers for Life Advocate; GuidanceCounselor; RtI Team; Math Team; Team-up; CIS advocate; PTA	On-going progress monitoring; RTI interventions; Math PLC; Curriculum prioritization	Benchmarks (district); school-wide calibration in math; exit slips; teacher-made assessments; blitzes; scrimmages;

| | | parents to be involved at the school

Ensure students get a minimum of 30 hours of instructional time outside their core classes | | | FCAT;
Compass Odyssey;

Gizmos |

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:	AMS does not have enough students in this subgroup to be calculated.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	AMS will satisfy the federal government's requirement for meeting annual yearly progress. 80% students in each subgroup will post growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (29)	86% (139)

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	A lack of parent involvement, mentors, and exposure to outside experiences.	Students' IEPs (with their goals) will be closely monitored and a structured tutoring program will be provided to them during the school day Ensure students get a minimum of 30 hours of instructional time outside their core classes Use Title I Parent Involvement dollars to provide opportunities for parents to come to	GuidanceCounselor; RtI Team; Math Team; AFL; CIS; Team-up	On-going progress monitoring; RTI interventions strategies; Math PLC; Curriculum prioritization	Benchmarks (district); school-wide calibration in math; exit slips; teacher-made assessments; blitzes; scrimmages; FCAT; Compass Odyssey; Gizmos

	school and be involved in the school program. An example might be child care for younger siblings			

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	AMS will satisfy the federal government's requirement for meeting annual yearly progress. 80% students in each subgroup will post growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (246)	86%(516)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>A lack of parent involvement, mentors, technology in the home, and exposure to outside experiences</td><td>Provide students with mentors and a structured tutoring program during the school day.

Ensure students get a minimum of 30 hours of instructional time outside their core classes</td><td>Achievers for Life Advocates; Communities in Schools advocate;

Guidance Counselor; Team-up</td><td>On-going progress monitoring; Math PLC; RTI intervention strategies; Curriculum prioritization</td><td>Benchmarks (district); school-wide calibration in math; exit slips; teacher-made assessments; blitzes; scrimmages; FCAT; Compass Odyssey;

Gizmos</td></tr>
</table>

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
</table>

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	

Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

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

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
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 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:	40% (70) of students taking the science assessment will score at Level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (61)	40% (70)

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' inability to answer moderate and high level questions	Rigorous curriculum	Assistant principal Curriculum Teachers	District Science Benchmarks School-wide Science Benchmarking-.	Teacher-made formatives, Teacher-made summatives Exit slips State Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	It is expected that the percent of students scoring at 4 or higher will increase by 10%. It is expected that students scoring at 5 or higher will increase by 5%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
<1% (4) at L4	10% (9) at L4

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' inability to answer moderate and high level questions	A rigorous curriculum	Assistant principal Curriculum Teachers	District Science Benchmarks School-wide Science Benchmarking	Teacher-made formatives, Teacher-made summatives Exit slips State 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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
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 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:	93% (176) percent of the students will score at 4 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (160)	93% (176)

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	Undersanding the new state scoring scale	Provide intensive teacher training of the new scoring scale	Principal ELA Dept. Head ELA-Admin	Monthly benchmarking Monthly Calibration	Teacher assessment of district writing prompt responses and revisions
		Provide on-going practice in grammar and mechanics using warm-up exercises in capitalization, punctuation and grammar. Age appropriate learning activities will	Principal, ELA dept. head ELA admin	On-going progress monitoring of classwork, district benchmarks and PLC discussions of student work portfolios	Knowledge checks, exit slips, warm -ups, teacher assessments

| 2 | be implemented to provide reinforcement of on-going spelling and vocabulary work, ie. Jeopardy,Bingo and Sparkle.
Read 180 teachers will require academic language be used for all responses. React questions and extended responses in writing must use elaboration. | | | |

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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
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 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

Attendance Goal #1:	The attendance rate will increase from 91.76 to 95% (821).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.86 (782	95% (821)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2010 to date, september 30, 2010, none at 10 days	.05% (43)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
<1%	<1%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economic barriers	Response to Intervention meetings and the use of referrals to Arlington Full Service Referral to business partner St Paul's Methodist Church, who has pledged to help with babysitting for younger siblings so the middle school-aged students can attend regularly	Guidance Counselor	Daily attendance records	Improved attendance rate for targeted students

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease suspensions by 20%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
869	697
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
549	440
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
237	219
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
237	219
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Conflict Resolution training for students,Anti-Bullying and Anger Management Training for students; including Day Treatment students.	Referral to one of several school-based programs sponsored by the United Way	House Administrator Guidance Counselor Child Advocates for United Way	Analysis of school data system reports	School data system reports
2	Anti-Bullying and Anger Management Workshop for students; including Day Treatment students.				

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

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

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

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent participation, described as membership in Parent Teacher Association will increase by 50%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2010-2011 <1% (12)	2011-2012 2% (16)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent's inability to come to school for planned activities.	Parent involvement activities at different times of the day and on weekends. Update OnCourse weekly.	6th grade house administrator who is Parent involvement contact.	Sign-in sheets for PTA, SAC, various health screenings, field trips, 8th grade e-pep parent meeting, FCAT parent meetings, and Oncourse parent meeting.	Increased parent participation, increased student achievement, and decreased number of discipline referrals.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

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:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

No Data Submitted

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Safe and Civil School Goal:

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. Safe and Civil School Goal Safe and Civil School Goal #1:	Decrease in suspensions by 10% (41).
2012 Current level:	2013 Expected level:
419	378

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Students participate in Peer Mediation --a program sponsored by Communities in Schools, Arlington Full Service Schools and the Child Guidance Center	Communities in Schools representative 7th Grade House Administrator	Fewer referrals	Student Information System
2	None	Students participate in Achievers for Life. Academic progress and behavior are monitored. Students meet in small groups and for one-on-one assistance.	Achievers for Life representative 6th Grade House Administrator	Fewer referrals	Student Information System
3	None	Students are monitored through Project Safe Students in Schools-a partnership between Duval County Public Schools and the Jacksonville Sheriff's Office	School Resource Officer 8th Grade House Administrator	Fewer referrals	Student Information System

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

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

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

No Data Submitted

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 Safe and Civil School Goal(s)

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority	◌ Focus	◌ Prevent	◌ NA

Are you a reward school: ◌ Yes ◌ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
ARLINGTON MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	52%	90%	33%	231	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	67%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	75% (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					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District
ARLINGTON MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	54%	83%	31%	222	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	70%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	70% (YES)			137	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					487	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested