

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ALFRED I. DUPONT MIDDLE SCHOOL

District Name: Duval

Principal: Marilyn Barnwell

SAC Chair: LaShaonda Allan

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2011

Last Modified on: 10/18/2012

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

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

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)
					<p>Assistant Principal of Curriculum Mandarin MS 2011-2012: Grade A, Reading 66% Reading Mastery, Math 67% Mastery, 58% Writing Mastery, and 68% Mastery in Science</p> <p>Black, Hispanic, SWD and Economically Disadvantaged did not make AYP in reading. Black, Hispanic, SWD, and Economically Disadvantaged did not make AYP in Math.</p> <p>Assistant Principal of Mandarin MS 2010-2011: Grade: A, Reading Mastery: 81%; Math Mastery: 77%; Science Mastery: 67%; AYP: 72%. Black, Hispanic, SWD and Economically Disadvantaged did not make AYP in reading. Black, Hispanic, SWD, and Economically Disadvantaged did not make AYP in Math.</p> <p>Assistant Principal of Mandarin MS 2009-2010: Grade: A, Reading Mastery: 81%;</p>

Principal	Marilyn Barnwell	<p>Highest Level of Education: Masters in Educational Leadership</p> <p>Certification: History grades 6-12 School Principal (all levels)</p>	7	<p>Math Mastery: 80%; Science Mastery: 68%; AYP: 87%. Black, Hispanic, and SWD, and did not make AYP in reading. SWD and Economically Disadvantaged did not make AYP in Math.</p> <p>Assistant Principal of Mandarin MS 2008-2009: Grade: A, Reading Mastery: 81%; Math Mastery: 80%; Science Mastery: 66%; AYP: 87%. Black and SWD, and did not make AYP in reading. Black, SWD, and Economically Disadvantaged did not make AYP in Math.</p> <p>Assistant Principal of Mandarin MS 2007-2008: Grade: A, Reading Mastery: 80%; Math Mastery: 82%; Science Mastery: 65%; AYP: 87%. Black and SWD, and did not make AYP in reading. Black, SWD, Economically Disadvantaged did not make AYP in Math.</p> <p>Assistant Principal of Mandarin MS 2006-2007: Grade: A, reading mastery: 80%; Math Mastery: 81%; Science mastery: 61%; AYP: 100%.</p> <p>Assistant Principal of Mandarin MS 2005-2006: Grade: A, Reading Mastery: 75%; Math Mastery: 77; AYP: 95%. SWD did not make AYP in math.</p>
Assis Principal	Dino R. Mullin	<p>Highest Level of Education: Masters Degree in Educational Leadership & Administration (K-12)</p> <p>Certification: Educational Leadership</p>	3	<p>2009-2012: Assistant Principal within UNO Charter School Network</p> <p>2009-2010: Carlos Fuentes School</p> <p>2010-2012: Sandra Cisneros School</p>
Assis Principal	Aatrice Davis	<p>Highest Level of Education/ Degree: Masters Degree in Educational Leadership</p> <p>Certification: Business Education 6-12, Mathematics 6-12, Educational Leadership</p>	4	8 <p>Assistant Principal of Alfred I. duPont MS 2011-2012: Grade: B, Reading Mastery 43%, Math Mastery 47%, Writing Mastery 55%, Science Mastery 43%; All subgroups did not make AYP in reading. All subroups did not make AYP in math. All subgroups made AYP in writing.</p> <p>Assistant Principal of Alfred I. duPont MS 2010-2011: Grade: B, reading mastery: 64%; math mastery: 55%; writing mastery 93%; science mastery: 43%; All subgroups did not make AYP in reading. All subroups did not make AYP in math. All subgroups made AYP in writing.</p> <p>Assistant Principal of Alfred I. duPont MS 2009-2010: Grade: B, reading mastery: 63%; math mastery: 62%; science mastery: 37% AYP: 72%. Black, SWD, and Economically Disadvantaged did not make AYP in reading. Black, SWD, Economically Disadvantaged did not make AYP in math.</p> <p>Assistant Principal of Alfred I. duPont MS 2008-2009: Grade: A, reading mastery: 63%; math mastery: 64%; science mastery: 48% AYP: 79%. Black, SWD, and Economically Disadvantaged did not make AYP in reading. Black, SWD, Economically Disadvantaged did not make AYP in math.</p> <p>Assistant Principal of Mandarin MS 2007-2008: Grade: A, reading mastery: 80%; math mastery: 82%; science mastery: 65% AYP: 87%. Black and SWD, and did not make AYP in reading. Black, SWD, Economically Disadvantaged did not make AYP in math.</p> <p>Assistant Principal of Mandarin MS 2006-2007: Grade: A, reading mastery: 80%; math mastery: 81%; science mastery:</p>

					61% AYP: 100%. Assistant Principal of Mandarin MS 2005-2006: Grade: A, reading mastery: 75%; math mastery: 77 AYP: 95%. SWD did not make AYP in math.
Assis Principal	Amy Patterson	Highest Level of Education/ Degree: Masters Degree in Teaching Certification: English 6-12, Educational Leadership	3	3	Assistant Principal of Alfred I. duPont MS 2011-2012: Grade: B, Reading Mastery 43%, Math Mastery 47%, Writing Mastery 55%, Science Mastery 43%; All subgroups did not make AYP in reading. All subgroups did not make AYP in math. All subgroups made AYP in writing. Assistant Principal of Alfred I. duPont MS 2010-2011: Grade: B, reading mastery: 64%; math mastery: 55%; writing mastery 93%; science mastery: 43%; All subgroups did not make AYP in reading. All subgroups did not make AYP in math. All subgroups made AYP in writing. Assistant Principal of Alfred I. duPont MS 2009-2010: Grade: B, reading mastery: 63%; math mastery: 62%; science mastery: 37% AYP: 72%. Black, SWD, and Economically Disadvantaged did not make AYP in reading. Black, SWD, Economically Disadvantaged did not make AYP in math. Teacher, Fletcher MS 2008-2009: Grade: A, reading mastery: 79%; math mastery: 73%; science mastery: 65% AYP: 90%. SWD and Economically Disadvantaged did not make AYP in reading or math.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Imogene McCreary	Highest Level of Education: Masters in Educational Leadership Certification: Elementary Ed. 1-6, Reading Endorsement ESOL Endorsement		8	Northwestern Middle School Instructional Coach 2011-2012: Grade: F, Reading Mastery: 21% Reading Coach 2010-2011: Grade: D, Reading Mastery: 30%; Writing Mastery 93% AYP: 72%. Black, Hispanic, and SWD, and did not make AYP in reading. Mandarin Middle (2004–2010) school grade A each year: Instructional Coach 2009-2010: Grade: A, Reading Mastery: 81%; Math Mastery: 80%; Science Mastery: 68%; AYP: 87%. Black, Hispanic, and SWD, and did not make AYP in reading. SWD and Economically Disadvantaged did not make AYP in Math. Instructional Coach 2008-2009: Grade: A, Reading Mastery: 81%; Math Mastery: 80%; Science Mastery: 66%; AYP: 87%. Black and SWD, and did not make AYP in reading. Black, SWD, and Economically Disadvantaged did not make AYP in Math. Instructional Coach 2007- 2008: Grade: A, Reading Mastery: 80%; Math Mastery: 82%; Science Mastery: 65%; AYP: 87%. Black and SWD, and did not

				<p>make AYP in reading. Black, SWD, Economically Disadvantaged did not make AYP in Math.</p> <p>Instructional Coach 2006-2007: Grade: A, reading mastery: 80%; Math Mastery: 81%; Science mastery: 61%; AYP: 100%.</p> <p>Instructional Coach 2005- 2006: Grade: A, Reading Mastery: 75%; Math Mastery: 77; AYP: 95%. SWD did not make AYP in math.</p> <p>Instructional Coach 2004-2005</p>
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Retention: Regular meetings of new teachers with Principal	Principal	On-going	
2	2. Recruit: Solicit recommendations from current employees.	Principal	On-going	
3	3. Recruit: Practicum students from area colleges and universities.	Principal	On-going	
4	4. Retention: Provide teacher mentors for newly appointed instructors.	Principal	On-going	
5	5. Retention: Provide on-going professional development opportunities for newly appointed teachers.	PDF & Inst. Coach	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
18% (9) teachers are teaching out-of-field	Teachers are currently attending professional development through the district inservice program.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	2.0%(1)	25.5%(13)	29.4%(15)	41.2%(21)	29.4%(15)	86.3%(44)	9.8%(5)	0.0%(0)	19.6%(10)

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
		Ms. Sullivan is chairperson of our social	

Megan Sullivan	Megan Budd	studies department and demonstrates strong classroom management techniques.	Regular meetings and observations.
Joderia Wilson	Kiara Drummond	Ms. Wilson was paired with Ms. Drummond based on her classroom management techniques and her grade area.	Regular meetings and observations.
Erin Royce	Chris Couch	Ms. Royce is highly proficient in the use of technology and has excellent teaching skills.	Regular meetings and observations.
Reginald Montgomery	Sharon Steele-Lennon	Mr. Montgomery is the Math dept. Chair and has excellent skills with classroom management as well as knowledge in the content area.	Regular meetings and observations.
Paula Faustini	Judith Deary	Content area knowledge and common subject area	Regular meetings and observations.
Farrah Bailey	Imogene McCreary	PDF & Reading Coach	Regular meetings and observations.
Susan Chambers	Marilynn Havlykke	Mrs. Havlykke is an experienced Math teacher and has excellent classroom management skills. She is knowledgeable in the content area.	Regular meetings and observations.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I provides a full time Reading Coach and Reading and Math Interventionists. A full time Media Specialist has also been provided via Title I funding. Title I funding also supports Parent Involvement Activities and technology and supplemental materials for the classroom.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to provide additional tutoring Before and After School for struggling students.

Violence Prevention Programs

Foundations
C.H.A.M.P.S.

Nutrition Programs

Breakfast is provided every morning in the school cafeteria.
TEAM UP provides dinner five days a week for approximately 200 students.

Housing Programs

Head Start

Adult Education

Career and Technical Education

duPont Middle School offers Business Computer Applications as an elective.

Job Training

Other

Partnerships include Fidelity Investments, Lutheran Social Services, and Hendricks Avenue Baptist Church

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Marilyn Barnwell, Principal
- Dahlia Robinson, Guidance Counselor
- Imogene McCreary, Reading Coach
- Sharon Seebol, ESE Teacher
- Annessia Powell, Site Coach
- Nancy Leddy, ESE Teacher
- Jason Merkison, EBD Interventionist
- Robin Stroman, Reading Interventionist
- Priscilla McDonald, Math Interventionist
- Amy Patterson, Assistant Principal of Curriculum
- Dino Mullin, Assistant Principal
- Aatrice Davis, Assistant Principal
- Vincent Hall, Math Instructor
- Marcia Luettchau, Guidance Counselor

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?

MTSS Administrator, Mrs. Barnwell, Principal and Ms. Patterson, Assistant Principal of Curriculum:

- Provides a common vision for the use of data-based decision-making using the problem solving method
- Ensures the school-based team is attending MTSS professional development
- Design a master evaluation schedule to support state and district requirements as well as progress monitoring
- Communicates with parents regarding school based MTSS plans and activities
- Design a master schedule to support students and staff at Tier 1,2 and 3

MTSS Facilitator, Ms. Powell Behavior Social Skills Teaching Site Coach

- Present information to faculty on implementing MTSS, work with school based coaches, and work with small collaborative groups of subject area/grade level teachers
- Attend district training sessions during the school year
- Facilitate the monthly, weekly, problem solving team meetings
- Submit documentation citing the intervention services provided to each student
- Assist in the analysis of data to design and progress monitor appropriate interventions, using the problem solving method
- Assist in the analysis of progress monitoring assessment results
- Assist in making data driven decisions about interventions and strategies that support the three tiers of MTSS including school climate data
- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies
- Assists with whole school screening programs, Tier 1, Tier 2, and Tier 3 interventions
- Working collaboratively with foundations to support a positive school climate
- Be an active member of Shared Decision Making Committee, Building Leadership Team, and the School Advisory Council to support MTSS

Ms. McCreary, School Reading Coach:

- Present information to faculty on implementing MTSS, work with school based coaches, and work with small collaborative groups of subject area/grade level teachers
- Attend district training sessions during the school year
- Develops, leads, and evaluates school core content standards/programs
- Conducts state and district requirements
- Assist in making data driven decisions about interventions and strategies that support the three tiers of MTSS including school climate data
- Identifies systematic patterns of student data to support Tier 1 and Tier 2 instruction
- Develops or identifies the technology necessary to manage and display data
- Provides professional development and technical support to staff regarding data management
- Work with the Building Leadership Team to support MTSS

General Education Teacher, Vincent Hall: (Tier 1)

- Provides information about core instruction
- Participates in student data collection
- Delivers Tier 1 instruction and the first step in the MTSS process
- Communicates with parents regarding student data
- Integrates Tier 1, core instruction, materials/instruction with Tier 2/3 activities
- Work with Grade level team to support MTSS
- Work with Grade level team to document Tier 1 and Tier 2 interventions
- Work with Grade level team to complete the required MTSS referral process
- Assist in making data driven decisions about interventions and strategies that support

Intensive Reading Teacher, Ms. Crisp: (Tier 2)

- Provide information about Tier 2 Reading instruction
- Participate in student data collection
- Deliver Tier 2 instruction and Progress Monitor students receiving Tier 2 instruction
- Communicate with parents regarding student data
- Attend professional development opportunities
- Assist in the analysis of student data
- Work with PLC to support MTSS
- Assist in making data driven decisions about interventions and strategies that support

Intensive Math Teacher, Ms. Seebol: (Tier 2)

- Provide information about Tier 2 Math instruction
- Participate in student data collection
- Deliver Tier 2 instruction and Progress Monitor students receiving Tier 2 instruction
- Communicate with parents regarding student data

- Attend professional development opportunities
- Assist in the analysis of student data
- Work with department level team to support MTSS
- Assist in making data driven decisions about interventions and strategies that support

Reading Interventionist, Ms. Stroman: (Tier2/3)

- Provides guidance on K-12 reading plan
- Provides data-based instruction to students identified through the MTSS process
- Progress monitoring of identified students
- Attend professional development
- Assist in the analysis of progress monitoring of individual student data

Work with department level team to support MTSS

- Assist in making data driven decisions about interventions and strategies that support

Math Interventionist, Ms. McDonald: (Tier 2/3)

- Provides guidance on K-12 Math plan
- Provides data-based instruction to students identified through the MTSS process
- Progress monitoring of identified students
- Attend professional development
- Assist in the analysis of progress monitoring of individual student data

Assist in making data driven decisions about interventions and strategies that support

Guidance Counselor, Ms. Luettchau: (Tier 1,2, and 3)

- Oversee the MRT process, this process is required to move students from Tier 2/3 to Tier 3 EE/ESE (academic as well as behavior)

• In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The MTSS team will meet two times per month; sub-groups will meet according to individual RtI/MTSS progress monitoring plans. The team will review universal screening data, current instructional practices, review progress data, identify students who are not meeting academic and or behavior expectations, design intervention plans, review plans, identify professional development needs, the team will facilitate the problem solving process.

The MTSS team will focus on the question, "What will we do when they do not learn or meet the expectation?"

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 MTSS/RtI problem solving process is used throughout the development of the school improvement plan. The School Leadership team reviewed the current FCAT and Climate Survey data. The team analyzed the data and identified areas in need of improvement. Anticipated Barriers were noted and the team developed evidence based strategies, set up a progress monitoring plan which included assessment, monitoring, and timelines. The plan is shared with the School Advisory Council, for review and recommendations. The Leadership Team finalizes and implements the plan. The process is ongoing.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Florida Assessments for Instruction in Reading, (FAIR), Florida Comprehensive Assessment Test (FCAT), Insight/Pearson, Star reading and math, My Profile, Discipline Dashboard, Office Referrals, Individual Education Plans, Functional Behavior Assessment

Ongoing Progress Monitoring: Florida Assessments for Instruction in Reading, (FAIR), Insight/Pearson, Star reading and math, My Profile, Discipline Dashboard, Office Referrals, Benchmark data, In House Scrimmage Data, Behavior Contracts, Office Referrals, Check-n-Connect

Frequency of data review: The data will be reviewed as it becomes available to grade-level teams; Tier 1, 2, and 3. Data is reviewed according to the progress monitoring plan developed for individual students on Tier 2 and Tier 3. The MTSS team reviews data monthly.

Describe the plan to train staff on MTSS.

- Faculty meeting presentation on the MTSS referral process
- Faculty meeting, presentation on the MTSS referral process, Functional Behavior Plans, Check-n-Connect

Describe the plan to support MTSS.

The MTSS team will be provided with TDE's to attend district professional development
The MTSS team will be provided time during the day for MTSS meetings
The MTSS team will be provided with the needed time to provide professional development to the staff

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Marilyn Barnwell, Principal
Amy Patterson, Assistant Principal of Curriculum
Aatrice Davis, Assistant Principal
Dino Mullin, Assistant Principal
Imogene McCreary, Reading Coach
Paula Faustini, Reading Teacher
Shay Crisp, Reading Teacher
Judith Deary, Reading Teacher
Robin Stroman, Reading Interventionist
Chrissan Giandinoto, ELA Dept Chair
Megan Sullivan, Soc. Studies Dept. Chair
Erin Royce, Science Dept. Chair
Reginald Montgomery, Math Dept. Chair

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

The Literacy Leadership Team will meet twice per month to review our strengths and weaknesses as identified in the 2012/2013 data by grade level, subject area, and clusters/strands. The Leadership Team will disaggregate the data to determine which instructional strategies will better help our students attain mastery. Instruction is data driven and the LLT adjusts practices based on test results and student need. The team relies on several sources of data including; teacher created formatives, Learning Schedule Assessments (LSA), FAIR results, FCAT, FOI (Focus on Improvement Instrument), and results from Benchmark Assessments.

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

The LLT will participate in the book study Mosaic of Thought to better support the development of the school wide literacy program and move our school forward. The school will use Webb's Depth of Knowledge to provide rigor and relevance to the classrooms with the support of members of the LLT. All disciplines will collaborate to prioritize their curriculum and develop a course of study that will raise student achievement in reading. The LLT will also work closely with teams at each grade level to incorporate reading strategies into the daily routine. The LLT will conduct Walkthroughs, data analysis, and will engage in the work of Professional Learning Communities within their departments.

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.

- * Literacy Leadership will be meeting bi-weekly and monitoring the implementation and usage of reading strategies across the curriculum
- * Each teacher will receive Marzano's Nine Instructional Strategies to use in the classrooms
- * Teachers will be provided a poster-sized copy of Webb's Depth of Knowledge
- * Focus lessons will be developed by subject area by grade level using data and assessments will be given on the last early dismissal day of each month
- * Monthly common reading strategy across all grade levels and content areas

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 6-8, 47% (382) of students will achieve proficiency in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (344)	47% (382)

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	Variation of learning targets in academic curriculum and insufficient comprehension checks	Two- by-two teams participate in the PLC cycle (curriculum prioritizing; building pre/post assessments; exit slips; incorporating student voice & accountability)	Principal	Review of student performance gains/growth in portfolios	Student portfolios
2	Students have not yet acquired the desire to read independently.	Students will read and complete Accelerated Reader quizzes on each book that they complete. Students will be required to read 25 books during the school year.	ELA Teachers, Department Chair, Reading Coach, media specialist	Students must pass each quiz with an 80% or higher. Teachers and reading coach will track student reading using Accelerated Reader reports.	Accelerated Reader Student Activity Reports
3	Students have not developed a large repertoire of Tier 2 vocabulary.	Focus on words and phrases, context clues, and word relationships: Word studies in SS and use of WordWise Textbooks in ELA (this resource will offer systematic vocabulary growth)	SS Teachers ELA Teachers, Department Chair, Reading Coach	Review data from common assessments given in Insight	Unit Assessments in Insight/LSA
4	Students have difficulty comprehending non-fiction materials.	Use of TPCASTT While Reading TSPTT is an acronym: T-examine TEXT FEATURES S-SUMMARIZE and annotate in the margin P-What is the AUTHOR'S PURPOSE? T-Which words convey TONE? What is the Author's attitude about the subject? T- What is the THEME of the selection?	Teachers, Department Chairs, Reading Coach	Review Knowledge Slips and student portfolios	Informal and formal assessments, LSA and FCAT 2.0 Data on Informational text

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:	In grades 6-8, ?? of students will score a level 4 or 5 in reading.
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
1	Students do not have a large tier 2 vocabulary.	Focus on words and phrases, context clues, and word relationships; Word studies in SS and use of WordWise textbooks in ELA	SS Teachers, ELA teachers, Dept. Chair, reading coach	Review data from common assessments given in Insight	Unit assessments from Insight
2	Students have difficulty reading non-fiction independently.	Use of TPCASTT While Reading TSPTT is an acronym: T-examine TEXT FEATURES S-SUMMARIZE and annotate in the margin P-What is the AUTHOR'S PURPOSE? T-Which words convey TONE? What is the Author's attitude about the subject? T- What is the THEME of the selection?	Teachers, Dept Chairs, Reading Coach	Review Knowledge Slips and student portfolios	Informal and formal assessments, LSA and FCAT 2.0 data on Informational 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 6-8, 25% (203)of students will achieve a level 4 or 5 in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (140)	25% (203)

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	Pacing of lessons may not provide students time needed to be intellectually engaged.	Increased use of technology to differentiate instruction in math, reading, electives, and science	Content area teachers, admin, district and school coaches	Departments share videos of DI tech tools being used in the classroom	Videos of implementation
	Professional development	Continue to utilize AVID	AVID rep.,	Student work will be	Student work,

2	in AVID curriculum/strategies has not been provided to all teachers.	strategies across content including Philosophical Chairs and Socratic Seminars.	teachers, admin.	shared and evaluated during common planning time or PLC.	focus walks, observations
3	Questions lead students to a single path of inquiry and the teacher may use some low level questions.	Teachers in all content areas will use Webb's Depth of Knowledge to generate high levels of questions in the classroom and during Socratic Seminars.	Teachers, Reading Coach, admin.	Teachers will review knowledge tickets and student work.	Student work, knowledge tickets, focus walks

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:	In grades 6-8, 67% (545) of students will achieve learning gains in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (520)	67% (545)

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	Timely remediation for bottom quartile students in grade levels 6-8	Use of Reading Interventionist to conduct tier 1 routine pullouts based on data and utilization of intensive reading materials	Reading teachers, Reading Chair, Reading Interventionist, Instructional Coach, and Principal	Knowledge Slips, exit tickets, and midline assessments	F.A.I.R. DATA
	Students seldom take responsibility for their	Teachers will use the Gradual Release of	Reading Coach, Admin, teachers	Review student knowledge slips (exit	Focus walks, Informal and

2	own learning.	Responsibility instructional model in their classrooms across all content areas.		tickets, FOI, etc.), student work, and student portfolios	Formal Assessments, Student work
3	Students learning styles and interests vary and may lead to individual student misunderstandings.	Teachers will use differentiated instruction based on student ability, interest, or readiness in all content areas.	Reading Coach, Teachers, Admin	Teachers will review knowledge tickets, assessments, and student work.	Informal and formal assessments, student portfolios, student work

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:	In grades 6-8, 72% (146) of students in the lowest 25% will achieve learning gains in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (143)	72% (146)

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 have difficulty maintaining their reading stamina independently.	Students will read independently on shortened days while in PE using the AR books and quizzes.	PE teachers and Reading Coach	Review FAIR reports, lexile growth, AR Quizzes, and grades in ELA classes	AR Quizzes, FAIR testing, and ELA grade reports
2	Students have not developed a large Tier 2 vocabulary	Content area teachers will use reading strategies specific to vocabulary such as graphic organizers and context clues	Teacher, Department Chair, Admin	In PLC, review Review Benchmarks, LSAs, and Fair data	Benchmarks, FAIR, and LSAs

3	Student knowledge of reading strategies.	Teachers will use and apply research-based reading strategies.	Teachers, Department Chair, Reading Coach, and admin	During PLC, teachers will identify common reading strategies based on data from FAIR, Benchmarks, and school scrimmages which includes LSAs and teacher created assessments.	School scrimmages, benchmarks, FAIR data, and teacher created assessments
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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 # By 2017 duPont Middle School will reduce the achievement gap and strive to meet or exceed our Accountability and Stretch Targets.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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:	In grades 6-8, all 74% (600) of all student subgroups will demonstrate proficiency in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 72% (180); Black: 45% (174); Hispanic: 64% (79)	White: 79% (206); Black: 79% (294); Hispanic: 79% (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need additional training to pull data.	Alternate Early Dismissal Days or "SUCCESS Wednesdays" will be implemented for school-wide scrimmages in reading, writing, math, and science The rotation will also focus on remediation the following Early Dismissal Wednesday based on data-analysis	Reading Coach, Design Team, teachers, admin, and department chairs	Routine schedule of scrimmages one Wednesday; focus lesson addressing remediation area present on the following Wednesday	Teacher created assessments, LSAs, FAIR, and lesson plan books with corresponding focus lesson for reteach Wednesday
2	Students have not been exposed to culturally diverse material	Increase use of Holt Multicultural Reader (Leveled) to increase student engagement, cultural awareness, and tolerance	Teachers, Reading coach, and admin	Students work will reflect the use of the Holt Multicultural Reader	Lesson plans, focus walks, and student work

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.	In grades 6-8, 79% of all ELL students will demonstrate
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Reading Goal #5C:	proficiency in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (18)	79% (69)

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 have a language barrier in phonemic awareness and fluency.	Utilize Intensive reading's System 44 and Starfall to help build language skills for those students that need specialized support	Reading Chair, Instructional coach, reading interventionist, and ELL support facilitators	Intensive reading data reports, AR data reports	Reading dashboard
2	ELL students have very little basic English language skills	Placement of ELL students in ELL support facilitation classroom	AP Curriculum, ELL teacher, admin	Data-driven scheduling evident in course master	Progress monitoring via ELL support facilitation class
3	Lack of basic writing skills	Routine use "Sentence Starters" will provide scaffolded content and support for language acquisition for the ELL	Teachers	Sentence Starters" in knowledge slips, exit tickets, and group work discussions	Sentence starters are evident in lessons plans under differentiated instruction

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:	In grades 6-8, 17% of all Students with Disabilities will demonstrate proficiency in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13 (14)	17% - (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continued practice and professional development for Differentiated Instruction	PLC cycle to incorporate use of flexible grouping & DI strategies via professional development training	Principal, reading coach, Design Team, administrators, and teachers	Evidence of flexible grouping and DI strategies in lesson plans	Lesson plans, student work, and focus walks
2	Sustained student motivation	Use of technology, media, and movement in the classroom (Clickers, Brain Pop, Wing Clips, YouTube, and Gallery Walks, "Four Corners"etc...)	Teachers, department chairs, reading coach, and administrators	Review lesson plans; focus walks to determine student engagement	Student participation and informal evaluation feedback
3	Keeping students focused and attentive.	Increased use of audio, read-alouds, and shared reading (I read, you read)	Teachers	Review student data during PLC	Fluency checks, comprehension checks, focus walks, and lesson plans

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:	In grades 6-8, all % of Economically Disadvantaged students will demonstrate proficiency in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (296)	79% (495)

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	Limited exposure or access to print materials and deficits in background knowledge	Incorporate magazine and newspaper articles into instruction and increase use of pre-reading strategies including anticipation guides, visual aids, and brainstorming	Principal, reading coach core teachers, and department chairs	Review student data during PLC	student work, focus walks, lesson plans
2	Limited knowledge of basic grammar & language skills	Incorporate daily language practice in ELA covering basics in grammar and usage	ELA teachers	Lesson plan warm-up or wrap- up	Fluency tests, Writing score data,
3	Limited tier 2 vocabulary	Teachers will incorporate tier 2 vocabulary words into lesson, instruction, and assessments focusing on word relationships, context clues, multiple meaning words, prefixes, suffixes, root words, etc...	Teachers	Evidence in PLC work, lesson plans, learning targets	Student work and word walls

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
AVID Institute	6-8	AVID National	6th Grade All Subjects except SS; Assistant Principal of Curriculum	July 2012	AVID Site Team Plan, training through departments on individual strategies, training at preplanning on faculty wide strategies and rigor.	Curriculum and Instruction Action Team and AVID teams
Differentiated Instruction	6-8	District and school literacy coaches	All teachers	December 2013	Focus walks and teacher observations	Admin and coaches
Gradual Release of Responsibility	6-8	District and school literacy coaches	All teachers	November 2012	Focus Walks, classroom observations	District and school literacy coaches and admin

Reading Strategies	6-8	District and school literacy coaches	all teachers and admin	December 2012	Focus walks, classroom observations, and lesson plans	Coaches and admin
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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
PLC Training	Substitutes (TDE)	General	\$3,500.00
			Subtotal: \$3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

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.		In 2013, 35% (31) ESOL students will be proficient in listening/speaking.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012, 31% (28) of students were 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
1	deficiency in the English vocabulary	Pre-teach vocabulary, identify short vowel sounds, phonics in context using gestures flash cards	ESOL teachers	Teachers will complete in-class verbal assignments	Cella, benchmarks, LSAs & FCAT

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:			In 2013, 22% (20) ESOL students will be proficient in reading.		
2012 Current Percent of Students Proficient in reading:					
19% (17)					
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	Acquisition of English Language	Teachers in all content areas will use differentiated instruction	ESOL teachers, reading coach, and admin	Evidence in lesson plans for DI strategies	Student portfolios, CELLA, FCAT, classroom observations
2	Lack of vocabulary skills	Students will be scheduled in to a developmental reading class.	APC, ESOL teacher	Students will attend classes daily for developmental reading. Teacher will incorporate student portfolios to show student growth.	Student portfolios, CELLa, FCAT, classroom observations

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			In 2013, 17% (15) will be proficient in writing.		
2012 Current Percent of Students Proficient in writing:					
13% (12)					
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	Limited knowledge of sentence structure, mechanics, and grammar in the English language.	Students are enrolled in developmental reading.	ESOL teacher, admin	Students will keep portflios of their work	CELLA, FCAT Writes, Student work, classroom observations

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
PLC Trainng	Substitutes (TDE)	General	\$3,500.00
			Subtotal: \$3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

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:	In grades 6-8, 50% (407) of students will achieve mastery in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (388)	50% (407)

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	Variation of learning targets in academic curriculum and insufficient comprehension checks	Two- by-two teams participate in the PLC cycle (curriculum prioritizing; building pre/post assessments; exit slips; incorporating student voice & accountability)	Principal	Review of student performance gains/growth in portfolios	Student portfolios
2	Need to increase student short-term goal setting	Reinforce effort and provide recognition by increasing incentives, such as ice cream socials, for meeting short-term specific goals	Math department head	Regular review of assessments (in-class and school-level)	Percentage of grade level participation receiving incentive rewards
3	Need for reinforcement of basic math skills	Intensive Math, Team-up, computer assisted instruction (Compass Odyssey)	Math dept. head or designee	Examine Compass Odyssey Reports	Compass Odyssey reports provided by IM teachers
4	Need for updated (with NGSSS) Tier 2 materials	Use of new supplemental standards-based Tier 2 materials	Instructional coach	Review in-house scrimmages	Quarterly scrimmage results

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:	In grades 6-8, 20% (167) will achieve a score of 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (115)	20% (167)

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	Pacing of lessons may not provide students time needed to be intellectually engaged.	Increased use of technology to differentiate instruction in math, reading, electives, and science	Content area teachers, admin, district and school coaches	Departments share videos of DI tech tools being used in the classroom	Videos of implementation

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.	In grades 6-8, 71% of students will achieve learning gains in
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Mathematics Goal # 3a:	math on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% - (591)	71% - (602)

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 data-driven instruction	RED Day: Focused lessons based on data-analysis of in-house scrimmages in Math, Reading, and Writing	Instructional Coach	Teams turn in their lesson plans to a RED Day coordinator	Scrimmage results

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:	In grades 6-8, 73% (151) of students in the lowest 25% will achieve learning gains in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% - (143)	73% - (151)

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	Need for updated (with NGSSS) Tier 2 materials	Use of new supplemental standards-based Tier 2 materials	Instructional coach	Review in-house scrimmage	Quarterly scrimmage results
2	Compass Odyssey not being monitored in Intensive Math	Designated math teacher generates regular Intensive Math Compass Odyssey reports	Principal	Principal reviews Odyssey reports & scrimmage results	Scrimmage results for bottom quartile

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 # By 2017 duPont Middle School will reduce the achievement gap and strive to meet or exceed our Accountability and Stretch Targets.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

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:	In grades 6-8, 70% {White: 70% (193), Black: 70% (254), Hispanic: 70% (86), Asian 70% (46)} of all student subgroups will demonstrate proficiency in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 66% (165), Black: 37% (143), Hispanic: 49% (60)	White: 70% (193), Black: 70% (254), Hispanic: 70% (86), Asian 70% (46)

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 ability to apply math to the real-world.	Incorporate activities that connect lessons to the real-world	Teachers	Review of student work	Student work
2	Lack of sustained student engagement	Increase student engagement: Faculty Book Study- Lighting the Fire of Engagement	House administrators	Focus walks	Focus walk logs and informal observation feedback

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:	In grades 6-8, 56% (65) of all ELL students will demonstrate proficiency in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (74)	56% (65)

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	Language barrier and lack of basic math skills	Assign peer buddies	Classroom teachers	Review data	Benchmark tests, progress reports, report card data
2	Language barrier and lack of basic math skills	Use of ELL paraprofessional assistant	Classroom teachers and ELL dept. head	Review data	Benchmark tests, progress reports, report card data

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:	In grades 6-8, 80% (80) of all Students with Disabilities will demonstrate proficiency in math on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (18)	80% (80)

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	Exceptional learning needs not being met through group instruction	Small group differentiated instruction in ESE classes (with help of ESE support facilitator)	ESE Head	Tiered lesson plans	ESE scores on math scrimmages
2	Varied learning styles	Increase hands-on activities and use of manipulatives in classes with ELL and SWD students	House Administrators	Focus walks	ESE scores on math scrimmages

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:	In grades 6-8, 53% (320) of all Economically Disadvantaged students will demonstrate proficiency in math on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (338)	53% (320)

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	Need for more short term goal-setting	Set short term specific academic goals by grade level and reinforce effort with incentives	Design Team	Review data Assessment scores	Bimonthly scrimmages
	Lack of sustained	Increase student	House	Walk through classrooms	Focus walks and

2	student motivation	engagement: Faculty Book Study- Lighting the Fire of Engagement	administrators	and look for student engagement	informal observation feedback
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Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	duPont Middle School will increase the percentage of students scoring at or above Level 3 on the Algebra I EOC by 5% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (93) of students scored at or above Level 3 on the Algebra I End of Course Exam.	76% (105) of Algebra I students will score at or above Level 3 on 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	The time allotted for the courses may not allow students enough time to grasp key concepts and important elements of the curriculum.	Level 3 students scoring below 234 will be scheduled into Intensified Algebra.	Administration Math Department Chairperson	Formative Assessments including LSAs, Benchmarks, and teacher developed assessments.	EOC and formative results

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:	duPont Middle School will meet or exceed the Accountability Target for the percentage of students scoring at or above Achievement Level 4 or higher on the Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (14) of students scored above Achievement Level 4 on the Algebra I EOC	14% (19) of students will score at or above achievement Level 4 on the Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lesson Pacing may not provide students enough time to grasp key concepts.	Increased use of technology to differentiate instruction in Math. Teachers will utilize the Gradual Release of Responsibility Model to give students more opportunities to perform and increase student accountability.	Administration and Math Department Chairperson.	Classroom Observations Summative and Formative Assessments	Classroom Observations.

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 # By 2017 duPont Middle School will reduce the achievement gap and strive to meet or exceed our Accountability and Stretch Targets.			
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:	By 2013 duPont Middle School will meet or exceed the Accountability Targets for students taking the Algebra I End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white 25% (13), Black 29% (14), Hispanic 38% (9), Asian	White 19% (10), Black 25% (12), Hispanic 35% (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	Lack of sustained student engagement.	Utilize Differentiated Instruction strategies that will aid in increasing student engagement.	Administration and Math Department Chairperson	Classroom observations. Formative and Summative Assessments.	End of Course Exam Results.

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
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					

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:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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:		In 2013, 48% (87) Economically Disadvantaged students will be proficient in Algebra.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
56% (101)		52% (94)			

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 in the regular Algebra classroom period	1's, 2's and low level 3's in 8th grade will receive a double-block of intensive algebra with their regular math teacher	APC, Algebra teachers, admin	Classroom observations and student work	FCAT, Informal and Formal assessments such as LSA and Benchmarks

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
100% of Geometry students will score at or above Level 2 on the Geometry End of Course Exam.	
2012 Current Level of Performance:	
2013 Expected Level of Performance:	
100% (19) of Geometry students scored at a level 2 or higher on the Geometry End of Course Exam	
100% (20) of Geometry students will score at or above Level 2 on the Geometry 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 allotted for the course may not give students enough time to grasp key concepts or important elements of the curriculum.	Based on formative data teachers will place intense focus on areas of weaknesses during RED Day and Wonderful Wednesday scrimmages.	Administration Math Teachers Math Department Chairperson	Classroom Observations Formative and Summative Assessments	Formative and Summative Assessment including LSAs and End of Course Exam.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # By 2017 duPont Middle School will reduce the achievement gap and strive to meet or exceed our Accountability and Stretch Targets. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
PLC Training	6-8	District personnel	Math Teachers	scheduled TDE dates	District will complete focus walks and classroom observations	Dept Chair, admin, district math coach
Differentiated Instruction	6-8	Math Dept Chair, District Math coach	Math Teachers	early dismissal	classroom observations	administration, principal

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
PLC Training	Substitutes (TDE)	General	\$3,500.00
			Subtotal: \$3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			In grade 8, 46% (127) of students will achieve mastery in science on the 2013 FCAT.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
43% (118)			46% (127)		
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	Variation of learning targets in academic curriculum and insufficient comprehension checks	Two- by-two teams participate in the PLC cycle (curriculum prioritizing; building pre/post assessments; exit slips; incorporating student voice & accountability)	Principal	Review of student performance gains/ growth in portfolios	Student portfolios
2	Student who are below level readers or have language barriers	Use reading and writing strategies from the AVID Science Write Path such as but not limited to "Cornell Notes", "Map News", "News", and "Vocabulary Word Mapping."	PLC	PLC Data Chats	Formal and Informal Assessments
3	Teacher training on new textbook and online components	Quarterly, implement video-based inquiry labs and activities from the HMS Science Fusion textbook	PLC	PLC Data Chats	Formal and Informal Assessments
4	Quality of lab activities which need revision	Implement District Essential Labs	PLC	PLC Data Chats	Formal and Informal 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 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:	In grade 8, 8% (22)of students, will achieve above proficiency (Level 4 or 5) in Science on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(9)	8% (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	Pacing of lessons may not provide students time needed to be intellectually engaged.	Increased use of technology to differentiate instruction in math, reading, electives, and science	Content area teachers, admin, district and school coaches	Departments share videos of DI tech tools being used in the classroom	Videos of implementation
2	Student who have are missing background knowledge or have language barriers	Use reading and writing strategies from the AVID Science Write Path such as but not limited to "Cornell Notes", "Map News", "News", and "Vocabulary Word Mapping."	PLC	PLC Data Chat	Formal and Informal Assessments
3	Lack of time to guide students appropriately	Implement student generated Science Project and/or video-based inquiry labs from the HMS Science Fusion textbook	PLC	PLC Data Chat	Formal and Informal Assessments
4	Availability of high-interest, high-level articles	Reader's Response to science related articles and/or text such as but not limited to Learning Logs, Blogs, CIS, etc	PLC	PLC Data Chat	Formal and Informal Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	
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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
Newly adopted science textbook Science Fusion	6-8	district	All	Pre-planning or as offered by the district	District coach will observe teachers on a monthly basis to review the effective use of text	District coach
AVID Write Path Training	6-8	Science Department members who have attended AVID Science	Science Department members who have NOT attended AVID Science	Pre-planning & Department Meetings	PLC will review student work at department meetings and report to department during regular meetings	PLC

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:	In grade 8, 57%(157) of students will achieve Adequate Yearly Progress (Level 3 and higher) on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (86)	57% (157)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 45 minute periods prevent students from full 55 minutes needed for practice FCAT writing	Writing scrimmages during RED Day 55 minute block.	Inst. coach	Data analysis meetings with 8th ELA teachers	District Prompts Scores
2	1.3 Student struggle with providing support in essays	Continuation of new 4 paragraph essay map	8th grade ELA teachers	Data analysis meetings with instructional coach	Examine student 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:	
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
FCAT Writing	7-8	District Literacy Coaches	7-8 grade ELA teachers	Sceduled TDE days	Writing scrimmages and grading	Literacy Coach, admin, Dept Chair
PLC	8	District Personel	8th grade ELA teachers	Scheduled TDE days	District Literacy coach will observe classrooms, student portfolios	Dept Chair, Literacy Coach, admin

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:	In grade 7, 60% (154)of students will achieve mastery in civics on the 2013 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		60% (154)			
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 Tier 2 vocabulary words	Focus on word relationships: Word Studies in Social Studies (root words, prefixes, suffixes) and specific content and academic terminology along with synonyms and antonyms.	SS Dept. Head	Data from formative and summative vocabulary quizzes	Analyze data from vocabulary quizzes

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
district level training	7th	district coaches	7th grade history teachers	as scheduled by the district		

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		Increase attendance rate (students missing less than 10 days) by 3% for 2012-2013 school			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
65% (538)		69%(562)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
13% - 111		11% (86)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
0%		<1% - 50			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Inaccurate parent/guardian information	1.1. Improve communication at orientation, bi-monthly reports from non-working/ incorrect phone numbers	1.1. Foundations Action Team	1.1. Monthly Parent Portal report of inaccurate numbers	1.1. Attendance Dashboard
	1.2. There have been	1.2. School-wide	1.2. Foundations	1.2. Analyze	1.2 Attendance

2	instances when data from Oncourse and reports concerning attendance in Genesis do not agree.	attendance protocol, improve wireless connections throughout the school to facilitate the ease of taking attendance during class	Action Team	attendance Dashboard information utilized	Dashboard
3	1.3. Out of duPont district students	1.3. After early school-wide mail-out, target returned undeliverable letters	1.3. Clerks	1.3. Parent provides proof of residency	1.3. Attendance Dashboard

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:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Decrease In school suspension rate by 5% (20) and out-of-school 5% (7)
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
400	380
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
149	142
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
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	1.1. Need for more teacher, administrator, and staff visibility	1.1. Greater teacher fidelity in escorting students to class.	1.1. House administrators	1.1. Monthly review of referrals and discipline guidelines followed; Discipline Dashboard will be reviewed at all Foundations meetings.	1.1. Discipline Dashboard
2	1.2. Chronic behavior problems	1.2. Continue and emphasize CHAMPS (packet distributed at beginning of the year to faculty with behavior documentation forms).	1.2. House administrators	1.2. Review documentation of behavioral interventions	1.2. Discipline dashboard and teacher documentation
3	1.3. Problem areas like the 8th grade triangle, unsupervised areas, traveling to and from electives.	1.3. Team and Grade Level proximity (change of location for 6th and 8th Grades)	1.3. House Administrators	1.3. Foundations will review common area observations	1.3. Common area observation forms

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

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

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

Suspension Budget:

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

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:		Increase parent participation by 5 %.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
145-150		152-157			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1. Language Barriers	1.1. School/parent communication using TransAct & Google Translator	1.2. Family and Community Team Facilitator	1.1. Review of attendance or returned forms	1.1. Returned Documents or Sign In Logs
2	1.2. Poor attendance at parental involvement events	1.2. Use Parent Link to notify parents of upcoming events	1.2 Parent Link Coordinator & Family & Community Team	1.2 Review attendance forms at Family & Community meetings	1.2 Parent Link logs & Attendance forms
3	1.3 Need for better communication between school and parents	1.3 Increase communication on school website	1.3 Family & Community Team	1.3 Review school website monthly	1.3 School website

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

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:		25%(12) of all 8th grade CTE Business Academy students will attempt the Microsoft Office Specialist (MOS) Certification 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	Exams will interfere with core general education classes. The MOS Exams are performance-based and typically take adults more than 90 minutes to complete.	Students that have met the requirements to attempt the MOS Exam will be given the opportunity to test after FCAT testing is complete.	Chris Couch – CTE Business Academy Teacher Admin.	Monitoring of student progress and effective communication with general education teachers.	MOS Certification Exam

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
Microsoft Office Specialist Certification Exam (Word, Power Point, Excel)	6-8	Michelle Huff – CTE District Resource	CTE Business Academy Teacher			CTE Business Academy Teacher Administrators CTE District Resource

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)

Safety Goal 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. Safety Goal Goal Safety Goal Goal #1:			In 2013, decrease the number of referrals by 10%(94).		
2012 Current level:			2013 Expected level:		
939 referrals			845		
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 opportunity to participate in positive, helpful deeds (civic service) in their school community.	Provide a character-education as an alternative to ISSP. Utilize our ELL classroom as an opportunity for peer-tutoring to non-speaking students with the intent of build compassion, respect, and tolerance for students.	Assistant Principal (8th grade)	Quarterly meetings examining the frequency of repeat referrals for the students who have participated in the peer-tutoring program.	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						

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 Safety Goal 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
Reading	PLC Training	Substitutes (TDE)	General	\$3,500.00
CELLA	PLC Training	Substitutes (TDE)	General	\$3,500.00
Mathematics	PLC Training	Substitutes (TDE)	General	\$3,500.00
				Subtotal: \$10,500.00
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: \$10,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Currently, participation in monthly SAC meetings is down. We will continue to advertise the monthly meetings via newsletter, website, automated phone calls, and one-on-one contact with parents and community members.

Describe projected use of SAC funds	Amount
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No data submitted

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

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

Duval School District ALFRED I. DUPONT MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	55%	92%	43%	254	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	63%	68%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	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					522	
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 ALFRED I. DUPONT MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	62%	89%	37%	251	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	64%	67%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	63% (YES)			129	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					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested