

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RANSOM MIDDLE SCHOOL

District Name: Escambia

Principal: Brent Brummet

SAC Chair: Debi Tucker

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/31/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Brent Brummet	Bachelors Degree in Special Education Master in Educational Leadership	3	7	At Brownsville Middle Mr. Brummet was the leader of CIM team. We saw the school move from a "D" to a "C" School, 2005-2006. 2 years, 2006-2007 and 2007-2008, as an "A" School at Brown Barge Middle school. In 2008-2009, was part of Admin team at Escambia High School. Went from a "D" to a "C" school. For the year 2009-2010 Mr. Brummet was the Principal of Ransom. Ransom was an "A" School. 79% of AYP criteria was met for the 2009-2010 school year. In 2010-2011, Ransom Middle School made a 45 point jump in the FCAT. Lowest Quartile Gains in Math - 70% and Reading - 77%, an overall 21 point increase.
Assis Principal	Joe Snyder	Master's Degree in Curriculum and Instruction, Secondary Education. Specialist Degree in Educational Leadership.	3	5	In 2010-2011, Ransom Middle School made a 45 point jump in the FCAT. Lowest Quartile Gains in Math - 70% and Reading - 77%, an overall 21 point increase. In 2007-2008 at Brown-Barge Middle School we received an 'A' rating. As the Curriculum Coordinator at George Stone Technical Center (Postsecondary) from 2008-2010

	Certifications in Educational Leadership, Business Education and Technology Education.		enrollment increased by over 60%. In addition, during the 2009-2010 school year George Stone Technical Center had 2,694 Occupational Completion Points and Educational Functioning Levels, 80 Industry Certifications and 216 Program Completers.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

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	Our First strategy it to hire In-field teachers	School Administration	Ongoing	
2	Teachers who are new to the profession are assigned a consulting teacher and are entered into the district START program	District START program	Ongoing	
3	Escambia County School District offers all teachers a competitive benefits package that includes health, dental, and vision insurance at a reasonable cost to the employee. Ransom Middle School makes teachers aware of benefits that teachers have available to them.	School Administration	Ongoing	
4	Teachers who are new to Ransom Middle School are assigned a "mentor" to help guide them through the first year. Mentors are highly skilled, veteran teachers from Ransom Middle School. New teachers are given an orientation to the school on the first day that they report to work.	School Administration	Ongoing	

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
3	All three of these teachers are working to obtain certification in their discipline. All three should be in field by the start of the 2013-2014 school year.

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
84	4.8%(4)	14.3%(12)	34.5%(29)	45.2%(38)	39.3%(33)	100.0%(84)	22.6%(19)	4.8%(4)	6.0%(5)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
John Sullivan	Scott Ames	Same content area.	<p>Familiarize the Beginning Teacher with facility (during pre-school when possible).</p> <p>Familiarize the Beginning Teacher with faculty, staff and other school personnel.</p> <p>Discuss school policies (dress code, student and teacher absences, procedures for inclement weather/emergency drills).</p> <p>Discuss professional ethics.</p> <p>Demonstrate and discuss the use of FCAT Star.</p> <p>Familiarize the Beginning Teacher with Sunshine State Standards (SSS).</p> <p>Familiarize the Beginning Teacher the Instructional Calendar/Curriculum Map.</p> <p>Assist with the use of SSS and other curriculum guidelines in planning.</p> <p>Assist with the location and selection of instructional materials.</p> <p>Assist with the creation of a Substitute Teacher Folder.</p> <p>Assist with room arrangement.</p> <p>Assist with the development of classroom behavior management plans (rules and procedures).</p> <p>Assist with lesson planning and pacing.</p> <p>Demonstrate and discuss the use of computerized grading system.</p> <p>Familiarize the Beginning Teacher with Escambia Accomplished Practices.</p> <p>Assist with the development of the Individual Professional Development Plan (IPDP).</p> <p>Clarify the Escambia Teacher Appraisal System (ETAS) and formal observation procedures</p> <p>Assist with identification and accommodations of special needs students.</p> <p>Meet with the Beginning Teacher a minimum of one time each week (document date, time and description on Mentor Log).</p> <p>Familiarize the Beginning Teacher with services offered by the school, district and community agencies.</p> <p>Informally observe the Beginning Teacher and provide feedback in a</p>

			post observation conference. Model a lesson for the Beginning Teacher to observe.
Sara Ritchie	Lynn Hodges	Same content area.	Same as above.
Alison Roberts	Rebecca Cole	Same content area.	Same as above.
Sarah Bonner	Julie Batchelor	Same content area.	Same as above.
Jodi Woods	Lorena Bowers	Same content area.	Same as above.
Tera Reading	Armanda Coleman	Same content area.	Same as above.
Felicia McCants	Laura Tate	Same content area.	Same as above.
Annabella Pittman	Lauren Samoszenko	Same content area.	Same as above.
Annabella Pittman	Lauren Samoszenko	Same content area.	Same as above.

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Ransom Middle School RtI team will consist of the Principal, Assistant Principal, both guidance counselors, Reading Chair, Behavior Coach, Math, Science, Language Arts Department Chairpersons.

The Principal will facilitate and coordinate the decision-making and make sure that the school is properly implementing RtI and determining the needs of the staff and students. The principal will also communicate with the parents and community.

Regular Education Teachers will report about instructional procedures and strategies used in the classrooms and the effectiveness of these strategies in delivering Tier I interventions.

Exceptional Student Education Teachers will report on the progress of the inclusion students in the regular classrooms while integrating instructional materials and strategies into the Tier 3 instruction. The inclusion teachers will collaborate with the regular education teachers in a Co-Teaching or Support Facilitation model.

Reading Coach will develop and lead professional development for all teachers while continuing to improve her leadership skills. The reading coach will identify additional student needs, evaluate assessment results and make curriculum recommendations related to materials and pacing while supporting the Tiers 1-3 plans.

The School Psychologist will participate in the collection and interpretation of Tier 3 data and make suggestions of additional strategies before formal evaluation.

The Guidance Counselors and Intervention Specialist will work with regular education and special education teachers to help adjust the classroom setting demands and provide interventions to increase success.

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

The Principal and Assistant Principal will serve as the facilitators of the RtI team and will meet monthly with the team members or more frequently if needed to address specific student needs. Each of the team members involved with curriculum (reading, math, science, language arts) will have met at least one time a month with their disciplines and discussed progress, problems and interventions utilized. The Principal and Assistant Principal will also meet monthly with the instructional team members to discuss how the teams are performing and what instructional issues are arising from their weekly team planning sessions. These meetings will focus on continuing staff development needs designed to meet student academic needs. The Guidance Counselors and Intervention Specialist will meet with the teams to discuss individual students and the progress or lack of progress of the students. The counselors will make recommendations about additional staff development needs that they recognize while working with teams and individual teachers

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?

Each member of the RtI team will have input into the development of the goals and objectives of the school improvement plan and all stakeholders will be responsible for seeing that the plans are implemented. This will be discussed on a monthly basis with all members of both team leader group, discipline chairpersons and the RtI team members

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 will be derived from PMRN data from previous years, FCAT results from prior administrations, FCAT Simulation from beginning and midyear administrations, FAIR data, and from informal classroom and summative assessments.

Describe the plan to train staff on MTSS.

Professional development will be on-going and conducted in small group settings during planning times throughout the year. The RtI team will also evaluate additional staff professional development needs during the RtI Leadership Team meetings. Print resources will be available in the professional library for check out.

Describe the plan to support MTSS.

Our on going professional development will support the process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is composed of approximately 20 members and is known as the Ransom Leadership Team; ranging from the principal, asst. principal, reading chair, media specialist and teachers represented from different grades across the content areas.

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

The Literacy Leadership Team meets once a month to discuss ideas and suggestions of how to motivate and engage students through different activities and strategies. Past endeavors have included school-wide Read Alouds, Oral Reading Fluency Contest, Mysteries in the Middle/Parent Night, Caught Reading Rewards, slogan Ransom Readers are Leaders! and adopting Two-column Notes and other graphic organizers that students can incorporate in understanding content in all classes.

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

The major initiatives of the LLT this year are:
Create and display an informative bulletin board showcasing faculty and staff reading as well as adopting a motivational slogan for the year such as: Ignite Your Passion for Reading!
The LLT will consider another novel to promote as a school-wide Read Aloud, decide an additional strategies to assist in comprehension, offer another parent workshop and continue having the annual Oral Reading Fluency Contest.
Members may decide to participate in a book study relevant to our school needs.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/20/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

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.

Ransom Middle school provides a 25 min. class for all students that focuses on reading. All teachers are required to teach and reinforce reading in that class period. Also, all teachers incorporate reading strategies in all subject areas. Ransom's Literacy Team provides strategies to all teachers.

*High Schools Only

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

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

N/A

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

Students courses are determined by their Test Scores and by teacher recommendation and parent input. Ransom seeks to offer advanced courses at all grade levels. Students are given the opportunity to explore career and technical courses throughout their middle school years.

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	At Ransom Middle School, the number of 6th-8th grade students scoring Level 3 or above on the 2013 FCAT will improve by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 64% of 6th-8th grade students scored at or above Level 3.	On the 2013 FCAT, 65% of 6th-8th grade students will score at or above Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We anticipate hiring new instructors in all core subjects.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS. START Mentoring program.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	Lower socio-economic students and ethnicity, students with disabilities may not meet the goal, Some Level 3 and above students may not make learning gains. Some Level 2 students meeting criteria are not in block classes. Some students lack motivation.	Include higher -order Webb DOK questions in lesson plans, track and target benchmarks where students are weak. Flip Charts with SSS benchmarks for student understanding, Increase student motivation through teacher encouragement and assistance (small group/ one on one), FCAT Chats with bubble students and school-wide LLT strategies. Be aware and closely monitor level 2 students not in block classes to track progress or trouble areas. Teach effective reading strategies to help students explore complex text.	Principal Asst. Principal All Teachers	Lesson plan templates will be used to check off and chart benchmarks. Classroom WalkThroughs, FAIR data, Mini-Assessments, FCAT tests.	FAIR data, Mini-Assessments, Student work, observations, walk throughs, lesson plans, flip charts and tracking charts 2013 FCAT 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 reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Ransom students scoring a Level 4 and 5 in grades 6-8 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 37% of students scored Level 4 or 5 on the 2012 FCAT.	In grades 6-8, 38% of students will increase achievement on the 2013 FCAT.

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	Ransom students are making great gains in Levels 4 and 5 so it will be difficult to continue to make gains at already high numbers.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	Some Level 4 and 5 students may not make learning gains. 4's and 5's get Reading in a semester class or through a vocational class.	Motivate and challenge advance students with higher order thinking questions from Webb's DOK, increase practice opportunities for SSS benchmarks due to semester class vs year of reading instruction, amplify expectations for student performance. Teach effective reading strategies to help students explore complex texts.	Principal, Asst. Principal, All Teachers	Lesson Plan Template with check-off for strategies, SSS benchmark tracking chart to monitor mastery of skills, provide additional support to vocational teachers	SSS tracking chart, student work, grades, 2013 FCAT 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in grades 6-8 will increase achievement by 1% on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 59% students made learning gains in Reading.	On the 2013 FCAT test, 60% students will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are showing large gains and it will be difficult to continue to show substantial gains with learning gains at 72% and 71% respectively.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	lower socio-economic and ethnicity sub groups may not make learning gains. Students are getting reading through semester only, year long (including Level 2 meeting criteria in Level 3 class) and some Level 4 and 5: s getting reading instruction through vocational classes. Ransom students have dropped in this area from 2009 to 2011.	Provide CRISS strategies, lesson plans with SSS benchmarks using higher order thinking questions, FAIR strategies to target low areas of performance, support vocational teachers. Teach effective reading strategies to help students explore complex texts.	Principal, Asst. Principal, Reading Chair, All Teachers	Lesson plan template with check-off strategy list, classroom walkthroughs, use FAIR data report, assess students on a regular basis	student work, grades, FAIR scores, 2013 FCAT 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 reading. Reading 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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013, students in the Lower Quartile will increase Learning Gains by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 77% of students in the lower quartile made learning gains on the 2012 FCAT.	In 2013, 78% of the students in the lower quartile will make learning gains on the FCAT.

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	Socio-economic and ethnicity sub groups may continue to find it hard to close the gap to make learning gains. Many times they lack motivation and a desire to be engaged in class.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	socio-economic and ethnicity sub groups may continue to find it hard to close the gap to make learning gains. Many times they lack motivation and a desire to be engaged in class.	Use a variety of teaching methods to reach these students, teach effective reading strategies to help students explore complex texts, peer mentors, Kagan cooperative learning, one-on-one or small group instruction to ensure understanding of topics/skills, determine low performing areas through tracking data	Principal, Asst. Principal, Reading Chair, All Teachers	teacher assessments, evaluate student work and grades, evaluating FAIR data and prior FCAT area scores	assessments, student work, conversations, FAIR and 2013 FCAT results

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 #					
	Ransom Middle school will reduce the achievement by 50% over the next 6 years.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	73	75	78	81	

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:	Sub groups not making AYP will be targeted for careful monitoring in order to assist in closing the gap for AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
sub groups not making adequate yearly progress in 2012 White 23% and Black 46% Hispanic, Asian and American Indian N/A	Students classified in these areas will increase level of performance by 1% advancing to AYP.

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 in this area sometimes have situations that affect their school performance and motivation to succeed.	Teachers can implement a variety of strategies to assist these students with confidence building opportunities, encouragement, parent contact and support	Ransom Leadership Team and Admin	Student interest surveys and small group dialogue can help teachers understand more on a personal level some of the things students are coping with as they try to attend school and learn.	FCAT
2	Students in this area sometimes have situations that affect their school performance and motivation to succeed.	Teachers can implement a variety of strategies to assist these students with confidence building opportunities, encouragement, parent contact and support	Principal, Asst. Principal, Reading Chair	student interest surveys and small group dialogue can help teachers understand more on a personal level some of the things students are coping with as they try to attend school and learn.	2013 Reading FCAT 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

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

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities make up a sub group that needs to improve learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We had 63% of our students in this area score at or above grade level in reading.	Students with Disabilities will increase their performance in order to close the gap on learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this area sometimes have to overcome challenges in order to make AYP.	Support these students with understanding and additional help, offer a variety of strategies to assist in understanding towards mastery of skills.	Classroom teachers and support personnel Principal Asst. Principal	Monitor students with SSS tracking chart and data notebooks, assessments student work	FCAT
2	Students in this area sometimes have to overcome challenges in order to make AYP.	Support these students with understanding and additional help, offer a variety of strategies to assist in understanding towards mastery of skills.	Classroom teachers and support personnel Principal Asst. Principal	Monitor students with SSS tracking chart and data notebooks, assessments student work	FAIR 2013 FCAT 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students need to continue to make learning gains towards meeting AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62% of students in this area scored at or above grade level in reading.	On the 2013 FCAT, the 61% of Economically Disadvantaged students will make progress towards achieving AYP.

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	Economically Disadvantaged students usually have many barriers that prevent them from performing their best at school.	Provide more learning opportunities to reach the needed areas identified most for these students. Teachers could have a dialogue with Guidance counselors to find out possible ways to help student.	Principal, Asst. Principal, Teachers, Guidance Counselors	Ongoing progress monitoring of SSS skills through tracking charts, FAIR data and prior FCAT	FCAT
2	Economically Disadvantaged students usually have many barriers that prevent them from performing their best at school.	Provide more learning opportunities to reach the needed areas identified most for these students. Teachers could have a dialogue with Guidance counselors to find out possible ways to	Principal, Asst. Principal, Teachers, Guidance Counselors	ongoing progress monitoring of SSS skills through tracking charts, FAIR data and prior FCAT	FAIR scores 2013 FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training and Development	6-8 Grade Reading Teachers. All teachers will participate in Common Core training.	Administration, Ransom Leadership team, Reading Coordinator and Coordinator at the district level will conduct the training.	Reading teachers across grade levels 6-8 will participate in increasing the amount and variety of complex texts used to teach complex comprehension tasks. Teachers will participate in Common Core training School Wide.	Ransom Leadership team and Reading meetings are held monthly, Teacher Plan days will provide Core concept training/activities quarterly.	Monitoring for common Core and complex text training will done by the Administration with Reading department creating lessons to implement Common Core components in lesson plans.	Ransom Leadership team, Administration, Reading Coordinator and Coordinator at the district Level.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:		N/A			
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		N/A			
2012 Current Percent of Students Proficient in reading:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		N/A			
2012 Current Percent of Students Proficient in writing:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Based on 2011-2012 FCAT, 61% students achieved proficiency (FCAT Level 3) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of math students achieved proficiency (FCAT level 3) on 2011 FCAT.	At least 62% of students will achieve proficiency (FCAT level 3) in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We anticipate hiring new instructors in all core subjects.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS. START Mentoring program.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	An anticipated barrier is the continued transition to new math grade level standards that began with the 2011-2012 school year.	Teachers will conduct benchmark testing and remediation for students not showing mastery.	Principal and Assistant Principal	Data from district 9 weeks test. will be disseminated by strands.	District 9 weeks test.
3		Students will be taking district 9 weeks test to provide data for teachers in preparation for FCAT.		FCAT scores.	FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	According to 2011-2012 FCAT results, 34% of students achieved above proficiency (FCAT levels 4 and 5) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2011-2012 FCAT, 34% of students achieved levels above proficiency (FCAT levels 4 and 5) in mathematics.	On 2012-2013 FCAT, at least 35% of students will achieve levels above proficiency (FCAT levels 4 and 5) in mathematics.

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	Ransom students are making great gains in Levels 4 and 5 so it will be difficult to continue to make gains at already high numbers.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	An anticipated barrier is the continued transition to new math standards and course specifications from the 2011-2012 school year.	Teachers will conduct benchmark testing and remediation for students not mastering standards.	Principal and Assistant Principal	Data will be disseminated by strand using the 9 weeks district test.	9 weeks district test.
3	Students performing at high levels will need increased rigor to maintain or improve those levels.	Gifted students will be placed in gifted program with certified gifted teacher. Standards will be tested on district 9 weeks test.	Principal and Assistant Principal.	Data will be disseminated from the 9 weeks district test to identify weak areas for FCAT testing.	FCAT.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	On 2011-2012 FCAT, 60% of math students made learning
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Mathematics Goal # 3a:	gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 FCAT, 60% of math students made learning gains.	At least 61% of math students will make learning gains on the 2012-2013 FCAT.

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 are showing large gains and it will be difficult to continue to show substantial gains with learning gains at 72% and 71% respectively.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	An anticipated barrier is the continued transition to the new math standards for the 2011-2012 school year.	Teachers will conduct benchmark testing and remediation for students that do not achieve mastery.	Principal and Assistant Principal.	District 9 weeks test.	District 9 weeks 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics 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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2011-2012 FCAT, 70% of the lowest 25% of the student population made learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 FCAT, 70% of the lowest 25% of the student population made learning gains in math.	On the 2012-2013 FCAT, at least 71% of the lowest 25% of the student population made learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Socio-economic and ethnicity sub groups may continue to find it hard to close the gap to make learning gains. Many times they lack motivation and a desire to be engaged in class.	Continue to develop and modify a rigorous and relevant curriculum that teaches the SSS.	Ransom Leadership Team and Admin	Ransom Leadership Team will review data and make appropriate adjustments throughout the school year.	FCAT
2	An anticipated barrier is the continued transition to new math standards and course specifications that began with the 2011-2012 school year.	Teachers will conduct benchmark testing and remediation for students not achieving mastery.	Principal and Assistant Principal.	Data collected from 9 weeks district test will be disseminated by standard.	District 9 weeks test.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Ransom Middle school will reduce the achievement by 50% over the next 6 years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	73	76	79	81	

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:	On the 2011 FCAT, 44% of the black student population did not make Adequate Yearly Progress in mathematics. On the 2011 FCAT, 25% of the white student population did not make Adequate Yearly Progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 FCAT, 44% of the black student population did not make Adequate Yearly Progress in mathematics. On the 2011 FCAT, 25% of the white student population did not make Adequate Yearly Progress in mathematics.	On the 2012 FCAT, at least 57% of the Black student population will make Adequate Yearly Progress in mathematics. On the 2012 FCAT, at least 76% of the white student population will make Adequate Yearly Progress in mathematics.

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 in this area sometimes have situations that affect their school performance and motivation to succeed.	Teachers can implement a variety of strategies to assist these students with confidence building opportunities, encouragement, parent contact and support	Ransom Leadership Team and Admin	Student interest surveys and small group dialogue can help teachers understand more on a personal level some of the things students are coping with as they try to attend school and learn.	FCAT
2	An anticipated barrier is the continued transition to the new math standards and course	Teachers will conduct benchmark testing and remediation for students not achieving mastery of the	Principal and Assistant Principal	District 9 weeks standards based test.	District 9 weeks test.

specifications which began with the 2011-2012 school year.	standards.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2011 FCAT, 41% of the Students with Disabilities made AYP in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 FCAT, 41% of the Students with Disabilities made AYP in mathematics.	On the 2012, at least 42% of Students with Disabilities will make Adequate Yearly Progress in mathematics.

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 in this area sometimes have to overcome challenges in order to make AYP.	Support these students with understanding and additional help, offer a variety of strategies to assist in understanding towards mastery of skills.	Classroom teachers and support personnel Principal Asst. Principal	Monitor students with SSS tracking chart and data notebooks, assessments student work	FCAT
2	An anticipated barrier is the continued transition to new math standards and course specifications that began with the 2011-2012 school year.	Teachers will conduct benchmark testing and remediation for students not achieving standards mastery.	Principal and Assistant Principal	District 9 weeks standards based test.	District 9 weeks 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 subgroup:

E. Economically Disadvantaged students not making	
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satisfactory progress in mathematics. Mathematics Goal E:	On the 2011 FCAT 64% of Economically Disadvantaged Students did make AYP in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 FCAT 64% of Economically Disadvantaged Students did make AYP in mathematics.	On the 2012 FCAT, at least 65% of the Economically Disadvantaged Students will make Adequate Yearly Progress in mathematics.

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	Economically Disadvantaged students usually have many barriers that prevent them from performing their best at school.	Provide more learning opportunities to reach the needed areas identified most for these students. Teachers could have a dialogue with Guidance counselors to find out possible ways to help student.	Principal, Asst. Principal, Teachers, Guidance Counselors	Ongoing progress monitoring of SSS skills through tracking charts, FAIR data and prior FCAT	FCAT
2	An anticipated barrier is the continued transition to new math standards and course specifications that began with the 2011-2012 school year.	Teachers will conduct benchmark testing and remediation for students not achieving standards mastery.	Principal and Assistant Principal	District 9 weeks standards based test.	District 9 weeks test.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	All but one student passed the algebra EOC at the end of 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All but one student passed the algebra EOC at the end of 2012.	This year Ransom has place as many level 3 and above math students into the high school credit course. We expect 90% students to pass the 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	The criteria for placement in Algebra is Level 3 on 2011-2012 FCAT resulting in increased number of students in Algebra.	We will closely monitor those students. Student who are struggling will have the opportunity to move into 8th grade pre algebra by the end of the second semester.	Principal and Vice-Principal.	EOC results	EOC 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:	Only one student did not attain Level 3 or higher on the Algebra EOC Exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Over 50% of students scored level four or higher.	We do not expect this same level of performance of the Algebra EOC because we have added a large portion of our math level three students to Algebra this year. We are working to have at least 30% perform at this level.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have added a large portion of our level 3 students to the Algebra class.	Monitor students that are struggling and provide support.	Principal and Asst. Principal	Algebra EOC	Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Literature in Math	Grade 6, 7, and 8 Math Teachers	Ms. Henderson, Reading Specialist	Math Teachers school-wide	Teacher Planning Day	Math Department Chair Meetings to follow up on implementation of reading strategies.	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2011 FCAT, 57% of the 8th graders were proficient in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 48% of the 8th graders were proficient in science.	On the 2013 FCAT, 49% of the 8th graders will be proficient in science.

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 anticipated barrier is the cost of the FCAT Mini-Lab Review student workbooks and funding for the necessary supplies to incorporate labs consistently.	The strategies that will be implemented to increase students achieving proficiency in science are a cummulation of events. Science teachers will implement a minimum of three lab activities for each nine-week period. Each Science teacher will incorporate one lesson with a strong math component and one lesson with a reading strategy each grading period. Eighth grade teachers will participate in the FCAT Mini-Lab Review. All science teachers will incorporate FCAT bellringers into their weekly lessons.	Department Chair, Principal, and Assistant Principal.	Science teachers will compile and use a data notebook to evaluate student achievement . Required labs and Lesson Plans will be compiled and documented.	The science FCAT assessment will be the primary tool used to assess science achievement. A district created 9-week test and on-going bench mark assessments will also be used to track progress.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2011 FCAT, 11% of the 8th graders achieved either level 4 or 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 FCAT, 11% of the 8th graders achieved either level 4 or 5 in science.	On the 2012 FCAT, 12% of the 8th graders will achieve either level 4 or 5 in science.

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	School Budget to allow purchase of FCAT mini-labs. Scheduling conflicts for allowing advanced classes.	Students who are at level 3,4, or 5 will be placed in advanced classes. The classes will use multiple learning activities to allow for student growth. Project-based learning, on-line activities, and computer based testing will be implemented.	Science Department chair, Administration	Data Notebooks, 9-week test results and individual remediation strategies.	The science FCAT assessment will be the primary tool used to assess science achievement. The district generated 9-week tests and on-going benchmark assessments will be used at the lower grade levels. Computer Based reports will be compiled from enrichment activities.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Professional Lesson Study Common Core Training and Development	6-8 Grade Science.Six teachers across grade levels 6-8 will participate in a Lesson Study. All teachers will participate in Common Core training.	Administration, Ransom Leadership team and the Bioscope Coordinator at the district level will conduct the training.	Six teachers across grade levels 6-8 will participate in a Lesson Study. Teachers will participate in Common Core training School Wide	Ransom Leadership team meetings are held monthly. Teacher Plan days will provide Core concept training/activities quarterly. Lesson study component will meet for four workshop days in the fall. A second opportunity for lesson study will begin in the spring.	Monitoring for the lesson study will be done through the district's Bioscope coordinator. Lessons will be uploaded into the c-palms data base. Monitoring for common Core training will done by the Administration with each department creating lessons to implement Common Core components in lesson plans.	Ransom Leadership team, Administration, and Bioscope coordinator.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	On the 2011 administration of the FCAT Writing, 91% of students scored level 4.0 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 administration of the FCAT Writing, 76% of students scored level 3.0 and above.	On the 2013 administration of the FCAT 2.0 Writing, 77% of students will score level 3.0 and above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to changes in the expected level of performance for the 2013 FCAT 2.0 Writing Test, an anticipated barrier will be increasing the percentage of students scoring a level 4.0 and above.	Increased writing in all content areas. The use of writing workshops in Language Arts classrooms. Language Arts teachers will increase focus on teaching the Six Traits of Good Writing and Step Up to Writing.	Principal, Asst. Principal	Teacher-student conferences, monthly timed prompt writings and monitoring work samples.	FCAT Writing Simulation, content related essays and 2013 FCAT 2.0 Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

Step Up to Writing Workshops	6-8th Grade Language Arts	District Language Arts specialist	Select 6-8th grade Language Arts teachers	Dates and schedules set by district	Submitting evaluation and lesson plan to workshop presenter	Workshop presenter and District Language Arts specialist
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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.	This Civics EOC goal is not required until 2014-15				
Civics Goal #1:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2. Students scoring at or above Achievement Levels	
--	--

4 and 5 in Civics. Civics Goal #2:	This Civics EOC goal is not required until 2014-15				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		Ransom Middle school will maintain or increase the Average daily attendance rate by .1%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The Average daily attendance rate is 94.2%		We would like to see a rate of 94.3%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
Current Number students with Excessive Absences is 546		Expected number students with Excessive Absences 545			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
Current number students with excessive tardies 113		Expected number of students with excessive tardies 112			
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	An Anticipated barrier for attendance is illness.	The school nurse will monitor illnesses and communicate with parents.	Brent Brummet	We will use terms attendance data to determine the effectiveness of this strategy.	TERMS

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
Training on Attendance Child Studies.	6-8 grade.	Nancy Kelson.	School wide.	Within first 9 weeks.	Ms. Kelson will monitor Attendance Child Studies.	Nancy Kelson

Attendance Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	Ransom Middle school will reduce Student suspensions by 1 in each area.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of In-school suspensions for 2012 was 426.	We would like to have In-School Suspensions no higher than 425.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in school was 247.	We would like to have the number of students in school suspended no higher than 246.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of Out- of -school suspensions for 2011 was 191.	We would like to have Out-of-School Suspensions no higher than 190.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended out of school was 117.	We would like to have the number of students out of school suspended no higher than 116.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier to in or out of school suspension is positive behavior rewards	This year Ransom will offer Positive Behavior Rewards at the end of each month and will offer a semester reward to all students not earning a referral for each semester	Brent Brummet	We will use TERMS data to determine the effectiveness of this strategy.	TERMS

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase means of providing information to parents by use of and active and updated web page.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
Many parent activities were provided last year including and informational parent night as well as a family fun night, open house and many student presentations and activities.	This year we intend on increasing parent involvement through effective communication. We are changing our web page address to www.ransomtigers.com. We are working to increase our parent activity's by at least one.				
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	Communication is always a barrier.	New web address and frequent update of webpage as well as call outs and school wide announcements	Principal an Assistant Principal	Review Parent Climate survey results	parent Climate survey.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

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:		In the 2013 - 2014 school year, students will be able to earn certification Adobe Photoshop.			
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	Ceritification test is at the high school grade level and students in 7th grade will be taking this test.	Students will spend the semester with a teacher preparing them for this test.	Principal and Assistant Principal.	The percent of students earning the Adobe photoshop certification.	Adobe Photoshop certification.

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Ransom needs to provide more sections of the 7th grade Photo shop course as well as a year long photo shop course and a year long t.v. production course at the 8th grade.			
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	Class size and design of the master schedule.	Begin desing o f the master schedule in January with this goal in mind making adjustments as needed.	Principal and Asst. Principal.	Master Schedule.	Master Schedule.

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

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

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

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00

Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/25/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time no SAC funds are available for the 2012- 2013 school year.	\$0.00

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

We will meet four times this year. We will discuss school issues as well as the work on transition to the common core.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Escambia School District RANSOM MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	77%	91%	57%	304	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	72%	71%			143	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?	77% (YES)	70% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					594	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District RANSOM MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	75%	93%	48%	290	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%	70%			133	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?	62% (YES)	64% (YES)			126	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					549	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested