

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JUPITER MIDDLE SCHOOL

District Name: Palm Beach

Principal: Faith Anne Cheek, PhD

SAC Chair: Tammy O'Rourke

Superintendent: Wayne Gent

Date of School Board Approval: December, 2012

Last Modified on: 1/10/2013

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Faith Ann Cheek, PhD	Degrees: BA English Education, MS Educational Leadership, EdD Executive Leadership  Certifications: School Principal	1	14	2011-2012: Principal Christa McAuliffe Middle School School grade: A Proficient - 68% Reading, 71 % Math Lowest 25%-56% Making Reading Gains Lowest 25%-58% Making Math Gains 2010-2011: Principal Christa McAuliffe Middle School Grade: A, Reading Mastery 83%, Math Mastery 87% AYP: 92%, AYP in Reading was achieved. Hispanic, Economically Disadvantaged, and Students with Disabilities did not achieve AYP in Math.  2009-2010: Principal Christa McAuliffe Middle School Grade: A, Reading Mastery: 76%, Math Mastery: 80%, AYP: 90%, SWD and FRPL did not make proficiency in Reading and Math; Hispanic students did not make proficiency in Math.  2008-2009: Principal

		(All Levels), English (5-9), Elementary Education (1-6)			Christa McAuliffe Middle School Grade: A, Reading Mastery: 79%, Math Mastery: 80%, AYP: 92%, SWD did not make AYP in Reading, FRPL and SWD did not make AYP in Math  2011-2012 School grade - 2010-2011 School grade A. % reading,% math meet AYP criteria. 2009-2010 School Grade A. %Reading,%Math met AYP criteria. 2008-2009 School Grade A. % of AYP criteria met. 2007-2008 School Grade A. % of AYP criteria met.
Assis Principal	James Knabe	MA-Nova University MA-Duquesne University BA-California University Certified in Administration - All levels Elementary (K-5) ESOL endorsement	15	15	Assistant Principal - JMST 2011-2012 School Grade - A Proficient-66% Reading, 68% Math Lowest 25%- 57% making Reading Gains Lowest 25% - 61% making Math Gains  Assistant Principal - JMST 2010-2011 School grade A. 74% reading,78% math meet AYP criteria.  Assistant Principal - JMST 2009-2010 School grade A. 77%Reading, 78% Math met AYP criteria.
Assis Principal	Revetta Lowe	MA-Florida Atlantic University BS-University of Florida Certified in Educational Leadership All levels ESOL Endorsement	3	10	Assistant Principal - JMST 2011-2012 School Grade - A Proficient-66% Reading, 68% Math Lowest 25%- 57% making Reading Gains Lowest 25% - 61% making Math Gains  Assistant Principal - JMST 2010-2011 School grade A. 74% reading,78% math meet AYP criteria.  Assistant Principal - JMST 2009-2010 School grade A. 77%Reading,78%Math met AYP criteria.  2008-2009 JFK Middle - School Grade C 2006-2007 - JFK Middle - School Grade D
Assis Principal	Patricia Pramuk	MA-Nova Southeastern University BS-University of South Florida Certified in Educational Leadership All Levels Elementary Education K-6 PE K-12 Specific Learning Disabilities K-12 ESOL endorsement	12	4	Assistant Principal - JMST 2011-2012 School Grade - A Proficient-66% Reading, 68% Math Lowest 25%- 57% making Reading Gains Lowest 25% - 61% making Math Gains  Assitant Principal JMST 2010-2011 School grade A. 74% reading,78% math meet AYP criteria.  2009-2010 School grade A. 77%Reading, 78%Math met AYP criteria. 2008-2009 School grade A. 85% of AYP criteria met.

## 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)
We have no instructional coaches					

## 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	Partner new staff members with veteran staff members in an effort to support their transition to our school.	Asst. Principal	On-going	
2	Encourage teachers to continually seek out professional development opportunities. Provide prof. development activities at school.	Assistant principal/s	On-going	
3	Support development of collegial workgroups on campus as a means to support continued learning and a supportive environment.	PDD committee, Asst Principal	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
2	Teachers are being mentored by their Asst. Principal and encouraged to obtain highly qualified status as soon as possible.

## 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
83	6.0%(5)	10.8%(9)	32.5%(27)	50.6%(42)	42.2%(35)	96.4%(80)	19.3%(16)	2.4%(2)	31.3%(26)

## 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
Joey Santiago	William Zavala	Same department	Meet weekly at beginning of school year to dialogue and address needs. Teacher is a veteran teacher who is new to our school but not new to teaching profession.
Jody Nolf	Alison Glenn	Same grade level	Meet weekly to dialogue and address needs.
Laura Bennett	Linda Hruska	Same department	Meet weekly at beginning of school year to dialogue and address needs. Teacher is a veteran teacher who is new to our school but not new to teaching profession.
Stephanie Previte	Judith Connolly (interim)	Same team	Meet weekly to dialogue and address needs. Teacher has previous experience in the field.
Joey Santiago	Greg Launel (substitute)	Same grade level	Meet weekly to dialogue and address needs.
Sylvana Arcia	Johnnie Quigley	Same department	Meet weekly to dialogue and address needs.

## 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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team (hereinafter referred to as School Based Team - SBT) is comprised of the following members: principal, assistant principal/s, ESE contact, ELL contact, school psychologist, classroom teachers, RtI/Inclusion Facilitator, guidance staff, school psychologist as needed, community partners as needed(ex: Jupiter Police Department office who works on site at school, Palm Beach County Sheriff's Office officer who coordinates community programs, etc.)

The principal provides a common vision for the use of data based decision making to ensure:

- A sound, effective academic program is in place.
- A process to address and monitor subsequent needs is created.
- The School Based Team (SBT) is implementing RtI processes.
- Self-assessment of RtI skills for school staff is ongoing. Resources provided as needed.
- Fidelity of implementation of intervention support is documented.
- Adequate professional development to support RtI implementation is provided.
- Communication with parents regarding school based RtI plans and activities occurs.

The RtI/Inclusion Facilitator assists in the design and implementation of progress monitoring, collects and analyzes data, contributes to the development of intervention plans, implements Tier 3 interventions, and offers professional development and technical assistance.

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 School Based Team (SBT) will meet regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments and forward this information to the JMS professional development team. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the SBT. The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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?

Member/s of the School Based Team (SBT) will meet with member/s of the school improvement plan work group. Specifically, identified professional development opportunities will be offered to staff. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring and other services

The RtI/Inclusion Facilitator (or other identified individual) will provide an overview of the RtI process for SAC 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 sources:

Florida Comprehensive Assessment Test (FCAT)  
Curriculum Based Measurement  
Florida Assessment for Instruction in Reading (FAIR)  
Palm Beach County Fall Diagnostics  
Palm Beach Writes  
Diagnostic Assessment for Reading (DAR)  
Progress Monitoring and Reporting Network (PMRN)  
Comprehensive English Language Learning Assessment (CELLA)  
Office Discipline Referrals  
Retentions  
Absences

### Midyear data sources:

Florida Assessment for Instruction in Reading (FAIR)  
Diagnostic Assessment for Reading (DAR)  
Palm Beach County Winter Diagnostics  
Palm Beach Writes  
Progress Monitoring and Reporting Network (PMRN)  
K-3 Literacy Assessment System

### End of year data sources:

Florida Assessment for Instruction in Reading (FAIR)  
Florida Comprehensive Assessment Test (FCAT)  
FCAT Writes  
ACT/SAT/CPT

### Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The school based RTI/Inclusion Facilitator will provide identified in-service programs to the faculty on designated professional development days (PDD). These in-service opportunities may include, but are not limited to, the following:

Problem Solving Model  
Consensus building  
Positive Behavioral Intervention and Support (PBIS)  
Data-based decision-making to drive instruction  
progress monitoring  
Selection and availability of research-based interventions  
Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers as needed.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Kim Munson - Reading DIL  
Lynn Streich - Language Arts DIL  
Donnie Quigley – Social Studies Teacher  
Jennifer Cullity – ESE Teacher  
Stacy Bauer – Reading Teacher

Linda Pike – Science Teacher  
Karen Marchetto - Media Specialist  
Revetta Lowe - Assistant Principal

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

The LLT will meet monthly, or more often as needed, to focus on reading data evaluation.

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

Initial review of school-wide FCAT data from 2012. Based upon data from last school year, students across all grades levels are deficient in skills related to inference skills and text features. Our school is embarking on a school-wide mentoring and reading incentive program as a means to encourage reading amongst all students. The LLT team will meet once/month to review and assess on-going data relating to 2012 FCAT reading scores, FY 2013 SRI data, FY 2013 FAIR data, FY 2013 diagnostics, teacher developed assessments, common assessments and other related sources of data. The team will make recommendations to the professional development team, departments and administration.

## 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.

Jupiter Middle School will address reading strategies across the curriculum. Teachers will attend training devoted to reading and writing strategies, in particular strategies utilizing technology. In an effort to provide additional resources related to the history of local, state and national African American citizens - Social Studies, Language Arts, Science, Math and Electives classes will incorporate lessons which focus on African American studies of citizens (local, state and national) who have made historic gains in fields ranging from cultural changes to scientific advances. Classes will implement, based upon their instructional calendar and as schedule permits, events throughout the school year (ex: scientists from local research labs & business/community leaders) to share their personal educational experiences and motivate students.

### \*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?

During each spring, 8th grade students attend assemblies related to scheduling and course selection for high school. Students meet with guidance counselors to discuss opportunities in high school and beyond and what types of classwork will be needed to reach their individual goals. For 6th and 7th grade students, students have the opportunity to select electives based upon their interests in addition to the required courses.

## 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:	The number of Jupiter Middle School students who score an Achievement level 3 or above will increase as compared by the 2012 FCAT to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (856)	74% (960)

#### 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 lack understanding of score reports.	Utilize data chats with students to increase awareness of scores and methods to improve scores.	Principal Asst. Principals, teachers	Evaluation of diagnostic scores fall v. winter to assess improvement, FCAT	Diagnostic scores FCAT scores
2	Students return to school after summer vacation suffering from the "summer slump" and it is difficult to get them back in the academic mind-set.	Implement a required summer reading program for all grade levels. Students will select a book from list, read over summer and upon return in August, 2012 (2012-2013 school year) and August, 2013 (2013-2014 school year), take a test and/or writing assignment in LA class for grade/s. Books will be distributed to various sites in Jupiter and feeder communities to allow for ease in accessing the books.	LA dept, Reading Dept, Media Specialist	Scores on the student assignments.	Assignment scores
3	Students lack "real-world" non-fiction reading materials.	Language Arts classes will utilize the Scholastic SCOPE materials in their classes. Articles and activities are based upon non-fiction readings and common core standards.	Asst. principal, LA DIL, teachers	Scores of activities and/or tests provided based upon such readings.	Diagnostic scores (fall v. winter), FCAT 2013 scores
	Students are unaware of real-life stories of citizens who have had significant impact on the community.	Students will utilize skills, focused on non-fiction reading & research, in Social Studies, Language Arts, Science, Math and Electives classes which will incorporate lessons focusing on African American Studies of citizens (local, state and national) who have made historic gains in fields ranging from cultural changes to scientific	Assistant principals	Monitor instructional calendar to ensure scheduling of such lessons & events	Review lesson plans, listing of special events/guest speakers Pre/post activity

4		advances. Classes will implement, based upon their instructional calendar, differing events throughout the school year (ex: African American poets studied in Language Arts, Guest speakers from local research labs & business/community leaders(ex: Scripps, etc.) to relay to students the opportunities in the field of science, etc. and how these advances relate locally.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	The number of students who will take the FAA will improve their reading score by 1 level based upon a comparison of scores on the 2012 FAA to the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
# students scoring 4-6 - 7 (18% of students taking FAA)	# students scoring 4-6 - 8 (20% of students taking FAA)

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	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning.	Assistant Principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The number of Jupiter Middle School students who score at or above Achievement level 4 will increase as compared on the 2012 FCAT to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (856)	74% (960)

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
	Level 5 6th grade students do not receive	Students scoring a level 5 will receive enrichment	Assistant principals	Students scoring a 5 will maintain the reading	Diagnostic test results

1	the benefits of reading classes to assist with maintaining proficiency.	through differentiated classroom instruction.		score obtained last year and/or improve their scores.	FCAT scores
2	In grades 6-8, students identified as proficient will not receive additional instruction in reading classes to help maintain their proficiency.	Board configuration will include student friendly objectives, agenda, and homework assignments in all classrooms.	Assistant principals	Are required board items observed in classrooms?	Walkthroughs, Observations of classes.
3	Students with FCAT scores of 4 & 5 do not receive intensive reading nor do they receive supplemental materials.	Students with 4 or 5 in reading will receive differentiated instruction. Data chats will be provided to encourage students to monitor their own performance, set goals and achieve them.	Asst. principals, Classroom teachers	Data chats which include EDW reports will occur for all students.	Diagnostics, Core K-12 results, FCAT reports
4	Based upon informal data, students have indicated a need for current e-books and hardbound books. E-reading/technology is expanding amongst a majority of students and we need to keep up with the trends.	E-books and/or hardback books will be purchased for use by the library. Books will be based upon popular titles requested by students, Sunshine State books, etc.	Media Specialist	As students become aware of availability of e-books, more students will utilize this resource as a means to check out books.	Report of numbers of e-books checked out of media center, listing of most requested titles with checkout 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The number of students who will take the FAA will improve their reading score by 1 level based upon a comparison of scores on the 2012 FAA to the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
# students scoring 1-3 - 13 (33% of students taking FAA) # students scoring 4-6 - 7 (18% of students taking FAA) # students scoring 7-9 - 19 (49% of students taking FAA)	# students scoring 1-3 - 12 (30% of students taking FAA) # students scoring 4-6 - 8 (20% of students taking FAA) # students scoring 7-9 - 20 (50% of students taking FAA)

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	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning.	Assistant principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Jupiter Middle School will increase the number of students making learning gains based upon a comparison of the 2012 FCAT to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (830) - # making gains

67% (869) - # making 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 lack resources in their community for remedial skills.	Implement tutoring program (reading, math, writing) for identified students. Students will be identified based upon their previous FCAT & other standardized test scores. Students will be specially invited to attend tutoring sessions. In addition, this program strengthens the connection of a student to school/teachers which is proven to improve classroom performance and reduce risk factors. Students will be given a snack/drink/food at each session. Sessions will be held after school, or other time deemed to best fit student schedules, to ensure students may use the activity bus to get home.	Assistant. Principal, tutoring coordinator	An overall increase will be observed in students who making learning gains.	Diagnostic scores improvement see from Winter to Spring Diagnostics, Improvement from 2012 FCAT to 2013 FCAT
2	Students have difficulty with non-fiction reading sections of standardized tests.	Provide additional non-fiction reading materials to be used in Language Arts classes.	Asst Principal	Track data for each student who participates in the sessions.	Compare the 2012 v. 2013 learning gains made by participants.
3	Students have difficulty with non-fiction reading sections of tests.	NEWScurrents program will be utilized primarily in Social Studies classes to increase ability to locate details, improve inference skills, etc. Additional classes will work with Social Studies department to obtain reading materials which are available in multiple reading levels.	Social Studies teachers, Asst. Principal	Review Social Studies class lessons plans to determine use of Newscurrents/informational reading tools in the classroom.	Compare 2012 v. 2013 FCAT scores to assess increase of learning gains.

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:	The number of students who will take the FAA will make learning gains based upon a comparison of scores on the 2012 FAA to the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
# students scoring 1-3 - 13 (33% of students taking FAA) # students scoring 4-6 - 7 (18% of students taking FAA) # students scoring 7-9 - 19 (49% of students taking FAA)	# of students making learning gains: 20 (50% of students taking FAA)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning.	Assistant principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Jupiter Middle School students in lowest 25% will make learning gains on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (160) - # making gains	60% (168) - # making 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	Need for remedial skills.	School will provide tutoring in reading, math & writing. Tutoring will be provided after school to allow students to ride activity bus home. Teachers from JMS will tutor subjects. Snacks, food and/or drinks will be provided each session. Students invited based on diagnostic scores and teacher recommendations.	Assistant principal, tutoring coordinator	Increase in diagnostic scores, pre- and post-tests	Comparison of diagnostic scores, pre- and post-tests.
2	Ability to offer variety of learning level items on same topic.	Utilize online Newscurrents program in Social Studies classes to differentiate instruction of current events.	Assistant Principal	Mid-year teacher assessments re: use of program. Survey of 3 classrooms of students utilizing the program for comprehension and interest level.	Teacher survey, student comprehension data
3	Lack of non-fiction reading materials for students.	Obtain non-fiction reading materials (based upon teacher recommendations) for students in all grade levels. Materials directed to use in the Language Arts classes however resource is available to all departments.	Assistant Principals	Mid-year teacher assessments re: use of program. Survey of 5 classrooms of students utilizing the program for comprehension and interest level.	Teacher survey, student comprehension data, 2013 FCAT data
4	Students lack understanding of score reports.	Provide data chats to all students, one on one chats with guidance counselors for identified students, mentoring for identified students, etc.	Teachers, Assistant Principals	Increase in diagnostic scores	Comparison of fall v. winter diagnostic scores
	Occasionally students self-report that they do	The school will promote a Reading Counts incentive	Media specialist, Reading incentive	Increase in reading counts participation,	Student survey, comparison of fall

5	not like to read.	program coordinated by the Reading Incentive Program members. Program will serve to encourage reading by non-readers, guide students to set and achieve goals and build connections between students and school/teachers. Varying levels of achievable goals will be set by the program. Program will be ongoing throughout school year with awards given throughout year and recognition events occurring throughout calendar year.	committee, Reading DIL, volunteers	growth in quiz-percentage passed scores.	v. winter diagnostic scores
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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 school year 2017 (July 1, 2016 - June 30, 2017), 85% of Jupiter Middle School students will be proficient in reading as measured by standardized testing (2017-PARCC).				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	74	77	79	82	

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:	Jupiter Middle School will increase the number of students in identified sub-groups who will make satisfactory progress as measured by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black students: 2012 FCAT - 30% (47) proficient Hispanic students: 2012 FCAT - 52% (132) proficient	Black students: 2013 FCAT - 44% (72) proficient Hispanic students: 2013 FCAT - 64% (179) proficient

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	Motivating students to participate in after school reading/writing tutoring (literacy groups).	Provide literacy opportunities for identified students-such as after school tutoring, book talks, etc.	Assistant principals	Comparison of 2 sets of data (fall v. winter diagnostics, FAIR, etc.)	Evaluation of data of students who participated in learning groups.
2	Students lack understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need addt'l encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development.	Assistant Principals	Comparison of 2 sets of data (fall v. winter diagnostics, FAIR, etc.)	Evaluation of data of students who participated in learning groups.
	Students lack	Provide mentoring	Assistant	Tracking of students will	Evaluation of data

3	understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need addt'l encouragement from adults.	program on campus which will partner a campus adult with student/s to encourage school performance, attendance, provide positive behavior support and reinforce a connection between the student and school/staff.	Principals, mentoring coordinator, volunteers	yield data which supports improved scores, grades and positive campus behavior.	of students who were partnered with mentor. Student survey (informal and/or formal). Scores on 2012 FCAT v. 2013 FCAT.
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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 reading. Reading Goal #5C:	Jupiter Middle School will increase the number of students identified as ELL who make satisfactory progress in reading as measured by the 2013 FCAT to 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2) of ELL students making satisfactory progress	31% (6) of ELL students will make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand the importance of tests. Identifying the students in need of assistance.	Provide literacy opportunities for identified students-such as book talks, book reviews, etc.	Media Center Specialist, Assistant principal	Comparison of 2 sets of SRI or diagnostic test data (pre-and post-intervention)	SRI or diagnostic test data (fall v. winter)
2	Students lack understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need addt'l encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development.	Assitant Principals	Comparison of 2 sets of data (fall v. winter diagnostics, FAIR, etc.)	Evaluation of data of students who participated in learning groups.
3	Some students lack a connection to school and/or a staff member.	Provide mentoring program on campus which will partner a campus adult with student/s to encourage school performance, attendance, provide positive behavior support and reinforce a connection between the student and school/staff.	Assistant Principals, mentoring coordinator, volunteers	Tracking of students will yield data which supports improved scores, grades and positive campus behavior.	Evaluation of data of students who were partnered with mentor. Student survey (informal and/or formal). Scores on 2012 FCAT v. 2013 FCAT.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Jupiter Middle School will increase the number of students identified as SWD who make satisfactory progress as measured by the 2013 FCAT to 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (62) making progress	50% (84) making progress

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities subgroup is not making AYP.	-Students not meeting proficiency will be identified through the use of FCAT, FORF, SRI, and other diagnostic tests. -Level 1 & level 2 students will receive intensive reading instruction (90 minutes per day) through the use of Read 180	Asst. Principal Reading Coach	Diagnostic scores (fall v. winter), SRI scores	Diagnostic tests, SRI, FCAT
2	Students lack understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need addtl encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development.	Assistant Principals	Comparison of 2 sets of data (fall v. winter diagnostics, FAIR, etc.)	Evaluation of data of students who participated in learning groups.
3	Some students do not feel a connection to school.	Provide mentoring program on campus which will partner a campus adult with student/s to encourage school performance, attendance, provide positive behavior support and reinforce a connection between the student and school/staff.	Assistant Principals, mentoring coordinator, volunteers	Tracking of students will yield data which supports improved scores, grades and positive campus behavior.	Evaluation of data of students who were partnered with mentor/Student survey (informal and/or formal). Scores on 2012 FCAT v. 2013 FCAT.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Jupiter Middle School will increase the number of students identified as economically disadvantaged who will make satisfactory progress as measured by the 2013 FCAT to 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (215) making satisfactory progress	58% (278) making satisfactory progress

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged subgroup is not making AYP.	Students not meeting proficiency will be identified through Diagnostic test scores, SRI, 2012 FCAT scores. -Students identified and differentiated instruction provided throughout classes.	Asst. Principal	SRI, Diagnostic testing (fall v. winter), 2013 FCAT results	SRI, Diagnostic test scores, 2013 FCAT
	Students lack understanding of scores,	Provide Girls Groups/Boys Groups coordinated by	Assistant Principals	Comparison of 2 sets of data (fall v. winter	Evaluation of data of students who



2	can have low self esteem due to poor performance on tests, lack motivation at times and need addtl encouragement from adults.	Asst. Principals & Guidance as a means to support student development.	diagnostics, FAIR, etc.)	participated in learning groups.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of technology to improve student learning. (ex: Edmodo training, class Dojo)	6-8	District facilitators	All faculty	Pre-school & September 13, 2012	# of teacher utilizing one of the new tools	Assistant principals, Principal
Reading and Writing Across the Curriculum	6-8	District facilitators	Science and Social Studies teachers	October 10, 2012	# of teachers implementing skills gained at training	Assistant principals review of lesson plans
Common Core Standards	6-8	Prof. development team member	All Faculty	September 13, 2012	Increased understanding of new standards, increase in rigor in the classroom	Assistant principals review of lesson plans
Instructional focus calendars	6-8	LTM DIL	All faculty	Begin September 13, 2012	Review of lesson plans, assessments in specified time period indicate student comprehension	Assistant principals, Principal
New Teacher Support Program - program includes reading skills across the curriculum	6-8	Assistant Principal in charge of ETAP	New teachers and their mentors	Begin September, 2012	Review of new teacher lesson plans and activities will demonstrate an increased understanding of incorporating technology into classroom, higher level lesson planning and effective classroom management.	Assistant principals, mentors

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize magazines and/or other reading materials in Language Arts classes to reinforce non-fiction reading skills.	Magazines or another resource which is focused on non-fiction reading skills.	SIP/SAC	\$480.00
Utilize written materials (example: magazines, weekly booklets, etc) in Science classes to reinforce reading skills and science skills.	Magazines or other resource which is focused on reading and science skills.	SIP/SAC	\$520.00
Tutoring program will be offered in the areas of reading, math and writing to students who have been	Funding for tutors (3 teachers who conduct sessions after school) and coordinator (who is on site during programming and is responsible for program administration) (Estimate: Session - 1 1/2 hour (est. 30/hour includes benefits) X 2times per week X 8 weeks = 720 per person \$720 per person X 4 staff = est.	SIP/SAC	\$3,200.00

identified based upon standardized test scores.	\$2880 Snacks, drinks and/or food for each session for participants - \$300.00 Stipend for tutors, coordinator, snacks/drinks/food, related supplies (ex: paper, workbooks, etc.) for all subjects included in this section for ease in bookkeeping.		
			Subtotal: \$4,200.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Media center will improve its collection of ebooks & hardbound books based upon the recommendations of students.	Funding to purchase ebooks and/or hardbound books.	SIP/SAC	\$1,000.00
			Subtotal: \$1,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
New Teacher Support Program - program includes, but is not limited to, new teacher training/tools which: improve student reading skills across the curriculum, improve understanding of incorporating technology into classroom, developing higher level lesson plans and effective classroom management.	Reference guides, technology resources/licenses to sites, handbooks - to be housed in professional learning library	SIP/SAC	\$300.00
			Subtotal: \$300.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Counts and reading incentive program which encourages reluctant readers to achieve goals, strengthens connection of students to reading, guides all students to set and achieve goals.	Committee will coordinate requirements & prizes which may include, but are not limited to: Promotional items (pencils, stickers, lanyards, etc.), Snacks/treats for winners & recognized participants, Special events - invitation only for winners ex: breakfasts, lunches, etc for participants and/or families of winners Recognition activities such as videos (need tapes for filming) Gift cards for winners and/or participants. Certificates and awards and other items as identified by committee.	SIP/SAC	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$6,500.00</b>

*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:	Jupiter Middle School will increase the number of students scoring proficient in listening/speaking as measured by the 2012 to 2013 CELLA test.
2012 Current Percent of Students Proficient in listening/speaking:	
32% (8) scoring proficient	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student households often lack support for language development. Some students lack family members who can assist with English language development.	Students will participate in ESOL classes as needed. Students will also receive additional instruction in intensive reading & math classes (if Level 1/2).	Assistant Principals	Diagnostic testing Data chats	SRI scores Diagnostic scores FCAT scores FAIR data

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:	Jupiter Middle School will increase the number of students who score proficient in reading as measured by the 2012 to 2013 CELLA test.
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2012 Current Percent of Students Proficient in reading:

20% (5) scoring proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student households often lack support for language development. Some students lack family members who can assist with English language development.	Students will participate in ESOL classes as needed. Students will also receive additional instruction in intensive reading & math classes (if Level 1/2).	Assistant Principals	Diagnostic testing Data chats	SRI scores Diagnostic scores FCAT scores FAIR data

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

3. Students scoring proficient in writing. CELLA Goal #3:	Jupiter Middle School will increase the number of students who score proficient in writing as measured by the 2012 to 2013 CELLA test.
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2012 Current Percent of Students Proficient in writing:

24% (6) scoring proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student households often lack support for language development. Some students lack family members who can assist with English language development.	Students will participate in ESOL classes as needed. Students will also receive additional instruction in intensive reading & math classes (if Level 1/2).	Assistant principals	Diagnostic testing Data chats	SRI scores Diagnostic scores FCAT scores FAIR data

CELLA Budget:

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

End of CELLA Goals

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The number of Jupiter Middle School students who score at Achievement Level 3 or higher will increase based upon scores comparing the 2012 FCAT to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (882)	77% (999)

### 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	Guiding students to understand goal-setting and how to achieve scores on testing.	Math teachers will follow the instructional frameworks including scope and sequence and pacing chart. - Identify students for enrichment - Data chats	Asst Principal	Class visits, LTM reports	Diagnostic test scores, FCAT
2	Students that are proficient do not receive the benefit of intensive math classes.	Differentiated instruction will be offered in all classes.	Asst. principals, Teachers	Fall v. winter diagnostic scores.	Diagnostic results, EDW reports, FCAT 2013 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:	The number of students who will take the FAA will improve their math score by 1 level based upon a comparison of scores on the 2012 FAA to the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students achieving score of 4-6: 43% (17) of FAA takers	% of FAA takers who score 4-6: 46% (23)

### 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	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning	Assistant principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The number of Jupiter Middle School students who score at or above Achievement level 4 will increase based upon a comparison of data on the 2012 FCAT to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (882)	71% (921)

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 that are proficient do not receive the benefit of intensive math classes.	Differentiated instruction will be offered in all classes.	Assistant Principals, Teachers	Improvement in scores will be realized as differentiated instruction is utilized in all classes.	Diagnostic results, EDW reports, FCAT 2013 results.
2	Level 4 & 5 students do not receive additional instruction through intensive mathematics classes to maintain proficiency.	Students scoring a level 4 & 5 will receive enrichment through differentiated instruction.  - Data chats to make students aware of assessment levels - Mentoring/encouragement to students.	Assistant Principals	Improvement in scores will be realized as differentiated instruction is utilized in all classes.	Diagnostic tests, 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 mathematics.  Mathematics Goal #2b:	The number of students who will take the FAA will improve their mathematics score by 1 level based upon a comparison of scores on the 2012 FAA to the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students who took FAA and scored 7-9 : 7% (3)	% of FAA takers who will score 7-9: 10% (4)

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	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning	Assistant principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Jupiter Middle School will increase the percentage of students making learning gains in mathematics as compared by the 2012 FCAT to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (908) - # making gains	73% (947) - # making 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 lack resources in their community for remedial skills.	Implement tutoring program (reading, math, writing) for identified students. Students will be identified based upon their previous FCAT & other standardized test scores. Students will be specially invited to attend tutoring sessions. In addition, this program strengthens the connection of a student to school/teachers which is proven to improve classroom performance and reduce risk factors. Students will be given a snack/drink/food at each session. Sessions will be held after school, or other time deemed to best fit student schedules, to ensure students may use the activity bus to get home.	Assistant. Principal, tutoring coordinator	An overall increase will be observed in students who making learning gains.	Diagnostic scores improvement see from Winter to Spring Diagnostics, Improvement from 2012 FCAT to 2013 FCAT
2	Increasing learning gains across all grade levels.	Math teachers will work on FCAT testing skills (ex: use of calculator, formula sheet, etc.)for identified students needing remediation.	DIL, Math teachers	Based upon comparison of fall v. winter diagnostics, an increase in accuracy as to which formulas to use, how to work a math problem, etc) will be realized.	Improve scores on winter diagnostics as compared to fall diagnostics.

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:	Jupiter Middle School will increase the percentage of students taking the 2013 FAA who will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (11) - # making gains	50% (20) - # making gains

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning	Assistant principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Jupiter Middle School will increase the number of students in the lowest 25% who will make learning gains on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (157) - # making gains	64% (83) - # making 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	Need for remedial skills.	School will provide tutoring in reading, math & writing. Tutoring will be provided after school to allow students to ride activity bus home. Teachers from JMS will tutor subjects. Snacks, food and/or drinks will be provided each session. Students invited based on diagnostic scores and teacher recommendations.	Assistant principal, tutoring coordinator	Increase in diagnostic scores, pre- and post-tests	Comparison of diagnostic scores, pre- and post-tests.
2	Need for enhanced programming in class.	Teachers will utilize available technology on campus (for use in classroom or computer labs) to improve student scores.	Assistant principal	An increase in student scores will be realized when comparing 2 diagnostic tests.	Comparison of diagnostic test scores, FCAT 2013 scores.

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, 86% of Jupiter Middle School students will be proficient in mathematics as measured by standardized testing (PARCC - 2017). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	77	79	81	84	

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:	Jupiter Middle School will increase the number of students in identified subgroups who will make satisfactory progress as measured by the 2013 FCAT to 2012 FCAT levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black - 24% (37) making satisfactory progress Hispanic - 61% (155) making satisfactory progress	Black - 48% (79) making satisfactory progress Hispanic - 67% (187) making satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low performance on previous FCAT. Students do not comprehend importance of tests.	- Intensive math classes offered to identified students - Use of manipulatives - Refer to tutoring	Asst. Principal	Diagnostic scores (fall v. winter), FCAT results	Diagnostic tests, FCAT
2	Students lack understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need add'l encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development.	Assistant Principals	Comparison of 2 sets of data (fall v. winter diagnostics, etc.)	Evaluation of data of students who participated in learning groups.

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:	Jupiter Middle School will increase the number of students identified as ELL who will make satisfactory progress as measured by the 2013 FCAT to 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (4) - making satisfactory progress	41% (8) - making satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not comprehend math concepts.	Use of manipulatives - If level 1 or 2, place in intensive math classes - Refer to tutoring	Asst. Principal	Diagnostic test scores, FCAT	Diagnostic test scores, FCAT
2	Students lack understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need add'l encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development.	Assistant Principals	Comparison of 2 sets of data (fall v. winter diagnostics, etc.)	Evaluation of data of students who participated in learning groups.

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:	Jupiter Middle School will increase the number of students in the subgroup Students with Disabilities who will make learning gains as compared by the 2013 FCAT to 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (53) - making satisfactory progress	45% (75) - making satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low performance on previous FCAT. Students do not comprehend math concepts.	-Place identified students in intensive math classes -Use of manipulatives -refer to tutoring	Asst. Principal	Diagnostic test scores (fall v. winter), FCAT	Diagnostic scores, FCAT
2	Students lack understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need add'l encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development.	Assistant Principals	Comparison of 2 sets of data (fall v. winter diagnostics, etc.)	Evaluation of data of students who participated in learning groups.
3	Students need remedial skills.	Offer tutoring through ESE department grant.	ESE coordinator and teachers	Comparison of 2 sets of data (fall v. winter diagnostics, etc.)	Evaluation of data of students who participated in learning groups.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Jupiter Middle School will increase the number of students in the subgroup Economical Disadvantaged who will make satisfactory progress as compared by the 2013 FCAT to 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (231) - making satisfactory progress	62% (298) - making satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding of scores, can have low self esteem due to poor performance on tests, lack motivation at times and need add'l encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development. Invite to tutoring program.	Assistant Principals	Comparison of 2 sets of data (fall v. winter diagnostics, etc.)	Evaluation of data of students who participated in learning groups.
2	Low performance on previous FCAT. Students do not comprehend math concepts.	Intensive math classes for identified students -Refer to tutoring	Asst. Principal	Diagnostic scores, FCAT	Diagnostic scores, FCAT

## 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:	Students taking the 2013 Algebra EOC will achieve a score of 3 or higher.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
100% (174)	100% (176)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students taking the 2013 Algebra EOC will score 4 or higher.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
82% (137)	85% (150)				
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 taking high level math courses often are not targeted with tutoring sessions.	Partner students who are struggling in course with peer who can work during DEAR to remediate skills.	Assistant principal, teachers	Scores on practice tests will increase throughout year.	Common assessment scores 2013 Algebra EOC scores

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:	Students taking Geometry will score 3 or higher on Geometry 2013 EOC test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%	97%

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 high level math are not offered remedial classes and/or the opportunity for tutoring.	Frequent assessments will occur which measure various skills needed for Geometry.  Provide remedial skills and peer who can work with student who requires remediation.	Assistant principal, teachers	Evaluation of data sets throughout the year.	2013 Geometry EOC  Scores on Geometry Semester test in December, 20

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:	Students taking the 2013 Geometry EOC will score a level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
not available - 95% of those taking test in 2012 scored in the top third.	97% of those taking test in 2013 will score in the top third.

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 high level math are not offered remedial classes and/or the opportunity for tutoring.	Frequent assessments will occur which measure various skills needed for Geometry.  Provide remedial skills and peer who can work with student who requires remediation.	Assistant principal, teachers	Evaluation of data sets throughout the year.	2013 Geometry EOC  Scores on Geometry Semester test in December

*End of Geometry EOC Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	6-8/Math	Prof. development team member	Math department, 6-8	9/13 early release and other dates as needed.	Lesson plans and how the plans reflect the new standards	Asst. 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		Jupiter Middle School will increase the number of students scoring at the Achievement Level 3 or higher as measured by the 2012 FCAT to 2013 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
66% (290)		69% (304)			
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
	Development of common assessments.	Science classes will utilize common assessments to assess	Asst. Principal, DIL	Measurement of assessment scores	Assessment scores

1		mastery by students. Grade level teachers will work together to develop assessments as needed.			
2	Sponsor Science Adventure Club. Opportunity to participate in educational activities (science, reading, math, writing), mentoring one on one and life skills. Club is directed to students who have been identified based upon test scores and/or behavioral issues.	Adventure Club will be implemented in Fall, 2012 and Spring, 2013. Students will be specially invited to join based upon teacher recommendations. Club will offer students opportunities for learning science, math and writing skills through a variety of science activities. Activities include experiments which may include food items, science manipulatives and related tools, activities utilizing math manipulatives, writing tools and games, reading comprehension lessons and materials. Students will be given a snack and/or food and drink at each meeting. Promotional items will be provided as well as school supplies for activities. Funds will be used to purchase science experiment supplies from companies such as Steve Spangler Science, Pitsco and others.	Asst. Principal, Club sponsor who created program.	Review of student pre and post self and formal assessments.	self assessments, diagnostic scores, FCAT scores
3	Each year, students from the previous grade level experience difficulty when returning to school due a "summer slump".	Science teachers will implement questions from the next grade level into their curriculum in order to reinforce future learning.	Asst. Principal, DIL, science teachers	Classroom assessments	Assessments, FCAT science scores
4	Students lack an overview of future careers and opportunities in the fields of science, technology, engineering and math.	Jupiter Middle School will coordinate SECME beginning in Fall, 2012. Students will be recruited to participate as well as have open sign-up by the entire student body. Students will be actively engaged in science related activities which may include, but are not limited to, bridge building, water rockets, and mousetrap vehicles. SECME aims to encourage and develop young minds of those students who are part of underrepresented students. The activities will incorporate science, writing, reading and	SECME club sponsors, Asst. principal	student survey, standardized tests	diagnostic score improve from fall to spring, FCAT 2013

	math skills. Students will be given a snack and/or food and drink at each meeting. Promotional items will be provided as well as school supplies for activities. Funds will be used to purchase science experiment supplies as well, food items for experiments.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Jupiter Middle School will increase the number of students scoring at levels 4, 5, and 6 as measured by the 2012 FAA to 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Score of 4-6: 25% (3)	30% (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	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning.	Assistant principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Jupiter Middle School will increase the number of students who score at or above Achievement Level 4 as measured by the 2012 FCAT to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (92)	30% (132)

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 often do not understand their diagnostic data. On occasion, some 8th graders (only grade for which we have FCAT scores) lose	Differentiated instruction will be offered in all classes.  Motivational techniques will be taught in classes.	Asst. principal, teachers	Fall v. winter diagnostic scores.	Diagnostic results, FCAT 2012 results.

	motivation.				
2	Students do not understand the importance that science has in their daily lives.	All students will be required to participate in science fair activities - an activity which promotes the scientific method in action, student based research, evaluation of data and analysis.	Asst. Principal, teachers	Student scores on diagnostics, student self assessments of participation in science fair activities.	Diagnostic results, FCAT 2012 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 science.  Science Goal #2b:	Jupiter Middle School will increase the number of students who score at or above Achievement Level 7 as measured by the 2012 FAA to 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2)	19% (2)

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	Identifying resources which will target specific skills.	Incorporate Unique Learning which specifically targets the access point skills.  Utilize technology-based programming to enhance learning.	Assistant principal, ESE liaison	Evaluation of data sets throughout the year.	2013 FAA scores

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 standards	6-8	Brenda French	science department	9/13 early release and additional dates as needed.	Ensuring lesson plans reflect new standards.	Asst. principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Supplies needed to support the club include, but are not limited to, supplies for experiments		



Adventure Club - Mentoring and educational activity which utilizes hands-on science activities, incorporates technology during activities and seeks to improve reading, writing and math skills as they conduct lab activities.	(example: food items, soda, mentos, alka seltzer/similar item, etc.) plates, paper towels, gloves science experiment materials purchased to use in activities (example: science kits from Steve Spangler Science, Pitsco, etc.) materials to build items for experiments such as weights, meter sticks, containers/bags, etc., school related items (example: paper-notebook and construction, pencils, composition books, poster boards, etc.) to promote research, math and writing skills, food (snacks, drinks and/or food) for participants of club, guest speaker fees, promotional items and more.	SIP/SAC	\$500.00
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Subtotal: \$500.00

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
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: \$500.00**

*End of Science Goals*

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Jupiter Middle School will increase the number of students scoring at Achievement level 3.0 and higher as measured by the 2012 to 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (316)	86% (399)

**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	Maintaining high level of performance on FCAT.	Utilize new technological resources in the classroom.	Assistant Principal	Measure improvement throughout year on PB writes.	FCAT 2013 scores
2	Occasionally student motivation wanes	Implement mentoring/encouragement	Asst. principal, teachers	Comparison of PB writes scores.	FCAT 2013 scores

	during 8th grade.	program for students.			
3	Students lack an overall understanding of the new scoring related to FCAT Writes.	Writing skills will be focused upon in all Language Arts classes with particular emphasis on conventions and support. In addition, writing skills will be addressed in Social Studies classes.	Asst. principals	Analyze for growth of PB Writes scores.	PB Writes scores, FCAT 2013 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:	Jupiter Middle School will increase the number of students scoring at 4 or higher as measured by the 2012 FAA to 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Score 4-6: 33% (4)	40% (5)

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
Writing curriculum training for teachers. Utilize analysis of JMS FCAT essays from Spring, 2012, to identify methods of improvement.	7th and 8th grade Social Studies and Language Arts	District facilitator	7th and 8th grade Social Studies and Language Arts	September 18, 2012	Review of lesson plans to identify implementation of skills. Review at LTM's the skills gained at training and share of other teachers.	Assistant principals
Teachers will attend training for teaching writing skills to 6th grade students based upon new requirements	6th grade LA teachers	District facilitator	Cadre of 6th grade LA teachers attend and bring information back to fellow teachers	October, 2012	Review of lesson plans to determine if new methods are incorporated into plans.  Documentation of sharing of lessons at	Assistant principals, Principal

for PARCC required writing skills.					LTM.	
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Writing Budget:

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

End of Writing Goals

## Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4 and 5 in Civics.			
Civics Goal #2:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
No Data Submitted			

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Newscurrent news program - technology based program which allows teachers access to news articles and related teaching	Newscurrents site license	School improvement funds	\$350.00

collaterals.

Subtotal: \$350.00

Grand Total: \$350.00

End of Civics Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Jupiter Middle School will increase the attendance rate as measured by 2012 to 2013 data.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
85%		93%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
209		175			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
16		10			
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 who have developed patterns of absences from school.	Students will be identified at beginning of school year. School will work in collaboration with SAC and will develop a buddy/mentor program which partners students with an on-campus adult who encourages attendance, grades and serves as a positive representative of the school.	Assistant principal, mentor coordinator/volunteer	Tracking of attendance of the identified students at the end of two 9 weeks during which students received interventions will yield decreases in absences.	Attendance rate by identified students.
2	Students who have developed patterns of multiple absences from school.	Identify students will be referred to School Based Team and based upon findings, RtI process will be utilized.	SBT facilitator	Tracking of students in RtI & outcomes	RtI checklists & outcomes

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:	Jupiter Middle School will decrease the number of in-school and out-of-school suspensions as measured by 2012 to 2013 data.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
306	275
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

143	125
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
424	375
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
187	150

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	Guiding students to fully understand the repercussions of negative behavior.	Asst. Principals will identify students in each grade level who have been suspended more than 2 times during the previous year. Mentors will be identified for these students and a schedule of mentor-mentee meetings will occur during school year.	Assistant Principals	Tracking of suspension data for the identified group of students.	Suspension data.
2	Some students have low self esteem due to a variety of factors, lack motivation at times and need additional encouragement from adults.	Provide Girls Groups/Boys Groups coordinated by Asst. Principals & Guidance as a means to support student development and achievement and thereby improve behavior.	Assistant Principals	Track referrals.	Evaluation of data of students who participated in groups.
3	Some students lack a general overview of what a positive behavior program (STARRRs) means to JMS.	JMS will institute a positive behavior program - STARRRS. The program will include lessons, classroom discussions, etc. to promote a more successful learning environment for students.	Assistant Principals	Track behavior (# detentions, referrals).	Comparison of data from 2012 - 2013 school years.
4	Some students are motivated by small rewards and recognition by administrators and/or teachers.	JMS will create a rewards program for students who make improvements week to week. Goals are by student with guidance of Assistant Principals, Guidance Dept., or other staff. Program will include small rewards (to be determined) such as treat at lunch, new school supplies, pizza social and other activities/events which promote positive behavior.	Assistant Principals	Track behavior (# detentions, referrals).	Comparison of data from 2012-2013 school years. Comparison of data related to behavior month to month.

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
JMS positive behavior support program (STARRRs) will be presented to staff at pre-school.	6-8	JMS STARRRs team	All faculty	August 14, 2012	Evaluation of consistency in program implementation in classrooms, cafeteria, hallways, school-wide	Asst. principals, JMS STARRRs team

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
Rewards program directed to identified students. Program will include items for students who make improvements week to week, achieve goals, and generally make progress. Goals are set by students with guidance by Assistant Principals, Guidance Dept., and/or other staff. Program will include small rewards (to be determined) such as special treats/snacks at meetings, school supplies, pizza socials, breakfasts & lunches and others.	Funds to purchase the promotional items for students (pencils, etc.), special treats/snacks, pizza socials, breakfast & lunch foods, and others recognition activities as determined by Assistant Principals and staff.	SIP/SAC	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

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>	Jupiter Middle School will increase the number of parent/family volunteers as measured by 2012 to 2013 data sources.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25 (PTO)	50 (PTO)

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	Parents are unaware of volunteer opportunities and/or how to support the school.	Utilize technology (edline, twitter, facebook) to promote opportunities for volunteering. Recruit parents for a volunteer orientation event which provides details about volunteering on campus.	PTO, technology coordinator	Number of parents/family members volunteering vs. last year.	# of volunteers in 2012 v. 2013
2	Providing an innovative activity to get new parents to volunteer at JMS.	School will sponsor various school improvement days with the intention to improve, enhance and develop front of school area and green spaces. Parents will be encouraged to participate with their children in these events. Materials (plants, sod, dirt, mulch, etc.) will be obtained to be used in the projects.	Treehuggers Club sponsor	# of participants	Participation rates for volunteers - 2012 to 2013.
3	Community members, parents and families are unaware at times (due to technology problems) of what is happening on campus.	School will create and distribute a newsletter to community members, parents and families of students.	Newsletter coordinator	# of newsletters distributed	Feedback from recipients of newsletter

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
			<b>Grand Total: \$0.00</b>

*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:		Jupiter Middle School will increase the number of students participating in STEM activities as measured by 2012 to 2013 data.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack an understanding of careers in engineering. Students have not been exposed to careers in science, technology, engineering and math.	JMS will sponsor a SECME Club/team which focuses on developing science, engineering, technology, and math skills and interest in such fields. It will serve to mentor and motivate students to assess their future in such	Club sponsors, Assistant Principal	Review of participating students will demonstrate improvement in diagnostic scores.	FCAT 2013 Diagnostics

1	<p>career fields. In addition, contact with parents is included to help the entire family participate in the student's education. SECME aims to encourage and develop young minds of those students who are part of underrepresented students. The hands-on activities will incorporate science, writing, reading and math skills. JMS will coordinate SECME beginning in Fall, 2012. Students will be recruited to participate as well as school-wide open sign-ups will occur. Students will be actively engaged in science related activities which may include, but are not limited to, bridge building, water rockets and other rockets, and mousetrap vehicles.</p>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SECME club sponsors will present to fellow science, technology and math teachers information about the club and its activities and the benefits of the program.	6-8	SECME club sponsors	Science, technology, math teachers	Fall, 2012	# of referrals for membership	Assistant principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Resources needed for SECME according to coordinators of program at PBC School District include, but are not limited to, Building materials and tools such as wood, wheels, frames, tools, glues & glue removers, small hand saws, exacto knives/utility		

SECME club/team will be created to mentor and motivate students as they are exposed to the fields of science, technology, engineering and math. Technology will be utilized to develop projects, conduct research, write up projects/experiments, chart data, etc.	knives, adhesives (instacure, glues, glue sticks), acrylic paint & brushes, bolts, tools, etc, Cloth/vinyl or canvas banner/s, Posters and poster markers, Science experiment supplies such science kits from Steve Spangler Science(ex: Vampire veins, atomic glow, etc.) and science kits from Pitsco (ex: car kits, bridge kits, rocket launcher), Food products used for the experiments (such as potatoes, soda, mentors, etc) Science supplies needed to conduct experiments-examples: beakers, cups, rulers, etc, School supplies (ex: packing tape, paper, scissors, poster boards, pens/pencils, construction paper-various colors/sizes, etc, Mouse traps, Ping pong balls, Birthday hats (for rockets), Office supplies – examples: Packing tape, rubber bands, staples, tape, markers - various sizes. Food items as needed for experiments, T-shirts or polo style shirts for members, Food for members (snacks, drinks and/or food) for meetings and competitions.	SAC/SIP	\$500.00
			Subtotal: \$500.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

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	Utilize magazines and/or other reading materials in Language Arts classes to reinforce non-fiction reading skills.	Magazines or another resource which is focused on non-fiction reading skills.	SIP/SAC	\$480.00
Reading	Utilize written materials (example: magazines, weekly booklets, etc) in Science classes to reinforce reading skills and science skills.	Magazines or other resource which is focused on reading and science skills.	SIP/SAC	\$520.00
Reading	Tutoring program will be offered in the areas of reading, math and writing to students who have been identified based upon standardized test scores.	Funding for tutors (3 teachers who conduct sessions after school) and coordinator (who is on site during programming and is responsible for program administration) (Estimate: Session - 1 1/2 hour (est. 30/hour includes benefits) X 2times per week X 8 weeks = 720 per person \$720 per person X 4 staff = est. \$2880 Snacks, drinks and/or food for each session for participants - \$300.00 Stipend for tutors, coordinator, snacks/drinks/food, related supplies (ex: paper, workbooks, etc.) for all subjects included in this section for ease in bookkeeping.	SIP/SAC	\$3,200.00
Science	Adventure Club - Mentoring and educational activity which utilizes hands-on science activities, incorporates technology during activities and seeks to improve reading, writing and math skills as they conduct lab activities.	Supplies needed to support the club include, but are not limited to, supplies for experiments (example: food items, soda, mentos, alka seltzer/similar item, etc.) plates, paper towels, gloves science experiment materials purchased to use in activities (example: science kits from Steve Spangler Science, Pitsco, etc.) materials to build items for experiments such as weights, meter sticks, containers/bags, etc., school related items (example: paper-notebook and construction, pencils, composition books, poster boards, etc.) to promote research, math and writing skills, food (snacks, drinks and/or food) for participants of club, guest speaker fees, promotional items and more.	SIP/SAC	\$500.00
Resources needed for SECME according to				

STEM	SECME club/team will be created to mentor and motivate students as they are exposed to the fields of science, technology, engineering and math. Technology will be utilized to develop projects, conduct research, write up projects/experiments, chart data, etc.	coordinators of program at PBC School District include, but are not limited to, Building materials and tools such as wood, wheels, frames, tools, glues & glue removers, small hand saws, exacto knives/utility knives, adhesives (instacure, glues, glue sticks), acrylic paint & brushes, bolts, tools, etc, Cloth/vinyl or canvas banner/s, Posters and poster markers, Science experiment supplies such science kits from Steve Spangler Science(ex: Vampire veins, atomic glow, etc.) and science kits from Pitsco (ex: car kits, bridge kits, rocket launcher), Food products used for the experiments (such as potatoes, soda, mentors, etc) Science supplies needed to conduct experiments- examples: beakers, cups, rulers, etc, School supplies (ex: packing tape, paper, scissors, poster boards, pens/pencils, construction paper- various colors/sizes, etc, Mouse traps, Ping pong balls, Birthday hats (for rockets), Office supplies – examples: Packing tape, rubber bands, staples, tape, markers - various sizes. Food items as needed for experiments, T-shirts or polo style shirts for members, Food for members (snacks, drinks and/or food) for meetings and competitions.	SAC/SIP	\$500.00
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Subtotal: \$5,200.00

**Technology**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Media center will improve its collection of ebooks & hardbound books based upon the recommendations of students.	Funding to purchase ebooks and/or hardbound books.	SIP/SAC	\$1,000.00

Subtotal: \$1,000.00

**Professional Development**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	New Teacher Support Program - program includes, but is not limited to, new teacher training/tools which: improve student reading skills across the curriculum, improve understanding of incorporating technology into classroom, developing higher level lesson plans and effective	Reference guides, technology resources/licenses to sites, handbooks - to be housed in professional learning library	SIP/SAC	\$300.00



classroom management.

Subtotal: \$300.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Counts and reading incentive program which encourages reluctant readers to achieve goals, strengthens connection of students to reading, guides all students to set and achieve goals.	Committee will coordinate requirements & prizes which may include, but are not limited to: Promotional items (pencils, stickers, lanyards, etc.), Snacks/treats for winners & recognized participants, Special events - invitation only for winners ex: breakfasts, lunches, etc for participants and/or families of winners Recognition activities such as videos (need tapes for filming) Gift cards for winners and/or participants. Certificates and awards and other items as identified by committee.	SIP/SAC	\$1,000.00
Civics	Newscurrent news program - technology based program which allows teachers access to news articles and related teaching collaterals.	Newscurrents site license	School improvement funds	\$350.00
Suspension	Rewards program directed to identified students. Program will include items for students who make improvements week to week, achieve goals, and generally make progress. Goals are set by students with guidance by Assistant Principals, Guidance Dept., and/or other staff. Program will include small rewards (to be determined) such as special treats/snacks at meetings, school supplies, pizza socials, breakfasts & lunches and others.	Funds to purchase the promotional items for students (pencils, etc.), special treats/snacks, pizza socials, breakfast & lunch foods, and others recognition activities as determined by Assistant Principals and staff.	SIP/SAC	\$300.00

Subtotal: \$1,650.00

Grand Total: \$8,150.00

## 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 (Uploaded on 9/11/2012)

# 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
School improvement activities as listed in the SIP (to date: 9/24/12)	\$8,150.00

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

The SAC will work with the PTO to increase parent involvement, review and guide the development and implementation school improvement plan and support school activities.

# 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

Palm Beach School District JUPI TER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	83%	93%	77%	332	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	71%			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?	59% (YES)	69% (YES)			128	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					591	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District JUPI TER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	92%	64%	321	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	70%	77%			147	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?	65% (YES)	71% (YES)			136	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested