

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ERNEST WARD MIDDLE SCHOOL

District Name: Escambia

Principal: Nancy G. Perry

SAC Chair: Mrs. Melanie Dees

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 11/2/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 Grade B Reading: • 60% Mastery • 65% LG • 59% Lower Quartile made a LG Math: 61% Mastery • 61% LG • 47% Lower Quartile made a LG Science: • 60% Mastery Writing 82% Mastery 2010-2011 School Grade A, 77% AYP, Reading: • 74% Mastery • 66% LG • 62% Lower Quartile made a LG Math: 77% Mastery • 70% LG • 75% Lower Quartile made a LG Science: • 50% Mastery Writing 91% Mastery 2009-2010 School Grade A, 79% AYP, Reading: • 79% Mastery • 68% LG • 64% Lower Quartile made a LG Math: 80% Mastery • 75% LG

Principal	Nancy G. Perry	Master Degree in Education Leadership	7	9	<ul style="list-style-type: none"> • 65% Lower Quartile made a LG Science: • 53% Mastery Writing 96% Mastery <p>2008-2009 School Grade A, 95% AYP, Reading: • 80% Mastery</p> <ul style="list-style-type: none"> • 72% LG • 83% Lower Quartile made a LG <p>Math: 81% Mastery</p> <ul style="list-style-type: none"> • 75% • 69% Lower Quartile made a LG <p>Science: • 50% Mastery</p> <p>Writing 96% Mastery</p> <p>2008-2009 School Grade A, 95% AYP, Reading: • 80% Mastery</p> <ul style="list-style-type: none"> • 72% LG • 83% Lower Quartile made a LG <p>Math: 81% Mastery</p> <ul style="list-style-type: none"> • 75% • 69% Lower Quartile made a LG <p>Science: • 50% Mastery</p> <p>Writing 96% Mastery</p> <p>2007-2008 School Grade A, 97% AYP, Reading: • 70% Mastery</p> <ul style="list-style-type: none"> • 67% LG • 63% Lower Quartile made a LG <p>Math: 77% Mastery</p> <ul style="list-style-type: none"> • 71% LG • 61% Lower Quartile made a LG <p>Science: • 55% Mastery</p> <p>Writing 96% Mastery</p> <p>2006-2007 School Grade A, 97% AYP, Reading: • 62% Mastery</p> <ul style="list-style-type: none"> • 57% LG • 61% Lower Quartile made a LG <p>Math: 72% Mastery</p> <ul style="list-style-type: none"> • 71% LG • 60% Lower Quartile made a LG <p>Science: • 51% Mastery</p> <p>Writing 93% Mastery</p> <p>2005-2006 School Grade A, 100% AYP, Reading: • 63% Mastery</p> <ul style="list-style-type: none"> • 65% LG • 77% Lower Quartile made a LG <p>Math: 74% Mastery</p> <ul style="list-style-type: none"> • 75% LG Writing 96% Mastery <p>2004-2005 School Grade A, 93% AYP, Reading: • 56% Mastery</p> <ul style="list-style-type: none"> • 51% LG • 61% Lower Quartile made a LG <p>Math: 63% Mastery</p> <ul style="list-style-type: none"> • 72% LG Writing 77% Mastery
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Our reading coach from last year was not funded. There are no instructional coaches at Erenst Ward Middle School.	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Rounding and Classroom Observations	Principal, and District Level Support Staff (Area Specialist)	On-going throughout the 2012-2013 school year	
2	Monthly meetings of new teachers with Principal	Princpal	On-going	N/A
3	30- and 90-Day Meetings with new staff members to gauge their school year and assist with issues that might have arisen during the start of the school year	Principal	The first 30 and 90 days	
4	1. Hire Highly Effective/In-field Teachers	Princpal	On-going	
5	2.Assign mentor teacher for first year teachers.	Utilize START teachers	On-going	
6	3. Assign veteran teachers to experienced teachers new the the school work site.	TBA	August 14, 2012 & Ongoing as needed	
7	5. Fred Jones Tools for Teaching Implemented by all teachers	Gayle Hanks/Wimberly Murphy	Trained April/May 2010 & Ongoing	
8	Kagan Training for all teacher	Kagan	April 2012 & ongoing.	
9	Danielson Framework Training, PD360, E3 training	Nancy Perry, Principal Wimberly Murphy, TSA Renee' Wilkins, teacher, Dee Hendrix, teacher	August 2011 - May 2012 August 2012 & ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
One (1) staff member out of field Twila Hall - Teaching Math and Science - Hold Florida Certificate in Math 6-12 and Integrated Curriculum.	Will take and successfully pass the Science certification test.

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
32	6.3%(2)	34.4%(11)	25.0%(8)	34.4%(11)	37.5%(12)	100.0%(32)	25.0%(8)	0.0%(0)	12.5%(4)

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

Somer Bridges	Holly McMorris	Mrs. McMorris is transferring from another school and will teach Math which is the same subjects she taught at her previous school. Mrs. Bridges is the 8th Grade team leader and is next door to Mrs. McMorris	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Laura Chavers	James Gallacher	Mr. Gallacher is transferring from another school and will teach Algebra and Pre-Algebra which is the same subjects he taught at her previous school. Mrs. Chaver is the gifted teacher, is next door to Mr. Gallacher, and is a teacher of 20+ years.	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Ashley Salter	Jeremy Greenwell		The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Glenda Bell	Twila Hall	Mrs. Hall is transferring from another school and will teach Math and Science which is the same subjects she taught at her previous school. Mrs. Bell is a Reading teacher with excellent discipline and FCAT results.	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
		Mrs. Grant was hired in January 2012	

<p>Jerrold Novotny - Start Program Teacher Robin McCall - School-based "buddy" mentor</p>	<p>Vicki Grant</p>	<p>as a beginning teacher in Science. She entered and will continue the START program this year. She is provided a START teacher by the district that pairs a veteran teacher with a beginning teacher. Mrs. McCall has been teaching Math for 18 years at Ernest Ward Middle School.</p>	<p>The START program will provide a consulting, veteran teacher to the beginning teacher throughout the first year. This program will provide observations, guidance, curriculum support, and other assistance as needed. The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.</p>
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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 money (46,903.00) for the 2012-2013 school year has been budgeted for the following areas here at Ernest Ward Middle School.

- 1) Hiring of one additional instructional staff members (In-Lieu of Expulsion)
- 2) Planning and implementation of a Drug and Internet Awareness Night for parent.
- 3) Planning and implementation of a FCAT Chat for parents.
- 4) Providing professional development (Kagan)for instructional staff

Each of the listed items above has been made possible by the close examination of our school's needs. The above mentioned items will have a direct impact both for our students and parents by enhancing the quality of instruction provided here at Ernest Ward Middle School. In addition, the funds that have been budgeted for the items listed above will provide an array of resources and services that will strengthen home educational opportunities parents can provide for their children. The 2011-2012 Ernest Ward's School Advisory Council played a vital role in appropriating Title I funds for the 2011-2012 school year.

It is our goal at Ernest Ward Middle School always to be good stewards and fiscal managers of county, state, and federal funds while at the same time providing the highest level of programs for our students. We also recognize the importance of providing quality support and resources for our parents. We are encouraged by our 2012-2013 Title I budget and invite you to join us for our upcoming Parent Awareness Nights and to volunteer in our school.

Ernest Ward Middle School is a Title I School. Title I funds are used for improving basic education programs for students who have met the criteria for expulsion and who will be given due process. Funds at Ernest Ward Middle School are used to provide an In-School Suspension Program for those students that will be housed within Ernest Ward Middle School.

Title I, Part C- Migrant

Services for migrant students and their families are provided through the District Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and out local Student Data Base, we have determined that there are no migrant children at Ernest Ward Middle School.

Title I, Part D

Services for neglected and delinquent students are provided by special programs throughout the district. The services are overseen by the Title I Office. Our School does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal for specific professional development activities (inservice education).

District receives supplemental funds for improving basic education programs for students who have met the criteria for out of school suspension and who will be given due process. Funds at Ernest Ward Middle School are used to provide an In-School Suspension Program for those students that will be housed within Ernest Ward Middle School to help keep student in school and continue providing instruction.

Title III

Services for English-Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our schools not an ESOL Center, we have "0" zero ELL students. Students who require ELL services receive instruction through a teacher who has ESOL endorsement on their teaching certificate. Ernest Ward Middle School has no ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Ernest Ward Middle School we have five (5) homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget. In the past we used SAI monies that Ernest Ward Middle received for the 2010-11 year, the following programs and incentives were funded: Before and After School Programs, additional SuccessMaker site licenses, and Ed Options Course Recovery.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Student Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-12 School Year, our district will launch the "Bullying" reporting website where bullies may be reported anonymously.

Through Ernest Ward Middle's new Behavior Management Program, bullying will be addressed. Both faculty and staff, along with the students, will be trained to identify bullying practices at our school. In addition, a new positive behavior management plan will address any school-wide discipline issues.

Nutrition Programs

Our School is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional Programs and staff will address the obesity issue, especially in elementary age children.

Ernest Ward Middle School, through their culinary arts program provide leadership in nutrition programs to the school. In addition, healthy choices are offered in the school cafeteria for all students and staff. Students with dangerously high BMI figures are identified by the school nurse and are provided confidential nutrition advisement.

Housing Programs

Housing assistance for children and their families throughout Escambia County are provided through services in the Title I office. This program is not applicable to our school.

Head Start

Head Start programs are overseen by the Title I office and Pre-K department. Many of our elementary schools provide space for Head Start programs in portables. Bratt Elementary, a feeder school to Ernest Ward, houses an onsite Head Start program.

Adult Education

Services for adult education programs are offered by both school district and community programs. Currently adults at the north end of the district may attend adult education courses through Tate High School and the local correctional facility.

Career and Technical Education

Ernest Ward Middle School offers the following career and technical academies: electrical, agriculture, culinary arts, and business. Students in the sixth grade are introduced to career and technical education offerings through an "instructional wheel." Because most of our students matriculate to West Florida Technical High School or Northview High School, career and technical studies are important to these students. This provides life-long learning experiences to the students in the north end of the county.

Job Training

Not applicable to Ernest Ward Middle School.

Other

None

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Select General Education Teachers (Reading, Math, and Science teachers) Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers
CIM team develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community.

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?

Principal/Assistant Principal/Guidance Counselor: Provide data training and a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, assists in scheduling students in RtI classes and communicates with parents regarding school-based RtI plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teachers as EWMS is full inclusion school with all ESE students.

CIM and Data Power Team: Identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language. . Progress monitoring plans are created for individual students by Reading, Math, Science, and ESE Teachers. Grade level leaders ensure completion of online progress monitoring forms. Teachers of identified students ensure that strategies noted on progress monitoring plans are carried out. Progress in each class is noted on online PMP forms at the end of each nine weeks.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship) The Leadership Team is waiting on additional RtI training from the school district. The Leadership Team will engage in the following activities: Review data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are at high risk for not meeting benchmarks. Based on that information the team will identify professional development and resources. They will also collaborate, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation. .

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: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, AIMS web
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)
End of year: FAIR, AIMS web, FCAT
Midyear: FAIR, 9 weeks exams
Frequency of Data Days: Once a month of data analysis .
Lower quartile reviewed monthly by each teacher/team/department

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during year.

Describe the plan to support MTSS.

The LLT will do training through grade level meetings, department meetings, faculty meetings, and other small group training sessions. The goal of the LLT is for every teacher at Ernest Ward Middle School to take part in teaching Reading and Writing. The LLT will also conduct at least two parent involvement after school activities. .

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Nancy Perry, TSA - Wimberly Murphy, Guidance - Gayle Hanks, 8th Grade Team Leader - Somer Bridges, 7th Grade Team Leader - Michelle Thomas, 6th Grade Team Leader - Katie Ward

The Literacy Leadership Team is a collaborative system that promotes and encourages a literate climate to support effective teaching and enhances learning for all students.

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

The Literacy Leadership Team is a collaborative system that promotes and encourages a literate climate to support effective teaching and enhances learning for all students.

The Literacy Leadership Team supported by administration and functions to create capacity of reading knowledge within the school building with collaborate efforts in every subject area.

The LLT involves every teacher at the school in the teaching of reading, writing, math across the curriculum. The LLT will meet with small groups of teachers through grade level meetings, department/subject area meetings, CIM meetings, and faculty meetings. In the meetings teachers will learn strategies to teach reading and writing through all subjects.

The LLT will also conduct at least two parent involvement activities. One of these will be in the fall and the other will be the spring.

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

1. To increase the number of students that are reading at or above grade level of the FCAT.
2. To ensure that all students make a learning gain (a year's worth of growth) in reading.
3. Help struggling readers by offering intensive reading courses, software programs to help with reading, and reading across the curriculum, and offering critical thinking to those that need extra help.
4. Encourage students to use the before/after school tutoring program.
5. All teachers are encouraged to attend the CRISS training for their subject which includes reading techniques for each subject area.
6. Kagan coaching will be provided to our faculty in 2012. We have done Kagan training and/or coaching for the past two years. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum. .

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

On a monthly basis professional development will be presented that will build the knowledge base for every teacher in every content area. Classroom visits and/or classroom walk throughs to ensure that teachers are utilizing the strategies to strengthen reading skills in all content areas. Instructional focus calendars will be used in reading and social studies that will be aligned with NGSS Florida Sunshine State Standards and Common Core Standards in reading. FCAT Achieves will be provided to every student.

The Language Arts and Reading teachers will conduct cross-curricular meetings to develop strategies to ensure reading is taught by every teacher. The Reading teachers and other Literacy Team members will do training through grade level meetings, department meetings, faculty meetings, and other small group training sessions. Mrs. Johnson, Reading teacher conducts a school-wide book club for all/any students. All teachers are encouraged to attend the CRISS training for their subject which includes reading techniques for each subject area. Kagan coaching will be provided to our faculty in September of 2012. This will be the third year we have provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum. .

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentages of students making a level 3 will increase to at least 31%, as a result of level 1 or 2 students increasing a level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010, FCAT 38% (179) of students achieved a level 3. In 2011, FCAT 36% (170) of students achieved a level 3. In 2012, FCAT,30% (138) of students achieved a level 3.	In 2013 31% of students are expected to make a level 3 on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lower quartile not making adequate learning gains. Absences. In-School Suspension. Out-of-school suspension.	Daily focus lessons in each reading class covering all FCAT 2.0 NGSS-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Grade Level Team leaders-Somer Bridges, Michelle Thomas, Katie Ward CIM Team- Dee Hendrix, Kathy Ellis, Renee Wilkins	Compare 2012 and 2013 FCAT reading level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Weekly focus-lesson assessments
2	Absences. In-School Suspension. Out-of-school suspension.	Daily focus lessons in each reading class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, SuccessMaker, FCAT Explorer	Principal-Nancy Gindl-Perry CIM Reading Leader Deanna Hendrix	Compare 2012 and 2013 FCAT reading level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Weekly focus-lesson assessments

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Percentage of students scoring a level 4 or 5 will increase to 29% on FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 30% (141) scored a level 4 or 5 on FCAT reading In 2010 32% (59) scored a level 4 or 5 on FCAT reading In 2012, 28% (129) scored a level 4 or 5 on FCAT 2.0 Reading.	In 2013, 29% or more students will score a level 4 or 5 on FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of enrichment opportunities	Providing enrichment opportunities for Level 4 and 5 students and to identify bubble students scoring in the high 3 range or low 4 range.	CIM Leader for Reading - Deanna Hendrix	Mini-assessments, FCAT Simulations, FCAT chats, Classroom enrichment opportunities IMPACT Reading	FCAT Mini Assessments, Focus Lessons and assessments, FCAT Scores, School Grade, IMPACT Reading assessments.

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Percentage of students making learning gains on FCAT reading will maintain or increase on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 66% (303) of students made learning gains on the FCAT reading. In 2010 67% (344) of students made learning gains on the FCAT reading. In 2012 65% of students made learning gains on FCAT reading.	In 2012 at least 65% of students will make learning gains on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students including the lower quartile and ESE students not making adequate gains.	ESE students will be mainstreamed into regular classes, with ESE teachers coteaching with regular teacher Using IMPACT and Voyager in Reading classes. Using Reading skills across the curriculum.	CIM Reading team leader, Deanna Hendrix All Reading teachers. All teachers across the curriculum.	FCAT Simulation, FCAT Scores, School Grade, IMPACT and Voyager assessments.	FCAT Simulation, FCAT Scores, School Grade.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013, students in lower quartile making learning gain will be maintained or improve by 1%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 64% (129) of lower quartile students made learning gains. In 2012, 59% of students in lower quartile made learning gains.	In 2013, 59% or more students in lower quartile will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation, attendance, inability to apply taught reading skills or strategies	Increase time spent in direct instruction Revision of reading focus lessons by individual reading teachers Each reading teacher identify lowest quartile students as well as each students weaknesses in reading subgroups	Nancy Perry, Principal, Wimberly Murphy, Admin. in training, CIM Reading Leader Deanna Hendrix	FCAT mini assessments, FCAT Scores, School Grade, School Attendance	FCAT Mini Assessments, FCAT Scores, School Grade, AYP

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 # In 6 years, Ernest Ward Middle School will reduce the achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	66	69	73	76	

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:	All subgroups by ethnicity should increase satisfactory progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT satisfactory progress for each ethnicity was: Black/African American - 34% White - 65%	Each ethnicity subgroup area should show the following improvement on 2013 Reading FCAT. Black/African American - 40% White - 68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Technology at home Lack of transportation to stay after school for tutoring	Students will be scheduled into the computer lab for remediation or enrichment during elective classes 3 times a week	Mrs. Murphy, Nancy Perry, teachers who offering tutoring before or after school.	Benchmark testing and FCAT scores	FAIR testing FCAT scores
	Minority students not making adequate learning gains. Absences.	Daily focus lessons in each reading class covering all FCAT-tested benchmarks, and	Principal- Nancy Perry Grade Level Team leaders-Somer	Compare 2011 and 2012 FCAT reading level 3 percentages Teachers will submit	Weekly focus-lesson assessments

2	In-School Suspension. Out-of-school suspension.	individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Bridges,Michelle Thomas,Katie Ward CIM Team- Deanna Hendrix, Renee Wilkins, Chet Truett	focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	
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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:	Ernest Ward Middle School has no ELL Learners
2012 Current Level of Performance:	2013 Expected Level of Performance:
Ernest Ward Middle School has no ELL students	Ernest Ward Middle School has no ELL students

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	All SWD should increase satisfactory progress on the 2013 Reading FCAT by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT satisfactory progress for SWD was 20%	All SWD should increase satisfactory progress on the 2013 Reading FCAT by 10 percentage points. 20% in 2012 to 30% in 2013.

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	Lower quartile not making adequate learning gains. Absences. In-School Suspension. Out-of-school suspension.	Daily focus lessons in each reading class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Grade Level Team leaders-Somer Bridges,Michelle Thomas, Katie Ward CIM Team - Deanna Hendrix,Chet Truett, Renee Wilkins	Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Weekly focus-lesson assessments FAIR Testing
	Lack of Technology at home	Daily focus lessons in each reading class	Principal- Nancy Perry	Teachers will submit focus lesson calendars	Weekly focus-lesson

2	Lack of transportation to stay after school for tutoring	covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, SuccessMaker, FCAT Explorer	Grade Level Team leaders-Somer Bridges,Michelle Thomas, Katie Ward CIM Team - Deanna Hendrix,Chet Truett, Renee Wilkins	and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	assessments FAIR Testing
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	All economically disadvantage should increase satisfactory progress by 3 percentage points on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT satisfactory progress for economically disadvantage students were 53%	All economically disadvantage should increase 53% to 56%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Technology at home Lack of transportation to stay after school for tutoring	Daily focus lessons in each reading class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, SuccessMaker, FCAT Explorer	Principal- Nancy Perry Grade Level Team leaders-Somer Bridges,Michelle Thomas, Katie Ward CIM Team - Deanna Hendrix,Chet Truett, Renee Wilkins, Wimberly Murphy - TSA	Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Weekly focus-lesson assessments
2	Lack of Technology at home Lack of transportation to stay after school for tutoring	Daily focus lessons in each reading class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, SuccessMaker, FCAT Explorer	Principal- Nancy Perry Grade Level Team leaders-Somer Bridges,Michelle Thomas, Katie Ward CIM Team - Deanna Hendrix,Chet Truett, Renee Wilkins, Wimberly Murphy - TSA	Compare 2011 and 2012 FCAT reading level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Weekly focus-lesson assessments FAIR Testing Data

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
Reading workshop	School Wide	Reading Department.	ESE Teachers, Science Teacher, Language Arts Teacher, Social Studies Teacher	August 15, 2012	Implementation in the classroom	Department Chairs Principal TSA
Data Meetings	6-8	CIM and Grade level leaders, Principal and TSA	6-8 All Subjects	Faculty Meetings; Monthly Dept. Meetings	School-wide Classroom Walkthroughs; Lesson Plans; Data Notebooks	CIM and Grade level leaders, Principal and TSA
Kagan coaching Strategies	Teachers grade 6-8	Grade Level leaders and CIM leaders	School-wide all teachers 6-8	September 2012 and on-going	Administrators will complete classroom walk-throughs. Teachers will do a workshop on teaching a Kagan Lesson for training purposes.	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase class sets of Amsco Florida Reading 6, 7, 8 for reading classes	The Amsco workbook which are highly motivating and engaging while improving students' reading, grammar, and writing skills.	Title I	\$4,500.00
Kagan coaching Strategies Teachers grade 6-8	Grade Level leaders and CIM leaders	N/A	\$0.00
Professional Development Opportunities and workshops on Common Core Standards and Reading Content	Subs for teachers to attend trainings	Title 1	\$1,115.00
			Subtotal: \$5,615.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
			Subtotal: \$2,265.00
			Grand Total: \$7,880.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

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

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

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In 2013, the percentage of students making a level 3 will increase to at least one percentage point as a result of level 1 or 2 students increasing a level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010 FCAT 35% (179) of students achieved a level 3. 2011 FCAT 34% (160) of students achieved a level 3. 2012 FCAT 30% (138) of students achieved a level 3.	On 2013 FCAT 31% of students are expected to make a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lower quartile not making adequate learning gains.	Daily focus lessons in each math class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Wimberly Murphy - TSA Gayle Hanks - Guidance Grade Level Team leaders-Somer Bridges,Michelle Thomas, Katie Ward CIM Team- Deanna Hendrix, Chet Truett, Renee Wilkins	Compare 2012 and 2013 FCAT math level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder	Weekly focus-lesson assessments which are incorporated into regular tests.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		In 2012, the percentage of students scoring a level 4 or 5 on Math FCAT will maintain or increase by 1 percentage point.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
2010, 37% (199) of students scored a level 4 or 5. 2011, 34% (161) of students scored a level 4 or 5. 2012, 21% (97) of students scored a level 4 or 5.		In 2013, 22% or more students will score a level 4 or 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
1	Lack of enrichment opportunities	Providing enrichment opportunities for students who are grouped according to FCAT level	Math teachers Robin McCall, Holly McMorris, Jay Gallacher, Mary Ann Spence,	Mini-assessments, FCAT chats, Classroom enrichment opportunities	FCAT Mini Assessments, FCAT Scores, School Grade,

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		The percentage of students making learning gains on the Math FCAT will be maintained or increase by 1 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
2012, 61% (280) of students made learning gains.		In 2012, 61% or more students will make learning gains.			

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students at EWMS, Lower quartile, and ESE students not making adequate gains	ESE students will be mainstreamed into regular classes, with ESE teachers with regular teacher for support.	Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence	FCAT Simulation, FCAT Scores, School Grade, AYP	FCAT Mini assessments, 9 week math exams, FCAT Scores, School Grade,

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013, students in lower quartile making learning gain will be least 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2013, 47% of lower quartile students made learning gains.	In 2013, 50% or more students in lower quartile will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Discipline and behavior issues, attendance, motivation	Progress reports , Communicating with parents regarding behavior goals on PMPs, Positive behavior reports sent home.	Teachers, Guidance, and administration, dean	FCAT Simulation, FCAT Scores, School Grade, AYP, School Attendance	FCAT Simulation, FCAT Scores, School Grade
2	Students at EWMS, Lower quartile, students not making adequate gains	ESE students will be mainstreamed into regular classes, with ESE teachers with regular teacher for support. Tutoring before and after school.	Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence FCAT Simulation, FCAT Scores, School Grade, AYP FCAT	FCAT Simulation, FCAT Scores, School Grade, AYP FCAT Mini assessments, 9 week math exams, FCAT Scores, School Grade,	FCAT Simulation, FCAT Scores, School Grade, AYP FCAT Mini assessments, 9 week math exams, FCAT Scores, School Grade,

		Mini assessments, 9 week math exams, FCAT Scores, School Grade,	
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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%.	Middle School Mathematics Goal # In 6 years, Ernest Ward Middle School will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	68	71	74	77	

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:	All subgroups by ethnicity should increase satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 math FCAT satisfactory progress for each ethnicity was: Black/African American - 36% White - 65%	Each ethnicity subgroup area should show the following improvement on 2013 Math FCAT. Black/African American - 41% White - 73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Technology at home Lack of transportation to stay after school for tutoring	Daily focus lessons in each Math class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Wimberly Murphy - TSA Gayle Hanks – Guidance Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence	Compare 2012 and 2013 FCAT Math level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Daily focus-lesson assessments FCAT Chats Math 9 weeks exams
2	Lower quartile not making adequate learning gains. Absences. In-School Suspension. Out-of-school suspension.	Daily focus lessons in each Math class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Wimberly Murphy - TSA Gayle Hanks – Guidance Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence	Compare 2012 and 2013 FCAT Math level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Daily focus-lesson assessments FCAT Chats Math 9 weeks exams

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:	Ernest Ward Middle School has no ELL students
2012 Current Level of Performance:	2013 Expected Level of Performance:
Ernest Ward Middle School has no ELL students	Ernest Ward Middle School has no ELL students

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All SWD should increase satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Math FCAT satisfactory progress for SWD was 27%	All SWD should increase satisfactory progress on the 2013 Reading FCAT by 10 percentage points. 27% in 2012 to 35% in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Technology at home Lack of transportation to stay after school for tutoring	Daily focus lessons in each Math class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Wimberly Murphy - TSA Gayle Hanks – Guidance Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence Grade Level Team leaders-Somer Bridges ,Michelle Thomas, Katie Ward CIM Team- Deanna Hendrix , Chet Truett, Renee Wilkins	Compare 2012 and 2013 FCAT Math level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Daily focus-lesson assessments FCAT Chats Math 9 weeks exams
	Lower quartile not making adequate learning gains. Absences. In-School Suspension. Out-of-school suspension.	Daily focus lessons in each Math class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile	Principal- Nancy Perry Wimberly Murphy - TSA Gayle Hanks – Guidance	Compare 2012 and 2013 FCAT Math level 3 percentages Teachers will submit focus lesson calendars and retain copies of	Daily focus-lesson assessments FCAT Chats Math 9 weeks exam

2	students in lowest FCAT area; FCAT Chats, FCAT Explorer	Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence Grade Level Team leaders-Somer Bridges ,Michelle Thomas, Katie Ward CIM Team- Deanna Hendrix , Chet Truett, Renee Wilkins	focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.
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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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	All economically disadvantaged students should increase satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Math FCAT satisfactory progress for economically disadvantaged students was 51%	All economically disadvantaged students should increase satisfactory progress on the 2013 FCAT by 4 percentage points.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Technology at home Lack of transportation to stay after school for tutoring	Daily focus lessons in each Math class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Wimberly Murphy - TSA Gayle Hanks – Guidance Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence Grade Level Team leaders-Somer Bridges ,Michelle Thomas, Katie Ward CIM Team- Deanna Hendrix , Chet Truett, Renee Wilkins	Compare 2012 and 2013 FCAT Math level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Daily focus-lesson assessments FCAT Chats Math Exams
2	Lower quartile not making adequate learning gains. Absences. In-School Suspension. Out-of-school suspension.	Daily focus lessons in each Math class covering all FCAT-tested benchmarks, and individualized instruction for lower quartile students in lowest FCAT area; FCAT Chats, FCAT Explorer	Principal- Nancy Perry Wimberly Murphy - TSA Gayle Hanks – Guidance Robin McCall, Holly McMorris, James Gallacher, and Mary Ann Spence Grade Level Team leaders-Somer Bridges ,Michelle Thomas, Katie Ward CIM Team- Deanna Hendrix , Chet Truett, Renee Wilkins	Compare 2012 and 2013 FCAT Math level 3 percentages Teachers will submit focus lesson calendars and retain copies of focus lessons for CIM binder Teachers will monitor lowest quartile monthly and target bubble students and differentiate instruction accordingly.	Daily focus-lesson assessments FCAT Chats Math Exams

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:	The percentage of students scoring a level 3 on the Algebra EOC will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Algebra EOC 88% (40) of students achieved a level 3.	On the 2013 Algebra EOC 41% of students are expected to make a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Algebra students need rigorous and differentiated instruction.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.</p> <p>All students will receive Accelerated Math instruction which follows the State Standards and Benchmarks and provides practice and instruction.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>Use CRISS and Kagan teaching strategies while incorporating high order thinking questions into lesson plans.</p>	Administrators, Math Department Chair - James Gallacher and all Math teachers	Classroom assessments, FCAT tests, & district nine weeks tests	Classroom assessments, FCAT tests, & district nine weeks tests

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:	The percentage of students scoring a level 4 on the Algebra EOC will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:

On the 2012 Algebra EOC 93% (38) of students achieved a level 4.	On the 2013 Algebra EOC 39% of students are expected to make a level 4.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Algebra students need rigorous and differentiated instruction.	Algebra teachers offer morning tutoring sessions to students needing additional help. Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction. Use CRISS and Kagan teaching strategies while incorporating high order thinking questions into lesson plans.	Administrators, Math Department Chair - James Gallacher and all Math teachers Classroom assessments, FCAT tests, & district nine weeks tests Accelerated Math Program, Classroom assessments, FCAT test, & district nine week tests	Classroom assessments, FCAT tests, & district nine weeks tests	Classroom assessments, FCAT tests, & district nine weeks tests

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:	Ernest Ward Middle School does not have any students at our school that take Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Ernest Ward Middle School does not have any students at our school that take Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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
Data Meetings	6-8 All subjects	CIM and Grade level leaders, Principal and TSA	6-8 All Subjects	Faculty Meetings; Monthly Dept. Meetings	School-wide Classroom Walkthroughs; Lesson Plans; Data Notebooks	CIM and Grade level leaders, Principal and TSA
Kagan coaching Strategies	Teachers grade 6-8	Grade Level leaders and CIM leaders	School-wide all teachers 6-8	September 2012 and on-going	Administrators will complete classroom walk-throughs. Teachers will do a workshop on teaching a Kagan Lesson for training purposes.	Principal
Exam View training (test generation)	Teachers grade 6-8	Principal TSA Tech Coordinator Department Chair,	School-wide all math and science teachers 6-8	Teachers will complete will training.	Administrators will complete classroom walk-throughs.	Principal TSA Tech Coordinator Department Chair,

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Workshops for Math	Subs for teachers to attend training for Common Core and other math workshops	Title 1	\$1,115.00
Data Meetings	All Teachers will complete training provided by data team	N/A	\$0.00
Exam View training (test generation)	Teachers grade 6-8 Tech Coordinator Department Chair, School-wide all math and science	N/A	\$0.00

teachers 6-8			
Professional Development Opportunities and workshops on Common Core Standards and math content	Subs for teachers to attend trainings	Title 1	\$1,115.00
			Subtotal: \$2,230.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics Supplies	Consummables, paper, manipulatives	Title I	\$2,265.00
			Subtotal: \$2,265.00
			Grand Total: \$4,495.00

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:			The percentage of students scoring level 3 on the Science FCAT will maintain or increase by 1%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 39% (60)of students scored level 3.			In 2013, 39% or more students will score a level 3.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers will be attendance, behavior, and reading skills.	Progress reports, positive behavior reports, reading in science classes.	Mrs. Thomas Mrs. Grant Mr. Truett Mrs. Spence Mrs. Hall	FCAT Mini Assessments, FCAT scores, School grade, School attendance District 9 weeks test	FCAT Mini Assessments, FCAT scores, School grade, School attendance District 9 weeks test

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring level 4 or 5 on the Science FCAT will maintain or increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 17% (27) all curriculum group scored a 4 or 5 on Science FCAT.	The percentage of students scoring level 4 or 5 on the Science FCAT 17% or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of enrichment opportunities. Barriers will be attendance, behavior, and reading skills.	Provide enrichment activities for students who are grouped according to FCAT level. . Progress reports, positive behavior reports, reading in science classes. Mrs. Thomas Mrs. Grant Mr. Truett Mrs. Spence Mrs. Hall FCAT Mini Assessments, FCAT scores, School grade, School attendance	Mrs. Thomas Mrs. Grant Mr. Truett Mrs. Spence Mrs. Hall	FCAT Scores. FCAT Mini-assessments, FCAT chats, Science labs, District Science 9 week exams	FCAT Scores. FCAT Mini-assessments, FCAT chats, Science labs, District Science 9 week exams

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A	N/A	N/A	N/A	N/A
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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
FSU Grant Facilitated Bio-Scopes workshops (training) for all science teachers	6-8	Cheyenna Novotny District Science TSA Kim Walden - Science Specialist Nancy Perry - Principal Wimberly Murphy -TSA Chett Truett - Department Chair	Science Teachers 6-8	Summer 2012 School year 2012-2013	Walk through and district workshops	Cheyenna Novotny District Science TSA Kim Walden - Science Specialist Nancy Perry - Principal Wimberly Murphy -TSA Chett Truett - Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FSU Grant Facilitated Bio-Scopes workshops (training) for all science teachers	Subs for teachers to attend the Bio-Scopes Cheyenna Novotny District Science TSA Kim Walden - Science Specialist	FSU Grant Facilitated	\$0.00
Professional Development Opportunities and workshops on Common Core Standards and Science Content Areas	Subs for teachers to attend trainings	Title 1	\$1,115.00
			Subtotal: \$1,115.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
			Subtotal: \$2,265.00
			Grand Total: \$3,380.00

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:	The eighth-grade students at Ernest Ward Middle School will scoring a 3 or higher on the 2013 Florida Writes Test will increase be 81% with a least 50% scoring at a 4.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% of eighth-grade students at Ernest Ward Middle School scored a 3 or higher on the 2012 Florida Writes Test.	81% of eighth-graders at EWMS will score a 3 or higher on the 2013 Florida Writes with a least 50% scoring at a 4.0..

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Class Size Full Inclusion Co-Teaching	Try to meet class-size reduction standards Collaborate with co-teacher and utilize an aide in the full-inclusion class to differentiate instruction Writing Simulation Step up to writing	Principal, CIM Leader, Team Leader	Observation/Documentation Dissemination of data	Observation Documentation
2	Principal will work with district leaders to ensure that teacher-pupil ratio is correct	Data chats in grade-level meetings	Conferences with ESE/general education teachers	In-Service to address curriculum issues of combining ESE/general students through full inclusion	FCAT Chats with Parents

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step-Up Writing	6-8 Language Arts	Brian Spivey	6-8 Language Arts	Summer and fall of 2012	Classroom Walk through and writing prompts	Brian Spivey Nancy Perry - Principal Somers Bridges - Language Arts Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Step-Up Writing 6-8 Language Arts	Language Arts Department - Summer and fall of 2012 training	N/A	\$0.00
Professional Development Opportunities and workshops on Common Core Standards and Language Arts and Writing Content.	Subs for teachers to attend trainings	Title 1	\$1,115.00
Purchase class sets of The Florida Crosswalk Coach 6,7,8, (Common Core State Standards) for Language Arts classes	The Crosswalk Coach (Common Core State Standards) workbook which are highly motivating and engaging while improving students' reading, writing, and language skills	Title 1	\$4,500.00
			Subtotal: \$5,615.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
			Subtotal: \$2,265.00
			Grand Total: \$7,880.00

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.	Ernest Ward Middle School was not selected to field test
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Civics Goal #1:		the Civics EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.		Ernest Ward Middle School was not selected to field test the Civics EOC.			
Civics Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The PD content is going to be Civics Training. Technology Training for online testing.	7th grade	Staff Development Office IT Department	7th grade teachers	Spring 2013 Summer 2013	Post Test	Nancy Perry Wimberly Murphy Gayle Hanks Cherie Arnette

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The PD content is going to be Civics Training.	Technology Training for online testing. IT Department Social Studies Department	N/A	\$0.00
Professional Development Opportunities and workshops on Common Core Standards and Civics/History content	Subs for teachers to attend trainings	Title 1	\$1,115.00
			Subtotal: \$1,115.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
			Subtotal: \$2,265.00
			Grand Total: \$3,380.00

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:	Ernest Ward Middle School will maintain or increase the average daily attendance rate by 1% .
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, the daily average attendance rate was 93.4% (486).	In 2013, the daily average attendance rate will be 93.6 or higher.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
215 Students	200 Students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
11 Students	10 Students
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Transportation issues 2. Illness 3. Conflict between school start time and family schedule 4. Distance from school 5. Out of school suspension	1. School messenger call to student's home when absent 2. Child Study team will meet if the following occur: 3 days consecutive absences or 5 days in a 30 day period 10 days in a 90 day period 3. Strategies and interventions will be determined based on absences, tardies, and /or individual student / home situations. 4. Behavior Contracts 5. In school suspension 6. In lieu of expulsion program	Dean of Students	Review and evaluation of attendance/discipline records	Attendance/Discipline records

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		In 2013, Ernest Ward will maintain or decrease by 1% the rate of students assigned to In School Suspension and Out of School Suspension.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
242 In School Suspensions in 2012		242 or below In School Suspensions			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
139 Students Suspended In School in 2012		139 Students Suspended in School			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
216 Out of School Suspensions in 2012		216 or below Out of School Suspensions			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
109 Out of School Suspensions in 2012		109 Out of School Suspensions			
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	Inability for school personnel to communicate with parents. Noncompliance with school/district policies or rules.	Develop positive school climate. Effective classroom management. Classroom walkthroughs.	Dean of students and Principal	Follow the discipline action plan.	In-school suspension and out-of- school data

(PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Maintain school-parent communication/involvement to reach the criteria for the Golden School Award (1000 Hours.)</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
<p>Parents are encouraged to set up conference with teachers. Teachers and parents also communicate through phone calls and E-mails. Progress reports are sent home in the middle of the nine weeks to inform parents of student progress. EWMS maintains a website weekly that offers parents and students individual class homework assignments, teacher E-mail access, helpful websites, and other school activities</p>	<p>In 2013, we expect to maintain school-parent</p>

Parents are encouraged to set up conference with teachers. Teachers and parents also communicate through phone calls and E-mails.

communication/involvement to again reach the criteria for the Golden School Award (1000 Hours.)

Progress reports are sent home in the middle of the nine weeks to inform parents of student progress. EWMS maintains a website weekly that offers parents and students individual class homework assignments, teacher E-mail access, helpful websites, and other school activities

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	Faculty may have concerns related to time constraints for providing documentation for parent communication	Teachers will receive substantial training on the web editor program and FOCUS gradebook program. Teachers will be given deadlines to update teacher homework / communication site Teachers will keep communication log to include notes on all phone, email, and in person communication.	Administration and teachers	Administration will check teacher websites weekly and communication logs monthly	View school website to make sure

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Parent Involvement	Career Fair, EWMS Show Case night for pre-registration, FCAT Chats with parents and students	Title 1	\$1,800.00
			Subtotal: \$1,800.00
			Grand Total: \$1,800.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Students in the Microsoft Office Suite information technology class will take the MOS Certiport test and at least 75 percent will make a passing score.		
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 must pass 3 Microsoft Office Suite tests (Word, Powerpoint, & Outlook.) Passing 3 MOS tests takes substantial persistence on the part of the teacher and the students	Instructor uses traditional teaching methods and Microsoft E-learning, test preparation through GMetrix online test software, and MOS testing through Certiport.	Principal-Nancy Perry TSA – Wimberly Murphy Microsoft IT Academy Teacher-Brenda Rutherford CTE Specialist – Michelle Taylor	Review of MOS tests results	MOS Certiport tests

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Offer electives through our Electrical, Culinary, and Graphics Arts Academies along with our Ag program that provides real world experience in our future outlook.			
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	Arranging the school wide master schedule to offer students our career and technical electives.	Schedule all students possible into one or more of the following courses: Wheel in 6th grade (9-weeks of each CTE class) 7th - choose up to 2 academies. 8th grade choose 1 academy to further study and prepared for high school and future career.	Principal-Nancy Perry TSA – Wimberly Murphy Guidance Counselor - Gayle Hanks CTE Director – Lesa Morgan	Review class load reports, student surveys, and registration cards.	Class load reports, student surveys, and registration cards.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Early Orientation and Registration	6-8 All	Gayle Hanks	Parents Students Teachers Staff	February 2013	Registration Cards Academy Showcase	Gayle Hanks

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development Opportunities and workshops on Common Core Standards and aligned with CTE classes and academies.	Subs for teachers to attend trainings	Title 1	\$1,115.00
			Subtotal: \$1,115.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
			Subtotal: \$2,265.00
			Grand Total: \$3,380.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase class sets of Amsco Florida Reading 6, 7, 8 for reading classes	The Amsco workbook which are highly motivating and engaging while improving students' reading, grammar, and writing skills.	Title I	\$4,500.00
Reading	Kagan coaching Strategies Teachers grade 6-8	Grade Level leaders and CIM leaders	N/A	\$0.00
Reading	Professional Development Opportunities and workshops on Common Core Standards and Reading Content	Subs for teachers to attend trainings	Title 1	\$1,115.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	District Workshops for Math	Subs for teachers to attend training for Common Core and other math workshops	Title 1	\$1,115.00
Mathematics	Data Meetings	All Teachers will complete training provided by data team	N/A	\$0.00
Mathematics	Exam View training (test generation)	Teachers grade 6-8 Tech Coordinator Department Chair, School-wide all math and science teachers 6-8	N/A	\$0.00
Professional Development				

Mathematics	Opportunities and workshops on Common Core Standards and math content	Subs for teachers to attend trainings	Title 1	\$1,115.00
Science	FSU Grant Facilitated Bio-Scopes workshops (training) for all science teachers	Subs for teachers to attend the Bio-Scopes Cheyenna Novotny District Science TSA Kim Walden - Science Specialist	FSU Grant Facilitated	\$0.00
Science	Professional Development Opportunities and workshops on Common Core Standards and Science Content Areas	Subs for teachers to attend trainings	Title 1	\$1,115.00
Writing	Step-Up Writing 6-8 Language Arts	Language Arts Department - Summer and fall of 2012 training	N/A	\$0.00
Writing	Professional Development Opportunities and workshops on Common Core Standards and Language Arts and Writing Content.	Subs for teachers to attend trainings	Title 1	\$1,115.00
Writing	Purchase class sets of The Florida Crosswalk Coach 6,7,8, (Common Core State Standards) for Language Arts classes	The Crosswalk Coach (Common Core State Standards) workbook which are highly motivating and engaging while improving students' reading, writing, and language skills	Title 1	\$4,500.00
Civics	The PD content is going to be Civics Training.	Technology Training for online testing. IT Department Social Studies Department	N/A	\$0.00
Civics	Professional Development Opportunities and workshops on Common Core Standards and Civics/History content	Subs for teachers to attend trainings	Title 1	\$1,115.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	Professional Development Opportunities and workshops on Common Core Standards and aligned with CTE classes and academies.	Subs for teachers to attend trainings	Title 1	\$1,115.00
				Subtotal: \$16,805.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Mathematics Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
Science	Science Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
Writing	Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
Civics	Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Parent Involvement	Career Fair, EWMS Show Case night for pre-registration, FCAT Chats with parents and students	Title 1	\$1,800.00

STEM	N/A	N/A	N/A	\$0.00
CTE	Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$2,265.00
				Subtotal: \$15,390.00
				Grand Total: \$32,195.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/16/2012)

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
No SAC funds provided this year.	\$0.00

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

Our School Advisory Council helps to preform following task:

1. Assisting with the writing of the School Improvement Plan
2. In the spring, our SAC provides input into the school budget for the next year.
3. Helps to discuss school uniforms.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Escambia School District ERNEST WARD MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	77%	91%	50%	292	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	70%			136	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	75% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District ERNEST WARD MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	80%	96%	53%	306	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	68%	75%			143	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	65% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					578	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested