

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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Florida Department of Education
325 West Gaines Street
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School Name: WAKULLA MIDDLE SCHOOL

District Name: Wakulla

Principal: Mike Barwick

SAC Chair: Angie Gentry

Superintendent: David Miller

Date of School Board Approval: November 19, 2012

Last Modified on: 11/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mike Barwick	Master's Degree Educational Leadership, General Science, Mathematics, School Principal	19	8	School grade of an A for 10 years, AMO achieved in Reading and Math in 2012.
Assis Principal	Tolar Griffin	Master's Degree Educational Leadership, Social Science	3	6	School grade of an A for 3 years, AMO achieved in Reading and Math in 2012.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lori Sandgren	Bachelor's degree in English		2	High School grade of B for 2011
Reading	Angie Gentry	Elementary Education, Middle Grades Integrated, Master's degree Reading K - 12	6	1	School Grade of an A for the duration of association with WMS.

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	Meetings with new hires	Principal or designee	ongoing	
2	Assignment of a Mentor Teacher with a similar teaching assignment	Principal	September 2012	
3	Mentor Teachers will conduct regular meetings with the new hire	Mentor Teacher	ongoing	
4	E-Recruiting through the District Website	Principal	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
There are no instructors teaching out of field.	

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
35	0.0%(0)	17.1%(6)	20.0%(7)	62.9%(22)	40.0%(14)	100.0%(35)	31.4%(11)	17.1%(6)	74.3%(26)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lucile Graham	Lindsey Evans	Similar grade level and National Board Certified teacher.	Ongoing meetings to assist new teacher in all aspects of teaching.

Katherine Spivey	Alex Kauffman	Similar teaching assignment and grade level.	Ongoing meetings to assist new teacher in all aspects of teaching.
Robert Wells	Priscilla Tucker	Similar teaching assignment and grade level.	Ongoing meetings to assist new teacher in all aspects of teaching.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Teacher Requesting meeting: 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.

School Psychologist and Guidance Counselor: 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.

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

The role of the MTSS/RtI team is to explore ways that they can follow the district's problem solving model to ensure the success of every student. They will meet weekly to review data from students not achieving success within the Tier 1 instructional delivery and offer strategies to promote achievement.

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

The MTSS/RtI Leadership Team had opportunities to express concerns/offer suggestions in the creation of the SIP. They will be a critical part in the implementation of the plan.

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.

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.

In Reading - FAIR (Florida Assessments for Instruction in Reading) will be administered three times a year, all students will take the Broad Screen and the Broad Diagnostic Inventory with targeted students being assessed with the Targeted Diagnostic Inventory. All information is entered into the Progress Monitoring Reporting Network. Disaggregated data reports are then available to administrators, teachers and coaches to use in planning for instruction. Ongoing progress monitoring is utilized for Tier II and Tier III students between the assessment windows. This is also a part of FAIR.

In Math - All students will take the STAR Math assessment in the fall, winter, and spring for progress monitoring. This data is accessible through the STAR Math website. Tier II and Tier III students will be given the GMADE from Pearson to determine specific needs in math instruction. Detailed progress monitoring information is updated each nine weeks.

In Science – FCAT Science scores and Textbook, Teacher created assessments. Achievement on teacher created assessment as well as each nine weeks grade will be used to determine progress. Ongoing progress monitoring is utilized for Tier II and Tier III students.

In Writing – FCAT Writing scores and School Wide FCAT Writing practice as well as teacher created writing assessments will be used to determine progress. Ongoing progress monitoring is utilized for Tier II and Tier III students.

In Behavior- Student referral information from the SWISS report will be scrutinized for trends and increases three times a year. Results from report will be utilized as progress monitoring for Tier II and Tier III students.

Describe the plan to train staff on MTSS.

School based MTSS/RtI district team members will work with faculties to orient them to the district and school plans. Ongoing training will occur throughout the school year with some utilization of early release days. In addition, the school Intervention Support Team will serve as a training forum for teachers who are working with Tier II and Tier III students.

Describe the plan to support MTSS.

The MTSS/RtI process will be supported ultimately by the Team. The Guidance Counselor will assist in disseminating information regarding students active in the prior year's MTSS/RtI process to the general education teacher. The team will also support the School Improvement Plan by ensuring that research based programs are implemented.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is chaired by the Reading Coach. The team is comprised of the Assistant Principal, Reading and ESE teachers, Media Specialist as well as one Unified Arts teacher.

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

The purpose of the Literacy Leadership Team is to actively and collaboratively develop and communicate a shared whole school vision that is centered around literacy and learning in all content areas. The Literacy Leadership Team will meet monthly to discuss current literacy implementations, collaboratively problem solve, and address any essential questions that may arise.

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

The major initiatives on the LLT will be to facilitate school wide vocabulary; promote literacy school-wide, evaluate and make necessary modifications to the Summer Reading Program.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Training will take place to share reading in the content area strategies. Content area teachers will work with reading teachers on their teams and the Reading Coach to ensure correct application of strategies. Teacher Features will be offered twice a nine weeks to model AVID teaching strategies. Teachers can self enroll or be asked by the principal to attend. The principal will also conduct walk through visits to ensure that implementation is occurring in the classrooms.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	35% of the students will score at proficiency on the 2013 FCAT 2.0 Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade-28%, 7th grade-35%, 8th grade-31% resulting in 34% (189 students) of students school-wide scoring at proficiency (level 3) on the 2012 FCAT 2.0 Reading Assessment.	35% of the students will score at proficiency on the 2013 FCAT 2.0 Reading assessment.

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 to achieve at proficiency level.	Implement AVID Strategies including COSTA questioning and Cornell Notes.	AVID Site Team, Principal	Use of AVID strategies as evidenced by lesson plans and classroom walk throughs.	FAIR, STAR Math, Algebra EOC, 2013 FCAT 2.0
2	Students who lack supports/strategies to achieve at a high level in reading.	The school will continue to implement the AVID program to strengthen academic skills at 8th grade and expand the program at 7th grade	Principal and/or AVID coordinator	Periodic checks of achievement of targeted students.	Teacher Assessment, FAIR, and 2013 FCAT 2.0 Reading
3	Students lack the skills necessary to achieve proficiency.	Level 2 students will be placed in an Intensive Reading class.	Assistant Principal	Examine impact on student test score.	FAIR, 2013 FCAT 2.0 Reading
4	Students reading ability is well below grade level.	Level 1 students will be placed in a Read 180 classroom for reading instruction.	Assistant Principal	Examine impact on student test score.	FAIR, 2013 FCAT 2.0 Reading
5	Students are unfamiliar with computerized reading assessments/activities	Increase student familiarity with computerized reading assessments/activities by encouraging the use of FCAT Explorer, FOCUS Tests	Principal, Reading Coach, Reading Teachers	FAIR results	FAIR, 2013 Reading FCAT 2.0

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:	60% of students will achieve at a level 4, 5, or 6 on the 2013 FCAT 2.0 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored a level 4, 27% (3 students) achieved a level 5, 27% (3 students) achieved a level 6, 54% (6 students) achieved at a level 4, 5, or 6	60% of students will achieve at a level 4, 5, or 6 on the 2013 FCAT 2.0 Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills to achieve a level 4, 5 or 6.	Small group or individual instruction for targeted skill groups.	Principal, Reading Coach	Students will achieve at proficiency level.	Florida Alternate Assessment 2013

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:	38% or higher of students will score above proficiency level on 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade-31%, 7th grade-39%, 8th grade-41% resulting in a total of 37% (205 students) of students school-wide achieving above proficiency.	38% or more of the students tested will score above proficiency on 2013 FCAT 2.0.

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	Students are unable to achieve or maintain at or above Achievement Level 4.	Implement higher level thinking questioning (COSTA) and educational learning opportunities. Implement additional AVID strategies.	Principal, Assistant Principal	Achievement level on Ongoing Progress Monitoring and teacher created assessments.	FAIR, STAR Math, Algebra EOC, FCAT 2.0
2	Students may not maintain reading ability over the summer.	Students will complete required reading during the summer at all grade levels.	Reading Coach and Reading Teachers	Completion of Summer Reading Activities.	Completion of Summer Reading Activities and Accelerated Reader test score.
3	Students lack motivation to maintain the current level of proficiency.	Recognition and incentives will be awarded based on Accelerated Reader performance.	Literacy Leadership Team	Participation level in Accelerated Reader Activities.	FCAT Reading Scores

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	40% will achieve at or above a level 7 on the 2013 FCAT 2.0 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2) scored a level 7, 9% (1) scored a level 8, 9% (1) scored a level 9. 36% achieved a level 7 or higher on the 2012 Alternative Assessment.	40% will achieve at or above a level 7 on the 2013 FCAT 2.0 Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students will lack the skills to achieve above proficiency level.	Small group or individual instruction targeting specific skill groups.	Principal, Reading Coach	Students will achieve above proficiency.	Florida Alternate Assessment 2013

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:	74% of students will make Learning Gains on 2013 FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% of the students tested made Learning Gains on the FCAT Reading assessment.	74% of students will make Learning Gains on 2013 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	Students are unable to make Learning Gains.	Implement AVID strategies including COSTA questioning and Cornell note taking.	AVID Site Team and Principal	Lesson plans, Ongoing Progress Monitoring results, classroom walk throughs	2013 FCAT 2.0
2	Students lack the reading skills to achieve on their grade level or make learning gains.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Reading Coach, MTSS/RTI Team	Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	FAIR OPM and 2013 FCAT 2.0 data will be used to determine progress.
3	Students do not show improvement with Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach, MTSS/RTI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) . Percent of Tier 2 students making adequate progress toward benchmark is calculated.	FAIR OPM and 2013 FCAT 2.0 data will be used to determine progress.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	100% of the students tested will achieve learning gains on the 2013 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (11) students made learning gains in reading.	100% of the students tested will achieve learning gains on the 2013 Alternative Assessment.

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 will not achieve learning gains.	Small group and individual instruction to target specific skill groups.	Principal, Reading Coach	Students will achieve learning gains.	Florida Alternate Assessment 2013

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:	74% of students in the lowest 25% will make Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of the lowest quartile made Learning Gains on the Reading FCAT assessment.	74% of students in the lowest 25% 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	Students in the Lowest 25% are unable to make Learning Gains	AVID Strategies including COSTA questioning and Cornell note taking, enrollment in a remedial class, after school remediation if unable to alter schedule	AVID Site Team, and principal, Assistant Principal	Lesson plans and classroom walk throughs, Ongoing Progress Monitoring	2013 FCAT 2.0
2	Students lack the reading comprehension skills to achieve on their grade level.	Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block. Students will participate in either a Read 180 or Intensive Reading classroom.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM and 2013 FCAT 2.0 data will be used to determine progress.

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 #					
	The achievement gap will be reduced from 74% to 82% learning gains.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	74% of all ethnic groups will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black - 59%, White - 75%, Two or more races - 85% (insufficient number of other ethnic groups) made satisfactory progress in reading.	74% of all ethnic groups will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students of varied ethnicity are unable to achieve at least on grade level.	Implement AVID strategies with higher level thinking questioning and activities, enter the MTSS/RtI process	Principal, MTSS/RtI Team	Ongoing Progress Monitoring on FAIR and STAR Math, Teacher created assessments	FCAT 2.0
2	Students lack the reading skills to achieve on grade level.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	FAIR OPM and FCAT data will be used to determine progress.
3	Students do not show improvement with Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). Percent of Tier 2 students making adequate progress toward benchmark is calculated.	FAIR OPM and FCAT data will be used to determine progress.
4	Students do not show improvements with Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block. Students will participate in either a Read 180 or Intensive Reading classroom.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM and FCAT data will be used to determine progress.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	74% of English Language Learners will make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
There is currently no data due to the insufficient number of students meeting this criterion.	74% of English Language Learners will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students are unable to achieve at least on grade level.	Implement AVID strategies with higher level thinking questioning and activities, enter the MTSS/RtI process	Principal, Assistant Principal, MTSS/RtI Team	Ongoing Progress Monitoring achievement level	CELLA, FAIR, STAR Math, FCAT 2.0
2	English language barriers may inhibit reading skill acquisition.	Student will be placed in a classroom with an ESOL trained teacher, as well as a remedial reading class.	Assistant Principal	ELL student's ability to understand English.	CELLA, FCAT Reading Score, FAIR OPM scores.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	65% of students with disabilities will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% of SWD made satisfactory progress.	65% of students with disabilities will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD are unable to achieve at least on grade level.	Specialized, targeted instruction in an ESE classroom	Principal, Assistant Principal	Ongoing Progress Monitoring results, lesson plans	FCAT 2.0
2	Disabilities inhibit reading skill acquisition.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). Percent of Tier 2 students making adequate progress toward benchmark is calculated.	FAIR OPM and FCAT 2.0
3	Students do not respond to Tier 2 Interventions.	Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within 90-	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM and FCAT 2.0

	minute reading block. Students will participate in either a Read 180 or Intensive Reading classroom.		
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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:	74% of Economically Disadvantaged students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of Economically Disadvantaged students made satisfactory progress.	74% of Economically Disadvantaged students will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students are unable to achieve on grade level.	Implement AVID strategies with higher level thinking questioning and activities, enter the MTSS/RtI process	Principal, Assistant Principal, MTSS/RtI Team	Ongoing Progress Monitoring results, teacher created assessments	FCAT 2.0
2	Students' economic status prohibits their reading achievement.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 3 targeted intervention. Adequate progress is determined by comparing student's trendline to aimline.	FAIR OPM and FCAT 2.0
3	Students do not respond to Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). Percent of Tier 2 students making adequate progress toward benchmark is calculated.	FAIR OPM and FCAT 2.0
4	Student does not respond to Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block. Students will participate in either a Read 180 or Intensive Reading classroom.	Reading Coach and MTSS/RtI Team	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM and FCAT 2.0

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Strategies specifically the strategy of Critical Reading/Marking the Text.	All grades and subjects	Principal	School-Wide	Ongoing	Lesson plans and class visits	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID Program	Binders and materials, paper, mentors, off campus college related activities	School Improvement, Florida Partnership with the College Board Grant.	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of technology	4 N-Computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector for each classroom	School Improvement, Technology Budget, grants	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement AVID WICRR Strategies	Personnel, materials, Summer AVID Training	Professional Development budget, grants	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reinforce FCAT skills adjusting to the rigor of 2.0.	FCAT supplemental materials	Textbook, School Improvement budget	\$4,000.00
Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
			Subtotal: \$5,000.00
			Grand Total: \$15,000.00

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.	100% of students will score proficient in

CELLA Goal # 1:		listening/speaking as assessed on the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
50% (1) of students scored proficient in listening/speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student lacks the support to achieve at proficiency in listening and speaking.	The student will be placed in an ESOL trained teacher's class, will be placed in a remedial reading class, and utilize English language software and a translation dictionary in their native language.	Assistant Principal, Guidance Counselor	Level of understanding and fluency	FAIR, Teacher observation, CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		100% will achieve proficiency in reading.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
50% (1) student achieved proficiency in reading.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student lacks the support to achieve proficiency in reading.	Student will be placed in an ESOL trained teacher's class, placed in a remedial reading class, and utilize an English translation dictionary in their native language.	Assistant Principal, Guidance Counselor	Fluency and accuracy of comprehension of English text	Teacher nad assessment and observation, FAIR, CELLA, FCAT 2.0

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		100% of students will achieve proficiency in writing.			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
50% (1) student achieved proficiency in writing.					
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lacks the support to achieve proficiency in writing.	Placement in an ESOL trained teacher's class, remedial reading class, utilize an English translation dictionary in their native language.	Assistant Principal, Guidance Counselor	Coherency of concepts and accuracy in the structure of writing	Wakulla Writes assessments, teacher created assessments/daily class assignments.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Self paced English software	Rosetta Stone	School Improvement	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for teachers of ELL students	ESOL Training	School Improvement	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	35% of students will score at proficiency level on the 2013 FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade-31%, 7th grade-36%, 8th grade-36% resulting in 35% of students school-wide scoring at proficiency level.	35% of students will score at proficiency level on the 2013 FCAT 2.0 assessment.

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 to achieve at proficiency level.	Implement AVID Strategies including COSTA questioning and Cornell Notes.	AVID Site Team, Principal	Use of AVID strategies as evidenced by lesson plans and classroom walk throughs.	FAIR, STAR Math, Algebra EOC, 2013 FCAT 2.0
2	Students lack the math skills to achieve on grade level or higher.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	MTSS/RTI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year. Progress toward Annual Measurable Objective(AMO) is determined.	STAR Math assessment and 2013 FCAT 2.0
3	Students do not respond to Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice.	MTSS/RTI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year. Progress toward Annual Measurable Objective(AMO) is determined.	STAR Math assessment and 2013 FCAT 2.0
4	Students do not respond to Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom.	MTSS/RTI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year. Progress toward Annual Measurable Objective(AMO) is determined.	STAR Math assessment and 2013 FCAT 2.0

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.	81% of the Alternative Assessment students will achieve a
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Mathematics Goal #1b:	level 4, 5 or 6 on the 2013 FCAT 2.0 Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1 student) achieved a level 4, 20% (2 students) achieved a level 5, 50% (5 students) achieved a level 6, total number of students 80% (8 students) achieved a level 4, 5, or 6	81% of the Alternative Assessment students will achieve a level 4, 5, or 6 on the 2013 FCAT 2.0 Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills to achieve a level 4, 5 or 6.	Small group or individual instruction for targeted skill groups.	Principal, Reading Coach	Students will achieve at proficiency level.	Florida Alternate Assessment 2013

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:	35% of the students tested will achieve above proficiency on the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade-38%, 7th grade-34%, 8th grade-31% resulting in 34% of students school-wide achieving above proficiency.	35% of students will achieve above proficiency on the 2013 FCAT 2.0

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	Students are unable to achieve or maintain at or above Achievement Level 4.	Implement higher level thinking questioning (COSTA) and educational learning opportunities. Implement additional AVID strategies.	Principal, Assistant Principal	Achievement level on Ongoing Progress Monitoring and teacher created assessments.	FAIR, STAR Math, Algebra EOC, FCAT 2.0
2	Students lack the skills to achieve above proficiency.	Implement math series' extension activities and real world application in an advanced math class.	Principal	Classroom walk throughs, STAR Math data and lesson plans	2013 FCAT 2.0

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:	25% Alternative Assessment students will achieve a level 7, 8, or 9 on the 2013 FCAT 2.0 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2 students) achieved a level 8, there were no level 7 or 9	25% alternative Assessment students will achieve a level 7, 8, or 9 on the 2013 FCAT 2.0 Alternative Assessment.

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 will lack the skills to achieve above proficiency level.	Small group or individual instruction targeting specific skill groups.	Principal, Reading Coach	Students will achieve above proficiency.	Florida Alternate Assessment 2013

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	73% of students will achieve Learning Gains on the 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of students achieved Learning Gains.	73% of students will achieve Learning Gains on the 2013 FCAT 2.0

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	Students are unable to make Learning Gains.	Implement AVID strategies including COSTA questioning and Cornell note taking.	AVID Site Team and Principal	Lesson plans, Ongoing Progress Monitoring results, classroom walk throughs	2013 FCAT 2.0
2	Students lack the math skills to achieve Learning Gains.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	MTSS/RtI Team	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math assessment and 2013 FCAT 2.0 Math
3	Student does not respond to the Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice.	MTSS/RtI Team	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math assessment and 2013 FCAT 2.0 Math

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:	100% of the students will achieve learning gains on the 2013 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% of the students tested achieved learning gains.	100% of the students will achieve learning gains on the 2013 Alternative Assessment.
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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	Students will not achieve learning gains.	Small group and individual instruction to target specific skill groups.	Principal, Reading Coach	Students will achieve learning gains.	Florida Alternate Assessment 2013

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:	73% of students in the Lowest 25% will achieve Learning Gains on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of students in the Lowest 25% achieved Learning Gains in math.	73% of students in the Lowest 25% will achieve Learning Gains 2013 FCAT 2.0.

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	Students in the Lowest 25% are unable to make Learning Gains	AVID Strategies including COSTA questioning and Cornell note taking, enrollment in a remedial class, after school remediation if unable to alter schedule	AVID Site Team, and principal, Assistant Principal	Lesson plans and classroom walk throughs, Ongoing Progress Monitoring	2013 FCAT 2.0
2	Students do not respond to Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom.	MTSS/RTI Team	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math assessment and 2013 FCAT 2.0

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 #					
	The achievement gap will be reduced by 10% over 5 years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	73%	75%	78%	81%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	73% of ethnicity subgroups will achieve satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black- 52%, White - 73%, Two or more races - 80% (no data for other ethnic group due to insufficient number of students) achieved satisfactory progress in mathematics.	73% of ethnicity subgroups will achieve satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students of varied ethnicity are unable to achieve at least on grade level.	Implement AVID strategies with higher level thinking questioning and activities, enter the MTSS/RtI process	Principal, MTSS/RtI Team	Ongoing Progress Monitoring on FAIR and STAR Math, Teacher created assessments	FCAT 2.0
2	Students are unable to achieve satisfactory progress.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0
3	Students do not show improvement with Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing STAR assessment data. Plan differentiated instruction using evidence-based instruction/ interventions within the intensive math class.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0
4	Students do not show improvement with Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0

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:	All ELL students will achieve satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of students achieved satisfactory progress.	All ELL students will achieve satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students are unable to achieve at least on grade level.	Implement AVID strategies with higher level thinking questioning and activities, enter the MTSS/RtI process	Principal, Assistant Principal, MTSS/RtI Team	Ongoing Progress Monitoring achievement level	CELLA, FAIR, STAR Math, FCAT 2.0
2	The student lacks the support to achieve satisfactory progress.	All ELL students will be placed in the classroom of an ESOL endorsed teacher.	Assistant Principal, Principal, Guidance Counselor	Classroom walk throughs, logs, and lesson plans. Ongoing progress monitoring.	STAR Math and Math FCAT 2.0

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:	65% of Students With Disabilities will achieve satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% of SWD achieved satisfactory progress in math.	65% of Students With Disabilities will achieve satisfactory progress.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD are unable to achieve at least on grade level.	Specialized, targeted instruction in an ESE classroom	Principal, Assistant Principal	Ongoing Progress Monitoring results, lesson plans	FCAT 2.0
2	Disabilities inhibit acquisition of math skills.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR math data and will include explicit instruction, modeled instruction, guided practice and independent practice.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0
3	Students do not respond to Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing STAR assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within an intensive math class.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0

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.	73% of the economically disadvantaged students will achieve
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Mathematics Goal E:	satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of economically disadvantaged students achieved satisfactory progress in math.	73% of the economically disadvantaged students will achieve satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students are unable to achieve on grade level.	Implement AVID strategies with higher level thinking questioning and activities, enter the MTSS/RtI process	Principal, Assistant Principal, MTSS/RtI Team	Ongoing Progress Monitoring results, teacher created assessments	FCAT 2.0
2	Students lack the math skills to achieve AYP.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0
3	Students do not respond to Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of STAR Math data and will include explicit instruction, modeled instruction, guided practice and independent practice.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0
4	Students do not respond to Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing STAR Math assessment data. Plan differentiated instruction using evidence-based instruction/ interventions. Students will participate in an Intensive Math classroom.	MTSS/RtI Team, Principal	Student progress is monitored using the STAR Math assessment given at the beginning, middle and end of the school year.	STAR Math and Math FCAT 2.0

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal # 1:	45% of the students tested will achieve a level 3 on the 2013 Algebra EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
48% of the students tested achieved a level 3	45% of the students tested will achieve a level 3 on the 2013 Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to achieve at proficiency level.	Implement AVID Strategies including COSTA questioning and Cornell Notes.	AVID Site Team, Principal	Use of AVID strategies as evidenced by lesson plans and classroom walk throughs.	FAIR, STAR Math, Algebra EOC, 2013 FCAT 2.0
2	Difficulty learning concepts necessary for success in algebra.	Small group tutoring	Principal, Algebra 1 teacher	Level of skill acquisition	Teacher created assessments, STAR Math and Algebra EOC

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:	55% of the students will achieve a level 4 or 5 on the Algebra EOC
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2012 Current Level of Performance:	2013 Expected Level of Performance:
34%- level 4, 19%-level 5; school wide 53% of students achieved a level 4 or higher.	55% of the students will achieve a level 4 or 5 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to achieve or maintain at or above Achievement Level 4.	Implement higher level thinking questioning (COSTA) and educational learning opportunities. Implement additional AVID strategies.	Principal, Assistant Principal	Achievement level on Ongoing Progress Monitoring and teacher created assessments.	FAIR, STAR Math, Algebra EOC, FCAT 2.0
2	Difficulty learning the skills necessary for success in algebra.	Small group tutoring	Principal, Algebra teacher	Level of skill attainment	Teacher created assessments, STAR Math, Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID	All	AVID Center Staff	AVID Site Team	Summer	Monitor implementation of strategies, classroom visits, lesson plans	Principal
AVID Strategies	All	AVID Site Team	School-Wide	Early release days, teacher training days	Monitor implementation of strategies, classroom visits, lesson plans	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID Program	Binders and materials, paper, mentors, off campus college related activities	School Improvement, Florida Partnership with College Board	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement technology	4 N-computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector	School Improvement, Technology budget, grants	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement AVID WICRR Strategies	Facilitator, materials	School Improvement budget, Professional Development budget, grants	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$10,000.00

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.		45% of students will achieve at proficiency level on the 2013 FCAT 2.0 Science Assessment.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (68) of students achieved proficiency.		45% of students will achieve a level 3 on the 2013 FCAT 2.0 Science Assessment.			
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 will lack the skills to successfully interact with the science textbook.	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in	Principal, MTSS/RtI Team	Achievement on teacher made assessments and pre and post tests	Teacher made assessments, pre and post tests, and FCAT Science

		addition to core.			
2	Student does not respond to Tier 3 interventions.	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of classroom data and will include explicit instruction, modeled instruction, guided practice and independent practice	Principal, MTSS/RtI Team	Achievement on teacher made assessments.	Teacher made assessments, FCAT Science
3	Student does not respond to Tier 2 interventions.	Tier 1: Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data. Plan differentiated instruction using evidence-based instruction/ interventions.	Principal, MTSS/RtI Team	Achievement on teacher made assessments.	Teacher made assessments, FCAT Science

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:	20% of students will achieve a level 4, 5, or 6 on the Science Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no students performing at this level.	20% of students will achieve a level 4, 5, or 6 on the Science Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to achieve at a proficiency level.	Small group and individualized skills based instruction	Principal	Lesson plans and classroom walk throughs	2013 Science Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	20% of the students will achieve above proficiency standards on the 2013 Science FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (19)- level 4, 5% (5)- level 5, 16% school wide achieved above proficiency.	20% of the students tested will score above proficiency on the 2013 Science FCAT 2.0 assessment.

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 to successfully interact with the textbook.	Implement AVID WICR strategies.	Principal	Performance on teacher made assessments.	Teacher made assessments and FCAT Science
2	Students are unable to achieve above proficiency.	Implement higher level thinking questioning and educational learning opportunities.	Principal, Assistant Principal	Achievement level on Ongoing Progress Monitoring and teacher created assessments.	FAIR, STAR Math, FCAT 2.0

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:	100% of students tested will achieve at least a level 7 on the Science Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)- level 7, 50% (2)- level 8, 100% school wide achieved a level 7 or above.	100% of students tested will achieve at least a level 7 on the Science Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the science knowledge to achieve at a high level.	Small group and individual flexible skill instruction.	Principal	Class walk throughs and lesson plans	2013 Science Alternative Assessment

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID	Binders and materials, mentors, off campus college based activities	Florida Partnership with the College Board	\$5,000.00
			Subtotal: \$5,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement technology in every classroom	4 N-Computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector	School Improvement budget, Technology budget, grants	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AVID WICRR Strategies	Facilitator, materials	School Improvement and Professional Development budgets	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$9,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		90% of students will achieve a level 3 or higher on the 2013 FCAT Writing assessment.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
85% achieved a level 3 or higher.		90% of students will achieve a level 3 or higher on the FCAT Writing Assessment.			
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 to organize writing	Implement AVID WICR strategies, Six Traits Writing	Principal, Literacy Leadership Team	Achievement on FL Writes and practice tests.	Teacher created assessments, Wakulla Writes assessments, FCAT Writing
2	Underdeveloped vocabulary	Implement School Wide Vocabulary utilizing higher level vocabulary	Reading Coach	Vocabulary evident in student work	Teacher created assessments, Wakulla Writes assessments, FCAT Writing

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.	100% of students will achieve a level 4 or higher on the 2013 Writing Alternative Assessment.
Writing Goal #1b:	

2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (1)- level 6, 25% (1)- level 8, 50% (2)- level 9; school wide 100% (4) achieved a level 4 or higher		100% of Students will achieve a level 4 or higher on the 2013 Writing Alternative Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to produce writing of a higher level	Individual and small group instruction	Principal	Classroom walk throughs, lesson plans	2013 Writing Alternative Assessment

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
Six Traits Writing	All Grades	District Trainer	School-wide	As needed	Implementation of strategies evident in lesson plans	Principal
AVID WICRR Strategies	All Grades	AVID Site Team	School-wide	Early Release Days, Teacher Training Days	Classroom visits, lesson plans	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Six Traits Writing	Facilitator, materials	School Improvement budget	\$1,000.00
AVID	Binder, and materials, mentors, off campus college based activities	Florida Partnership with College Board	\$5,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement technology in all classrooms	4 N-Computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector	School Improvement and Technology budgets, grants	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AVID WICRR Strategies	Facilitator, materials	Professional Development budget, grants	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
			Subtotal: \$1,000.00

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:		55% of students will pass the uniform district semester exams in preparation for the Civics EOC in 2014.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No data		55% of students will pass the uniform district semester exams in preparation for the Civics EOC in 2014.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the knowledge necessary to pass the semester exams.	Small group instruction/remediation.	Principal	Lesson plans, classroom walk throughs	Teacher Constructed Assessments, Civics Semester 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:					
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:		55% of students will pass the uniform district semester exams in preparation for the Civics EOC in 2014.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No data available		55% of students will pass the uniform district semester exams in preparation for the Civics EOC in 2014.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the knowledge necessary to pass the semester exams.	Small group instruction/remediation	Principal	Lesson plans, classroom walk throughs	Teacher Constructed Assessments, Civics Semester Exams

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
Civics Course Requirements	Seventh grade Civics teachers	District level personnel	Seventh grade Civics teachers	Early release days, teacher inservice days	Lesson plans	Principal

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The attendance rate will be at least 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2011-2012 attendance rate was 93%.	The attendance rate will be at least 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
46 students had 10 or more absences for the 2011-2012 school year.	30 or fewer students will have excessive absences.
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)			Tardies (10 or more)		
46 students had excessive tardies.			30 or fewer students will have excessive tardies.		
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 motivation to attend school.	Implement school wide challenges with student recognition in vocabulary, books/words read, as well as other motivational activities.	Principal	Increase in attendance and fewer tardies	Daily attendance report
2	Students may feel bullied or witness bullying at school.	Educate students as to definition, indicators, and consequences of bullying in two assemblies per grade level.	Principal, Assistant Principal, Resource Officer	Incidences of bullying being reported and investigated will increase attendance and result in fewer tardies.	Daily attendance report
3	Students may not be equipped to deal with the stress of adolescence and/or school.	Offer small group and individual guidance sessions.	Disc Village counselor through the New Horizons program	Increase in attendance and fewer tardies	Daily attendance report

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
Identification of bullying	All	Principal, Assistant Principal, Resource Officer	School-wide	First nine weeks	Investigation of reports of alleged bullying from faculty and staff	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support	Copies	General budget	\$100.00
			Subtotal: \$100.00
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

Identifying Bullying	School based facilitators, power point presentation, worksheets	Professional Development	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Counseling	DISC Village counselor through the New Horizons program	DISC Village grant	\$27,000.00
			Subtotal: \$27,000.00
			Grand Total: \$27,200.00

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:	There will be a 5% reduction in the incidence of in and out of school suspensions.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
There were 72 incidents of in school suspensions.	There will be 68 or fewer incidents of in school suspension.				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
50 students were suspended in-school.	48 or fewer students will be suspended in-school.				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
There were 34 incidents of out-of-school suspensions.	There will be 32 or fewer incidents of out-of-school suspensions.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
26 students were suspended out of school.	24 or fewer students will be suspended out of school.				
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 motivation to express appropriate behavior	PBS	PBS Team	Incidents of suspensions	Suspension Report
2	Students may lack the skills to deal with the stress of adolescence and make positive decisions.	Small group and individual counseling	DISC Village counselor through the New Horizons program	Incidents of suspensions	Suspension Report

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support	Copies	School Improvement	\$100.00
			Subtotal: \$100.00
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
Counseling	DISC Village counselor through the New Horizons program	DISC Village grant	\$27,000.00
			Subtotal: \$27,000.00
			Grand Total: \$27,100.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	80% of parents will be involved in school functions.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

75% of parents participate in school activities including but not limited to: Open House, Science Fair Night, Band Concerts, AVID Parent Night, Book Fairs, and Field Trips.	80% of parents will be involved in school functions.
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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	Parents may be unaware of opportunities to participate at the school.	Teachers will communicate through newsletters, group e mail, notes in student planner, and Focus. Class websites will be optional.	Principal, Parental Involvement Chairperson	Observation and collection of the number of views of the school website, collection of class newsletters.	Sign in sheets at after school activities, FOCUS and website use reports, parent volunteer log.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
School website maintenance	Computer, personnel	Technology budget	\$150.00
Subtotal: \$150.00			
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
Class newsletters	Copies	School Improvement	\$100.00
Subtotal: \$100.00			
Grand Total: \$250.00			

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase higher level (high school) course offerings to 2 sections of science and 4 Algebra courses.		
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 personnel qualified to teach high school level math and science classes.	Hire, train, or reassign personnel	Principal	Placement of qualified personnel	Teacher class assignment (schedule)
2	Insufficient number of students interested in taking high school level math and science classes.	Consider interviews as well as FCAT scores as success predictors. Educate the students as to the benefits of taking the higher level classes.	Assistant Principal	Number of students enrolled in targeted classes	Class rosters

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
High school level science and Algebra	Eighth grade/Science and Algebra	Principal	High school level science and Algebra instructors	Early release days	Lesson plans, classroom walk throughs	Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase available technology	4 N-Computing stations, 1 CPU, a laptop and multimedia projector	Technology budget and grants	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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 Microsoft Certification through the Technology class.		
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	Insufficient training to facilitate certification.	Train personnel	Principal	Personnel will be enrolled in training	Successful completion of training

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	AVID Program	Binders and materials, paper, mentors, off campus college related activities	School Improvement, Florida Partnership with the College Board Grant.	\$5,000.00
Mathematics	AVID Program	Binders and materials, paper, mentors, off campus college related activities	School Improvement, Florida Partnership with College Board	\$5,000.00
Science	AVID	Binders and materials, mentors, off campus college based activities	Florida Partnership with the College Board	\$5,000.00
Writing	Six Traits Writing	Facilitator, materials	School Improvement budget	\$1,000.00
Writing	AVID	Binder, and materials, mentors, off campus college based activities	Florida Partnership with College Board	\$5,000.00
Attendance	Positive Behavior Support	Copies	General budget	\$100.00
Suspension	Positive Behavior Support	Copies	School Improvement	\$100.00
				Subtotal: \$21,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of technology	4 N-Computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector for each classroom	School Improvement, Technology Budget, grants	\$2,000.00
CELLA	Self paced English software	Rosetta Stone	School Improvement	\$500.00
Mathematics	Implement technology	4 N-computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector	School Improvement, Technology budget, grants	\$2,000.00
Science	Implement technology in every classroom	4 N-Computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector	School Improvement budget, Technology budget, grants	\$2,000.00
Writing	Implement technology in all classrooms	4 N-Computing stations, 1 CPU, 1 laptop computer, 1 multimedia projector	School Improvement and Technology budgets, grants	\$2,000.00
Parent Involvement	School website maintenance	Computer, personnel	Technology budget	\$150.00
STEM	Increase available technology	4 N-Computing stations, 1 CPU, a laptop and multimedia projector	Technology budget and grants	\$1,000.00
				Subtotal: \$9,650.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement AVID WICRR Strategies	Personnel, materials, Summer AVID Training	Professional Development budget, grants	\$3,000.00
CELLA	Training for teachers of ELL students	ESOL Training	School Improvement	\$500.00
Mathematics	Implement AVID WICRR Strategies	Facilitator, materials	School Improvement budget, Professional Development budget, grants	\$2,000.00
Science	AVID WICRR Strategies	Facilitator, materials	School Improvement and Professional Development budgets	\$1,000.00
Writing	AVID WICRR Strategies	Facilitator, materials	Professional Development budget, grants	\$2,000.00
School based				

Attendance	Identifying Bullying	facilitators, power point presentation, worksheets	Professional Development	\$100.00
				Subtotal: \$8,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reinforce FCAT skills adjusting to the rigor of 2.0.	FCAT supplemental materials	Textbook, School Improvement budget	\$4,000.00
Reading	Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
Mathematics	Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
Science	Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
Writing	Team Building	FSU Challenge Course Staff	Grants	\$1,000.00
Attendance	Counseling	DISC Village counselor through the New Horizons program	DISC Village grant	\$27,000.00
Suspension	Counseling	DISC Village counselor through the New Horizons program	DISC Village grant	\$27,000.00
Parent Involvement	Class newsletters	Copies	School Improvement	\$100.00
				Subtotal: \$62,100.00
				Grand Total: \$101,550.00

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 10/30/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The duties of the School Advisory Committee are to monitor the progress toward attainment of school goals. They will also facilitate and investigate additional funding sources for strategies.

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

Wakulla School District WAKULLA MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	79%	94%	59%	313	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%	75%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	79% (YES)			145	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					599	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Wakulla School District WAKULLA MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	79%	87%	64%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	75%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	72% (YES)			130	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					575	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested