

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: FERRY PASS MIDDLE SCHOOL

District Name: Escambia

Principal: Dr. Regina Lipnick

SAC Chair: Michelle Salzman

Superintendent: Malcom Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/26/2012

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)
					2011-2012 Second year as Principal at Ferry Pass Middle School. School Grade B. Percent proficiency Reading - 51% Math - 43% Writing - 58% Science - 38% Learning Gains Reading - 63% Math - 56% Lowest 25% Reading - 67% Math - 62% 2010-2011 First year as Principal at Ferry Pass Middle School. School Grade A. Percent proficiency

Principal	Regina Lipnick	<p>Bachelor of Science degree - Physical Education, Oral Roberts University;</p> <p>Master of Science – Physical Education, University of West Florida;</p> <p>Specialist Degree - Educational Leadership from the University of West Florida.</p> <p>Doctorate Degree - Administrative Studies from the University of West Florida.</p>	4	7.5	<p>Reading – 65% Math - 58% Writing - 80% Science - 47%</p> <p>Learning Gains Reading - 65% Math - 71%</p> <p>Lowest 25% Reading - 73% Math - 67%</p> <p>AYP Reading – Black and Economically Disadvantaged did not make AYP. Only White subgroup made AYP in reading.</p> <p>Math – White, Black, and Economically Disadvantaged did not make AYP.</p> <p>2009-2010 Assistant Principal of Ferry Pass Middle School 2009-2010 School Grade B</p> <p>Percent proficiency Reading – 64% Math - 56% Writing - 89% Science - 47%</p> <p>AYP 2009-2010 Reading – White, Black, Economically Disadvantaged and SWD did not make AYP.</p> <p>Math – White, Black, Economically Disadvantaged and SWD did not make AYP.</p> <p>Assistant Principal of Jim Bailey Middle School December 2005-June 31 2009.</p> <p>School Grade Bailey Middle 2005-2009 School Grade A</p> <p>Percent proficiency Reading – 72% 2007-2008, 71% 2008-2009.</p> <p>Math – 70% 2007-2008, 68% 2008-2009.</p> <p>Science – 54% 2007-2008, 47% 2008-2009.</p> <p>Writing – 92% 2007-2008, 91% 2008-2009</p> <p>AYP 2008-2009 Reading – Black, Economically Disadvantaged and SWD did not make AYP. Only White subgroup made AYP in reading.</p> <p>Math – White, Black, Economically Disadvantaged and SWD did not make AYP.</p> <p>AYP 2007-2008 Reading – Black, Economically Disadvantaged and SWD did not make AYP.</p> <p>Math – White, Black, Economically Disadvantaged and SWD did not make AYP. Only White subgroup made AYP in reading and Math.</p>
					<p>2011-2012 Second year as Assistant Principal at Ferry Pass Middle School. School Grade B.</p> <p>Percent proficiency Reading – 51% Math - 43% Writing - 58% Science - 38%</p> <p>Learning Gains Reading - 63% Math - 56%</p> <p>Lowest 25%</p>

Assis Principal	Sherri Mims	<p>Bachelor of Arts in Elementary Education University of West Florida</p> <p>Masters of Education in Educational Leadership University of West Florida</p>	3	3	<p>Reading - 67% Math - 62%</p> <p>2010-2011 First year as Assistant Principal at Ferry Pass Middle School. School Grade A.</p> <p>Percent proficiency Reading – 65% Math - 58% Writing - 80% Science - 47%</p> <p>Learning Gains Reading - 65% Math - 71%</p> <p>Lowest 25% Reading - 73% Math - 67%</p> <p>AYP Reading – Black and Economically Disadvantaged did not make AYP. Only White subgroup made AYP in reading.</p> <p>Math – White, Black, and Economically Disadvantaged did not make AYP. First year as an assistant principal and first year at Ferry Pass Middle School. Ernest Ward Middle School 2008-2009 School Grade A, 95% AYP, Reading: • 80% Mastery • 72% LG • 83% Lower Quartile made a LG Math: 81% Mastery • 75% • 69% Lower Quartile made a LG Science: • 50% Mastery Writing 96% Mastery 2007-2008 School Grade A, 97% AYP, Reading: • 70% Mastery • 67% LG • 63% Lower Quartile made a LG Math: 77% Mastery • 71% LG • 61% Lower Quartile made a LG Science: • 55% Mastery Writing 96% Mastery</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
		<p>Bachelor of Arts – English Masters in Business</p>			<p>2011-2012 Ferry Pass Middle School Grade B</p> <p>Percent proficiency Reading – 51% Math - 43% Writing - 58% Science - 38%</p> <p>Learning Gains Reading - 63% Math - 56%</p> <p>Lowest 25% Reading - 67% Math - 62%</p> <p>2010 - 2011 Ferry Pass Middle = A AYP Reading - 60% White - 73% Black - 42% Economically Disadvantaged - 53% Reading Proficiency - 65% Reading Learning Gains - 65% Lower Quartile Reading Gains - 73%</p>

Reading Coach	Tara Noble	Administration Reading Endorsed Specialist Degree in Educational Leadership	10	5	<p>2009 - 2010 Ferry Pass Middle = B AYP Reading - 58% White - 68% Black - 42% Economically Disadvantaged - 51% Students with Disabilities - 20% Reading Proficiency - 64% Reading Learning Gains - 61% Lower Quartile Reading Gains - 70%</p> <p>2008 - 2009 Ferry Pass Middle = A AYP Reading - 79% White - 73% Black - 42% Economically Disadvantaged - 46% Students with Disabilities - 30%</p> <p>2007-2008 Ferry Pass Middle = B AYP Reading - 85% White - 70% Black - 40% Economically Disadvantaged - 46% Students with Disabilities - 31%</p>
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Hire NCLB Highly Qualified Teachers.	Principal and Assistant Principal	On-going	N/A
2	Utilize the START program by assigning a consulting teacher (CT) for each first year teacher.	Principal	On-going	N/A
3	Assign veterans teachers to experienced teachers new to the school worksite (buddy/mentor.)	Assistant Principal	On-going	N/A
4	Soliciting referrals from current employees.	Principal	On-going	Announcements will be made at faculty meetings throughout the year.
5	Assign student teachers and practicum students to teachers.	Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5	<p>Mrs. Boles is teaching Gifted Reading and Research and is currently working on the Gifted Endorsement.</p> <p>Mike Bond is our Dean. He has a Masters Degree in Sports Administration and is taking the last two classes to earn a Specialist Degree in Educational Leadership.</p> <p>Mrs. Duben teaches reading and is currently working on her ESOL endorsement.</p> <p>Mrs. Harris teaches Language Arts and Reading is currently working on her ESOL endorsement.</p> <p>Mr. Barfield teaches</p>

Science, Language Arts, and Social Studies. He is certified in Social Studies and is working toward the Language Arts and Science certification.

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
65	4.6%(3)	30.8%(20)	33.8%(22)	30.8%(20)	36.9%(24)	72.3%(47)	18.5%(12)	1.5%(1)	10.8%(7)

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
Tara Noble	Mary Mundy	Mrs. Mundy was an ESE Language Arts under the START program last school year and it was recommended that she have a mentor for this school year. Mrs. Noble is the current reading / literacy coach for FPMS. Mrs. Noble is Nationally Board Certified.	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Melissa Blackmon	Candace Prince	Mrs. Prince taught in our county as a physical education teacher for 21 years and after a two year break, is returning to teach PE. Mrs. Blackmon has been teaching PE for 20 years and has taught at Ferry Pass Middle for most of those years.	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Angela Horne	Meagan Whitty	Mrs. Whitty is new to FPMS as an additional band and chorus teacher because of our expanded music program. Mrs. Horne is our Choral Director and will assist Mrs. Domulot	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting weekly and sometimes daily to coordinate planning, scheduling, and other band/music activities.

		with procedures, schedules, curriculum, etc.	
Jerrold Novotny - Start Program Teacher Melissa Blackmon - School-based "buddy" mentor	Dustin Brenton	Mr. Brenton is a beginning teacher in Physical Education. START program provided by the district pairs a veteran teacher with a beginning teacher. Mrs. Blackmon has been teaching PE for 20 years and has taught at Ferry Pass Middle for most of those years.	The START program will provide a consulting, veteran teacher to the beginning teacher throughout the first year. This program will provide observations, guidance, curriculum support, and other assistance as needed. The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Tara Noble	Ann Smith	Mrs. Smith is a beginning teacher and will serve as our In School Suspension teacher and our In Lieu of Teacher. She has worked at our school for many years as a teacher's assistant. Mrs. Noble is the current reading / literacy coach for FPMS. Mrs. Noble is Nationally Board Certified.	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Harley Orr	Detria Harris	Mrs. Harris is transferring from another school and will teach Language Arts and Reading which is the same subjects she taught at her previous school. Mr. Orr is the Language Arts Department Chair and is across the hall from Mrs. Harris.	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.
Tara Noble	Bridgette Egly	Mrs. Egly is transferring from another school and will teach our Math Dimension M gaming class. Mrs. Noble is the current reading / literacy coach for FPMS. Mrs. Noble is Nationally Board	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.

Tara Noble	Leslie Reeves	Certified. Mrs. Reeves is transferring from another school and will teach our Personal Development courses which is the same thing she taught at her previous school. Mrs. Noble is the current reading / literacy coach for FPMS. Mrs. Noble is Nationally Board Certified.	The mentor will help the mentee learn the procedures and daily routines of our school. The mentor and mentee are meeting monthly in a professional learning community to discuss evidence-based strategies. The mentor will conduct classroom walkthroughs.

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

For the 2012-13 school year, Ferry Pass Middle Title I Allocation is \$97,113. Funds will be spent on the following:

- 1).50 Salary for an Instructional Reading Coach \$27,708
- 2).50 Technology Coordinator \$29,395
- 3)Staff development, conferences, etc. \$9,266
- 4)Dimension M licenses, Writers Coach Grammar books, and teacher resources \$26,406

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 5 migrant children at Ferry Pass Middle School. Migrant Liaison services are provided to students and parents and are coordinated with other programs to ensure needs are met.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

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

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve 5 ELL students in Grades 6-8. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 5 students at our school. This teacher assists both the classroom teacher and the ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate

education. This program is overseen by the District Title I Office. At Ferry Pass Middle School we have 9 identified homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies for the 2011-2012 school year are \$31,150 and will be used for instructional supplies.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start Programs are housed at various elementary school in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all of our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Our school offers a Career Academy Program in the area of Programming Gaming Applications. With the help of our district's workforce department we have revamped one of our vocational classes with equipment and software to offer an innovative, high interest class where students learn about careers relating to gaming applications as well as learning how to create and program gaming applications.

Job Training

Not Applicable

Other

Not applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Regina Lipnick – Principal, Sherri Mims – Assistant Principal, Kaye Worley, Kimberly Warren – Guidance Counselors, Erin O'Connell - School Psychologist, Kathy Roupe - Speech/Language Pathologist, Michael Bond - ISS Teacher, Casey Dillon - Behavior Coach, Tara Noble – Reading Coach.

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

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

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

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teachers.

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

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

Speech Teacher: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

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 Leadership Team is waiting on additional RtI training from the school district. The Leadership Team will engage in the following activities: Review data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are at high risk for not meeting benchmarks. Based on that information the team will identify professional development and resources. They will also collaborate, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), 9 weeks Math and Science exams, Florida Comprehensive Assessment Test (FCAT, End of Course Exams in Algebra

Progress Monitoring: PMRN

Beginning of Year: FAIR, FCAT scores from previous year

Midyear: FAIR, 9 weeks exams

End of Year: FAIR, FCAT, End of Course Exams, 9 weeks exams

Frequency of Data Days: Once a month of data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time from the school district. More training will be requested from the school district for clarity of implementation for the RtI plan.

Describe the plan to support MTSS.

MTSS leadership team will evaluate practices and seek out district personnel for further support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Regina Lipnick, Assistant Principal - Sherri Mims, Literacy Coach - Tara Noble, Department Chair - Harley Orr

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

The LLT will do training through grade level meetings, department meetings, faculty meetings, and other small group training

sessions. The goal of the LLT is for every teacher at Ferry Pass Middle School to take part in teaching Reading and Writing. The LLT will also conduct at least two parent involvement after school activities.

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

The major initiative of the LLT is to involve every teacher at the school in the teaching of reading and writing. The LLT will meet with small groups of teachers through grade level meetings, department/subject area meetings, and faculty meetings. In the meetings teachers will learn strategies to teach reading and writing through all subjects. The LLT will also conduct at least two parent involvement activities. One of these will be in the fall and the other will be the Dream Flag Parent Night in April. Our Literacy Team conducts a school-wide book club for all/any students. All teachers are encouraged to attend the CRISS training for their subject which includes reading techniques for each subject area. Kagan coaching will be provided to our faculty in September of 2012. We have done Kagan training and/or coaching for the past three years. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 8/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Not 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.

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

*High Schools Only

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

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

Not applicable.

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?

Not applicable.

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](#)

Not applicable.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring a level 3 in Reading will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 29% (865) of students achieved a level 3.	On the 2013 FCAT, 30% of students are expected to make a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None
2	That level 3 bubble students (those with a low level three) will drop to a Level 2 without rigorous and differentiated instruction.	<p>Identify each student's FCAT and/or FAIR Level by utilizing FCAT Star/PMRN and conducting an FCAT chat between Reading teacher and each student.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, differentiated, and/or computerized instruction.</p> <p>Students will receive an extra 20 minutes of instruction in reading twice a week during SOAR time (before or after lunch.) This instruction will include skill specific learning activities. This material will be provided by the Literacy Coach to all Reading teachers.</p> <p>Our Literacy Team will conduct a school-wide book club for all/any students.</p> <p>The Literacy Coach has trained and is following up with all teachers on Common Core Standards, Text Complexity, and CIS Strategies.</p>	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT	FAIR and FCAT.

3	Lack of Teacher Training	<p>Provide the following training opportunities: All teachers are encouraged to attend the CRISS training through our district for their subject which includes specific reading techniques. Kagan coaching will be provided to our faculty in September of 2012. This will be the fourth year we have provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum. The Literacy Coach will provide monthly professional development to all teachers during planning periods covering state and district mandated instructional strategies.</p>	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT.	FAIR data and FCAT.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:		n/a			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		The percentage of students scoring a level 4 and level 5 in Reading will increase by 1 percentage point.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012 21% of students scored a level 4 or 5 on FCAT Reading.		In 2013, 22% of students will score a level 4 or 5.			
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Identify Reading level 4 and level 5 bubble students.	The Language Arts and Reading teachers will conduct FCAT chats with each student to inform each child of his/her FCAT score and level and what is needed to increase a level or to not decrease a level.	Literacy Coach Tara Noble	FCAT scores.	FCAT Scores, School Grade, and AYP
2	Lack of enrichment opportunities	Providing enrichment opportunities for Level 4 and 5 students during SOAR (20 minutes before or after lunch.) Use CRISS and Kagan strategies along with higher order thinking questions during instruction of all subject areas (core and elective classes.) Infuse CIS strategies into curriculum.	Principal - Regina Lipnick Assistant Principal - Sherri Mims Reading Coach - Tara Noble All teachers	FCAT and classroom assessments.	FCAT Scores, School Grade, and AYP.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains on FCAT Reading will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 62% of students made learning gains in Reading.	In 2013 63% of students will make learning gains on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None
2	There is a need for rigorous, differentiated instruction.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Reading and/or Language Arts teacher and each student.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>Students will receive an extra 20 minutes of instruction in reading 2-4 times per week (depending on FCAT level) during SOAR time (before or after lunch.) This instruction will include skill specific learning activities. This material will be provided by the Literacy Coach to all teachers throughout the campus.</p> <p>Successmaker Reading computer program will be used with students scoring level 1, 2, and 3 on the FCAT.</p> <p>Level 2 students will use the FAST FORWARD computer program in addition to regular reading class.</p> <p>Our Literacy Team will conduct a school-wide book club for all/any students.</p> <p>The Literacy Coach will provide professional development to all teachers on complexity, CIS, and rigor.</p>	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT tests.	FAIR data, FCAT tests, School grade, and AYP
3	Lack of Teacher Training	<p>Provide the following training opportunities: All teachers are encouraged to attend the CRISS training through our district for their subject which includes specific reading techniques.</p> <p>Kagan Coaching will be provided to our faculty in September of 2012. This will be the fourth year we have provided Kagan training. Therefore, all</p>	Principal - Regina Lipnick Assistant Principal- Sherri Mims Literacy Coach- Tara Noble	FAIR data and FCAT tests	FAIR data, FCAT tests, School grade, and AYP

	<p>teachers will implement Kagan Cooperative Learning strategies across the curriculum.</p> <p>Monthly Professional Development will be provided by the Literacy Coach to all teachers on campus.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:</p>	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:</p>	The percentage of students in the lower quartile making learning gains in Reading will improve by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 64% of lower quartile students made learning gains in Reading.	In 2013, 65% of students in the lower quartile will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None
	Students are in need of rigorous, differentiated instruction.	Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Reading and/or Language Arts teacher and each student. Use FCAT data and FAIR data to identify student weaknesses.	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT tests	FAIR data, FCAT tests, School grade, and AYP

2		<p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>Students will receive an extra 20 minutes of instruction in reading 2-4 times per week (depending on FCAT level) during SOAR time (before or after lunch.) This instruction will include skill specific learning activities. This material will be provided by the Literacy Coach to all teachers.</p> <p>Successmaker Reading computer program will be used with students scoring level 1, 2, or 3 on the FCAT.</p> <p>All level 2 reading students will use the FAST FORWARD computer program in addition to regular reading class.</p> <p>Our Literacy Team will conduct a school-wide book club for all/any students.</p> <p>Monthly Professional Development will be provided by the Literacy Coach to all teachers on campus. Topics such as CIS, Complexity, and Rigor will be covered.</p>			
3	Lack of Teacher Training	<p>Provide the following training opportunities: All teachers are encouraged to attend the CRISS training through our district for their subject which includes specific reading techniques.</p> <p>Kagan training will be provided to our faculty in September of 2012. This will be the fourth year we have provided Kagan training. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.</p> <p>Monthly Professional Development will be provided by the Literacy Coach to all teachers on campus. Topics such as CIS, Complexity, and Rigor will be covered.</p>	Principal - Regina Lipnick Assistant Principal- Sherri Mims Literacy Coach- Tara Noble	FAIR data and FCAT tests.	FAIR data, FCAT tests, School grade, and AYP

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our school will reduce the achievement gap by 50% by increasing proficiency in reading.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	59	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups by ethnicity should increase satisfactory progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT satisfactory progress for each ethnicity was: Asian - 82% Black/African American - 35% Hispanic - 57% White - 64%	Each ethnicity subgroup area should show the following improvement on 2013 Reading FCAT. Asian - 85% Black/African American - 46% Hispanic - 68% White - 68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None
2	That level 3 bubble students (those with a low level three) will drop to a Level 2 without rigorous and differentiated instruction.	Identify each student's FCAT and/or FAIR Level by utilizing FCAT Star/PMRN and conducting an FCAT chat between Reading teacher and each student. Teach strategies students are weak in using whole group, individualized, paired, differentiated, and/or computerized instruction. Students will receive an extra 20 minutes of instruction in reading twice a week during SOAR time (before or after lunch.) This instruction will include skill specific learning activities. This material will be provided by the Literacy Coach to all Reading teachers. Our Literacy Team will conduct a school-wide book club for all/any students.	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR and FCAT	FAIR and FCAT

		The Literacy Coach has trained and is following up with all teachers on Common Core Standards, Text Complexity, and CIS Strategies.			
3	Lack of Teacher Training	Provide the following training opportunities: All teachers are encouraged to attend the CRISS training through our district for their subject which includes specific reading techniques. Kagan coaching will be provided to our faculty in September of 2012. This will be the fourth year we have provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum. The Literacy Coach will provide monthly professional development to all teachers during planning periods covering state and district mandated instructional strategies.	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT	FAIR data and FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students with disabilities making satisfactory progress on FCAT Reading needs to improve.
2012 Current Level of Performance:	2013 Expected Level of Performance:

On the 2012 Reading FCAT, 18% of students with disabilities made satisfactory progress.

On the 2013 Reading FCAT, 33% of students with disabilities should 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	None	None	None	None	None
2	Students need rigorous and differentiated instruction.	<p>Identify each student's FCAT and/or FAIR Level by utilizing FCAT Star/PMRN and conducting an FCAT chat between Reading teacher and each student.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, differentiated, and/or computerized instruction.</p> <p>Students will receive an extra 20 minutes of instruction in reading twice a week during SOAR time (before or after lunch.) This instruction will include skill specific learning activities. This material will be provided by the Literacy Coach to all Reading teachers.</p> <p>Our Literacy Team will conduct a school-wide book club for all/any students.</p> <p>The Literacy Coach has trained and is following up with all teachers on Common Core Standards, Text Complexity, and CIS Strategies.</p>	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT	FAIR data and FCAT
3	Lack of Teacher Training	<p>Provide the following training opportunities: All teachers are encouraged to attend the CRISS training through our district for their subject which includes specific reading techniques.</p> <p>Kagan coaching will be provided to our faculty in September of 2012. This will be the fourth year we have provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.</p> <p>The Literacy Coach will provide monthly professional development to all teachers during</p>	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT	FAIR data and FCAT

	planning periods covering state and district mandated instructional strategies.		
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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:	The percentage of economically disadvantaged students making satisfactory progress on FCAT Reading needs to improve.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT, 45% of economically disadvantaged students made satisfactory progress.	At least 54% of economically disadvantaged students are expected to make satisfactory progress on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None
2	The student need for rigorous, differentiated instruction.	<p>Identify each student's FCAT and/or FAIR Level by utilizing FCAT Star/PMRN and conducting an FCAT chat between Reading teacher and each student.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, differentiated, and/or computerized instruction.</p> <p>Students will receive an extra 20 minutes of instruction in reading twice a week during SOAR time (before or after lunch.) This instruction will include skill specific learning activities. This material will be provided by the Literacy Coach to all Reading teachers.</p> <p>Our Literacy Team will conduct a school-wide book club for all/any students.</p> <p>The Literacy Coach has trained and is following up with all teachers on Common Core Standards, Text Complexity, and CIS Strategies.</p>	Principal - Regina Lipnick Assistant Principal - Sherri Mims Literacy Coach - Tara Noble All teachers	FAIR data and FCAT	FAIR data and FCAT
	Lack of Teacher Training	Provide the following training opportunities: All teachers are encouraged to attend the CRISS training through our district for	Principal - Regina Lipnick Assistant Principal- Sherri Mims Reading Coach - Tara Noble	FAIR data and FCAT	FAIR data and FCAT

3		<p>their subject which includes specific reading techniques.</p> <p>Kagan coaching will be provided to our faculty in September of 2012. This will be the fourth year we have provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.</p> <p>The Literacy Coach will provide monthly professional development to all teachers during planning periods covering state and district mandated instructional strategies.</p>	All teachers	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Formal Kagan coaching Strategies	Teachers grade 6-8	Kagan Facilitator Principal, Regina Lipnick Assistant Principal, Sherri Mims	School-wide all teachers 6-8	September 17-19	Administrators will complete classroom walk-throughs. Teachers will be observed teaching a Kagan Lesson each semester	Principal, Regina Lipnick Assistant Principal, Sherri Mims

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Kagan Instructional coaching for 45 teachers.	Three fulls days of Kagan coaching. Teachers are observed and critiqued while teaching a Kagan Structure. Specialized training with researched based instructional strategies for cooperative learning.	Title 1	\$1,875.00

			Subtotal: \$1,875.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$6,555.00
.50 Reading Coach	Reading coach will monitor teachers and provide strategies to increase proficiency and learning gains in reading.	Title 1	\$27,708.00
			Subtotal: \$34,263.00
			Grand Total: \$36,138.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students scoring a level 3 in Math will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT 27% (235) of students achieved a level 3.	On 2013 FCAT 28% of students are expected to make a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	That Level 3 bubble students, (those with a low level three) will drop to a Level 2 without rigorous and differentiated instruction.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.</p> <p>All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.</p> <p>All Math teachers are offering before school tutoring to assist students needing additional help.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>Use CRISS and Kagan teaching strategies while incorporating high order thinking questions into lesson plans.</p>	Administrators, Math Department Chair - Deborah White and all Math teachers	Accelerated Math Program, Classroom assessments, FCAT tests, district nine weeks tests	Accelerated Math Program, Classroom assessments, FCAT test, district nine week tests
	Lack of teacher training.	Provide the following training opportunities: All teachers are encouraged to attend the CRISS training	Administrators, Math Department Chair - Deborah White and all Math	Accelerated Math Program, Classroom assessments, FCAT tests, district nine weeks tests	Accelerated Math Program, Classroom assessments, FCAT tests,

2	through our district for their subject. Kagan coaching was conducted September 17, 18, and 19. This was the third year we provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.	teachers	district nine weeks tests
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The percentage of students scoring a level 4 and 5 in Math will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 15% (139) scored a level 4 or 5 on FCAT Math.	On the 2013 FCAT 16% of students are expected to make a level 4 or 5 on FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None
2	Lack of enrichment opportunities	Providing enrichment opportunities for Level 4 and 5 students and to identify bubble students scoring in the high 3 range or low 4 range. Implement accelerated math throughout the	Administrators, Math Department Chair - Deborah White and all Math teachers	Classroom assessments, District Nine weeks tests, and FCAT Scores	Classroom assessments, District Nine weeks tests, and FCAT Scores

		year. In addition, use CRISS and Kagan strategies along with higher order thinking questions during instruction.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The percentage of students making learning gains on FCAT math will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 56% (484) of students made learning gains on the FCAT math.	In 2013 57% of students will make learning gains on FCAT math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The major barrier is providing students with rigorous differentiated instruction and motivating students to apply math skills taught.	Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student. All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides	Administrators, Math Department Chair - Deborah White and all Math Teachers	Accelerated Math Program, Classroom assessments, FCAT tests, district nine weeks tests	Accelerated Math Program, Classroom assessments, FCAT tests, district nine weeks tests

1		<p>individual needs based practice and instruction.</p> <p>All Math teachers are offering before school tutoring to assist students needing additional help.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>All teachers are encouraged to attend the CRISS training through our district for their subject. Kagan coaching was conducted September 17, 18, and 19. This was the third year we provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The percentage of students making learning gains on FCAT math in the lower quartile will increase by 1 percentage point.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62% of lower quartile students made learning gains in math.	In 2013, 63% or more students in the lower quartile will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The major barrier is providing students with rigorous differentiated instruction and motivating students to apply math skills taught.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.</p> <p>All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.</p> <p>All Math teachers are offering before school tutoring to assist students needing additional help.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>All teachers are encouraged to attend the CRISS training through our district for their subject. Kagan coaching was conducted September 17, 18, and 19. This was the third year we provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.</p>	Administrators, Math Department Chair - Deborah White and all Math Teachers	Accelerated Math Program, Classroom assessments, FCAT tests, district nine weeks tests	Accelerated Math Program, Classroom assessments, FCAT tests, district nine weeks tests

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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in math.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All subgroups by ethnicity should increase satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Math FCAT satisfactory progress for each ethnicity was: American Indian - NO Data Asian - 82% Black/African American - 24% Hispanic - 48% White - 61%	Each ethnicity subgroup area should show the following improvement on 2013 Math FCAT. Asian - 83% Black/African American - 39% Hispanic - 56% White - 67%

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	A barrier continues to be motivating students to apply math skills that have been taught.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.</p> <p>All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.</p> <p>All Math teachers are offering before school tutoring to assist students needing additional help.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>All teachers are encouraged to attend the CRISS training through our district for their subject. Kagan coaching was conducted September 17, 18, and 19. This was the third year we provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.</p>	Administrators, Math Dept. Chair - Deborah White and all math teachers	Classroom assessments, District 9 weeks tests, and FCAT Scores	Classroom assessments, District 9 weeks tests, and FCAT Scores

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		No Data			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No Data		No Data			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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:		The percentage of students with disabilities making satisfactory progress on FCAT math needs to improve.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the 2012 Math FCAT, 18% of students with disabilities made satisfactory progress.		At least 29% of students with disabilities are expected to make satisfactory progress on the 2012 Math FCAT.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A barrier continues to be motivating students to apply math skills that have been taught.	Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student. All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction. All Math teachers are offering before school tutoring to assist students needing additional help. Teach strategies students are weak in using whole group, individualized, paired,	Administrators, Math Dept. Chair - Deborah White and all math teachers	Classroom assessments, District 9 weeks tests, and FCAT Scores	Classroom assessments, District 9 weeks tests, and FCAT Scores

	<p>and/or computerized instruction.</p> <p>All teachers are encouraged to attend the CRISS training through our district for their subject. Kagan coaching was conducted September 17, 18, and 19. This was the third year we provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies.</p>		
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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 mathematics. Mathematics Goal #5E:	The percentage of economically disadvantaged students making satisfactory progress on FCAT math needs to improve.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Math FCAT, 36% of economically disadvantaged students made satisfactory progress.	At least 47% of economically disadvantaged students are expected to make satisfactory progress on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A barrier continues to be motivating students to apply math skills that have been taught.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.</p> <p>All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.</p> <p>All Math teachers are offering before school tutoring to assist students needing additional help.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>All teachers are encouraged to attend</p>	Administrators, Math Dept. Chair - Deborah White and all math teachers Classroom	Classroom assessments, District 9 weeks tests, and FCAT Scores	Classroom assessments, District 9 weeks tests, and FCAT Scores

	<p>the CRISS training through our district for their subject.</p> <p>Kagan coaching was conducted September 17, 18, and 19. This was the third year we provided Kagan training and/or coaching.</p> <p>Therefore, all teachers will implement Kagan Cooperative Learning strategies.</p>		
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Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of students scoring a level 3 on the Algebra EOC will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Algebra EOC 48% (21) of students achieved a level 3.	On the 2013 Algebra EOC 49% of students are expected to make a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Algebra students need rigorous and differentiated instruction.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.</p> <p>All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>Use CRISS and Kagan teaching strategies while incorporating high order thinking questions into lesson plans.</p>	Administrators, Math Department Chair - Deborah White and all Math teachers	Accelerated Math Program, Classroom assessments, FCAT tests, & district nine weeks tests	Accelerated Math Program, Classroom assessments, FCAT test, & district nine week tests
	Lack of teacher training.	Kagan coaching was	Administrators,	Accelerated Math	Accelerated Math

2	conducted September 17, 18, and 19. This was the third year we provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.	Math Department Chair - Deborah White and all Math teachers	Program, Classroom assessments, FCAT tests, district nine weeks tests	Program, Classroom assessments, FCAT tests, district nine weeks tests
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of students scoring a level 4 on the Algebra EOC will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Algebra EOC 50% (22) of students achieved a level 4.	On the 2013 Algebra EOC 51% of students are expected to make a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Algebra students need rigorous and differentiated instruction.	<p>Identify each student's FCAT Level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.</p> <p>All students will receive Accelerated Math instruction during their Soar time (this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.</p> <p>Algebra teachers offer morning tutoring sessions to students needing additional help.</p> <p>Teach strategies students are weak in using whole group, individualized, paired, and/or computerized instruction.</p> <p>Use CRISS and Kagan teaching strategies while incorporating high order thinking questions into lesson plans.</p>	Administrators, Math Department Chair - Deborah White and all Math teachers	Accelerated Math Program, Classroom assessments, FCAT tests, & district nine weeks tests	Accelerated Math Program, Classroom assessments, FCAT tests, & district nine weeks tests
	Lack of teacher training.	Kagan coaching was conducted September 17, 18, and 19. This was the third year we provided Kagan training	Administrators, Math Department Chair - Deborah White and all Math	Accelerated Math Program, Classroom assessments, FCAT tests, district nine weeks tests	Accelerated Math Program, Classroom assessments, FCAT tests,

2	and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.	teachers	district nine weeks tests
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our school will reduce the achievement gap by 50% by increasing our proficiency in Algebra by .20 percentage points over the course of six years.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	98	98.20	98.40	98.60	98.80	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
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 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.	Ferry Pass Middle School does not have any students at
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Geometry Goal #1:	our school that take Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Ferry Pass Middle School does not have any students at our school that take Geometry. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A				

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Ferry Pass Middle School does not have any students at our school that take Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	None	None	None	None

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Ferry Pass Middle School does not have any students at our school that take Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Ferry Pass Middle School does not have any students at our school that take Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	Ferry Pass Middle School does not have any students at

Geometry Goal #3E:	our school that take Geometry.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	None	None	None	None

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
Formal Kagan Strategies	Teachers grade 6-8	Kagan Facilitator Principal, Regina Lipnick Assistant Principal, Sherri Mims	School-wide all teachers 6-8	September 17-19	Administrators will complete classroom walk-throughs. Teachers will be observed teaching a Kagan Lesson each semester.	Principal, Regina Lipnick Assistant Principal, Sherri Mims
Exam View training (test generation)	Teachers grade 6-8	Principal, Regina Lipnick Assistant Principal Sherri Mims Department Chair, Deborah White	School-wide all teachers 6-8	Pre-planning week of August 13	Administrators will complete classroom walk-throughs. In addition the subject area specialist Sheila Montgomery will complete walk-throughs with administrators.	Principal, Regina Lipnick Assistant Principal, Sherri Mims

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Math instruction - Renaissance Learning Licenses	All students will receive Accelerated Math instruction during their Soar time(this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.	Title I	\$203.00

Subtotal: \$203.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Kagan Instructional Coaching for 45 teachers	Specialized training with research based instructional strategies for cooperative learning.	Title I	\$1,875.00
			Subtotal: \$1,875.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Supplies	Consummables, paper, manipulatives	Title I	\$6,555.00
			Subtotal: \$6,555.00
Grand Total: \$8,633.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving a level 3 in Science will increase by at least 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% (87) of students scored a level 3 on FCAT Science.	In 2013, at least 30% of students will score a level 3 on FCAT Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need rigorous and differentiated instruction in science skills.	Identify each student's FCAT Science Level by utilizing FCAT Star and looking at sub scores to find students' weaknesses. Use bell ringer mini lessons and assessments. Teach strategies students are weak in using whole group, individualized, and paired learning. Use Kagan and CRIS strategies to enhance higher order thinking skills. The science department is offering morning tutoring	Principal, Regina Lipnick, Assis. Principal, Sherri Mims, Science Department Chair - Ms. Humphrey, and 6-8 Science Teachers	Mini-assessments, FCAT Scores, Science Labs, Distric nine weeks exams	FCAT scores, District nine weeks exams scores, School Grade

	<p>sessions to all students two times per week.</p> <p>Teachers will do more hands on labs with students.</p> <p>Teachers will integrate FCAT labs with students.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving levels 4 and 5 in Science will increase by at least 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 8% (24) of students scored levels 4 and 5 on FCAT Science.	In 2013, at least 9% of students will score levels 4 and 5 on FCAT Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Motivation and enrichment activities	<p>Identify each student's FCAT Science Level by utilizing FCAT Star and looking at sub scores to find students' weaknesses.</p> <p>Use bell ringer mini lessons and assessments.</p> <p>Teach strategies</p>	Principal, Regina Lipnick, Assis. Principal, Sherri Mims, Science Department Chair - Ms. Humphrey, and 6-8 Science Teachers	Mini-assessments, FCAT Scores, Science Labs, and District nine weeks exams	FCAT scores, School Grade, District Nine weeks exams scores

1	<p>students are weak in using whole group, individualized, and paired learning.</p> <p>Use Kagan and CRISS strategies to enhance higher order thinking skills.</p> <p>The science department is offering morning tutoring sessions to all students two times per week.</p> <p>Teachers will do more hands on labs with students.</p> <p>Teachers will integrate Science FCAT labs.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Formal Kagan Strategies	Teachers grade 6-8	Kagan Facilitator Principal, Regina Lipnick Assistant Principal,	School-wide all teachers 6-8	September 17-19	Administrators will complete classroom walk-throughs. Teachers will be observed teaching a Kagan Lesson each semester.	Principal, Regina Lipnick Assistant Principal, Sherri Mims

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Kagan Instructional coaching for 45 teachers.	Three full days of Kagan coaching. Teachers are observed and critiqued while teaching a Kagan Structure. Specialized training with researched based instructional strategies for cooperative learning.	Title I	\$1,875.00
			Subtotal: \$1,875.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Supplies	Consumables, paper, manipulatives	Title I	\$6,555.00
			Subtotal: \$6,555.00
			Grand Total: \$8,430.00

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.		The percentage of students scoring proficiency on the Florida Writes test will increase by 1 percentage point.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012 59% of 8th grade students scored a 3 or higher on the Florida Writes.		60% of 8th grade students will score proficiently on the 2013 Florida Writes Test.			
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
	Increase writing skills rigor in Language Arts classes as well in all other disciplines.	Language Arts teachers will use Step Up to Writing strategies, and Six Traits Writing to increase the rigor.	Administrators, Writing Dept. Chair - Harley Orr, Language Arts teachers 6-8, and teachers school	Classroom assessments, Escambia Writes, and Florida Writes	Classroom assessments, Escambia Writes, and Florida Writes

1		Teachers of all disciplines will promote writing skills throughout the curriculum.	wide		
2	Alignment of curriculum with textbooks and resources	Language Arts teachers will meet monthly to develop a scope and sequence for each grade level in Language Arts classes.	Administrators, Writing Dept. Chair - Harley Orr, Language Arts teachers 6-8, and teachers school wide	Classroom assessments, Escambia Writes, and Florida Writes	Classroom assessments, Escambia Writes, and Florida Writes
3	Curriculum gap between grammar/conventions and writing for a purpose.	Purchase Pearson Writer's Coach textbooks to bridge gap between writing and grammar. These textbooks are high interest and reflect mentor text.	Administrators, Writing Dept. Chair - Harley Orr, Language Arts teachers 6-8, and teachers school wide	Classroom assessments, Escambia Writes, and Florida Writes	Classroom assessments, Escambia Writes, and Florida Writes
4	Lack of teacher training	Provide the following training opportunities: All teachers are encouraged to attend the CRISS training through our district for their subject which includes specific reading techniques. Kagan coaching will be provided to our faculty in September of 2011. This will be the third year we have provided Kagan training and/or coaching. Therefore, all teachers will implement Kagan Cooperative Learning strategies across the curriculum.	Administrators, Writing Dept. Chair - Harley Orr, Language Arts teachers 6-8, and teachers school wide	Classroom assessments, Escambia Writes, and Florida Writes	Classroom assessments, Escambia Writes, and Florida Writes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Formal Kagan coaching Strategies	Teachers grade 6-8	Kagan Facilitator Principal, Regina Lipnick Assistant Principal, Sherri Mims	School-wide all teachers 6-8	September 17-19	Administrators will complete classroom walk-throughs. Teachers will be observed teaching a Kagan Lesson each semester.	Principal, Regina Lipnick Assistant Principal, Sherri Mims

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Kagan Instructional coaching for 45 teachers.	Three fulls days of Kagan coaching. Teachers are observed and critiqued while teaching a Kagan Structure. Specialized training with researched based instructional strategies for cooperative learning.	Title I	\$1,875.00
			Subtotal: \$1,875.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Supplies	Consumables, paper, manipulatives	Title I	\$6,555.00
Purchase class sets of Pearson Writer's Coach Grammar textbooks for classroom use.	The Pearson Writer's Coach textbooks are highly motivating and engaging while improving students' grammar and writing skills.	Title I	\$13,000.00
			Subtotal: \$19,555.00
			Grand Total: \$21,430.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.

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

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

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

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

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:		Ferry Pass Middle School in 2012 will maintain or increase by .1% the average daily attendance rate.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
2011-2012 Attendance Rate 93.7		The expected attendance rate for 2012-2013 is 93.8			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
2011-2012 395 students with excessive absences		394 expected number of students with excessive absences			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
2011-2012 111 students with excessive Tardies		110 expected Number of Students with 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. Transportation issues 2. Illness 3. Conflict between school start time and family schedule 4. Out of school	1. School messenger call to student's home when absent 2. Child Study team will meet if the following occur: 5 days in a 30 day	Dean of Students and Guidance Counselors	Review and evaluation of attendance/discipline records	Attendance/Discipline records

1	suspension	period or 10 days in a 90 day period 3. Strategies and interventions will be determined based on absences, tardies, and /or individual student / home situations. 4. Visiting teacher will make a home visit. 5. Behavior Contracts 6. In school suspension 7. In lieu of expulsion program			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	In 2012, Ferry Pass Middle School will maintain or decrease by 1% the rate of students assigned to In School Suspension and Out of School Suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2011-2012 335 Total Number of In-School Suspensions Incidents	334 Expected Number of In-School Suspensions Incidents
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2011-2012 183 Total Number of Students Suspended In School	180 Expected Number of Students Suspended In School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2011-2012 344 Number of Out-of-School Suspensions Incidents	340 Expected Number of Out-of-School Suspensions Incidents
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2011-2012 157 Total Number of Students Suspended Out of School	155 Expected Number of Students 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	Noncompliance with school/district policies or rules.	Follow the school wide Behavior Leadership Plan - Develop positive school climate - Create a rewards incentive every nine weeks for students. Pass out Eagle Coupons to students who demonstrate positive behavior. Students redeem coupons for prizes. Send new teachers to classroom management workshops. Classroom walkthroughs by administrators	Behavior Leadership Chair & Dean of Students, Mike Bond, Principal, Regina Lipnick, and Assistant Principal, Sherri Mims	Review of data by Admin. team and Behavior Leadership team members each nine weeks	In-school suspension and out-of- school suspensions data

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase communication to parents regarding monthly parental activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Ferry Pass Middle School offers at least one parental activity / event per month. In the 2011-2012 school year these included band, chorus, and orchestra performances, CiCi's pizza literacy night, PTSA meetings, Open House, 6th grade pre-orientation in Spring, Literacy Bingo nights, and Dream Flag parent and community night. Depending on the event, participation ranged from 50 -	In 2012-2013 we would like to see at least 100 parents present for each parental involvement activity offered.

300 students and parents. We are going to increase communication through more call outs, more information on our website, and more information in our newsletters.

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	Communicate events in a variety of ways to parents, faculty, staff, and community.	Principal will make weekly School Messenger call outs each Sunday night informing parents of each week's events and activities. Provide monthly calendar of events to faculty and staff. Put important events on outdoor signs (the one on Yancey Avenue and the new one with the gym on Olive Road.) Purchase student planners to be used as a communication tool between school and home. Update website weekly with current events. Include all school events in school newsletters.	School Secretary - Teresa Pace Principal - Regina Lipnick Assistant Principal - Sherri Mims	Review Parent Climate Survey Results	Parent Climate Survey
2					

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
N/A	N/A	N/A	\$0.00

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase student planners to be used as a communication tool between school and home.	Student planners are used for students to write down daily assignments and homework, and are also used as a communication tool between the parent and teacher.	Title I	\$3,000.00
			Subtotal: \$3,000.00
Grand Total: \$3,000.00			

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Students in the Microsoft Office Suite information technology class will take the MOS Certiport test and at least 75 percent will make a passing score.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must pass 3 Microsoft Office Suite tests (Word, Powerpoint, & Outlook.) Passing 3 MOS tests takes substantial persistence on the part of the teacher and the students.	Instructor uses traditional teaching methods and Microsoft E-learning, test preparation through GMetrix online test software, and MOS testing through Certiport.	Principal-Dr. Regina Lipnick Assistant Principal - Sherri Mims Microsoft IT Academy Teacher- Stephanie Boyett	Review of MOS tests results	MOS Certiport tests

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Offer electives through our Gaming Applications Academy that promote student exploration of career opportunities through infusion of real-world connections.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Arranging the school wide master schedule to offer students our career and technical electives.	Schedule all students possible into one or more of the following courses: 1. Microsoft Office Suite 2. Dimension U Gaming and Application Development 3. Business Applications	Principal - Dr. Regina Lipnick Assistant Principal - Sherri Mims Guidance Counselors - Kaye Worley and Kim Warren	Review class load reports each semester to see how many students were in courses.	Class load reports

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

Additional Goal(s)

Ferry Pass Middle School does not have any additional goals. Goal:

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

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

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

Budget:

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

End of Ferry Pass Middle School does not have any additional goals. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Accelerated Math instruction - Renaissance Learning Licenses	All students will receive Accelerated Math instruction during their Soar time(this is the 20 minutes before or after lunch.) This program follows the State Standards and Benchmarks and provides individual needs based practice and instruction.	Title I	\$203.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$203.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Instructional coaching for 45 teachers.	Three fulls days of Kagan coaching. Teachers are observed and critiqued while teaching a Kagan Structure. Specialized training with researched based instructional strategies for cooperative learning.	Title 1	\$1,875.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Kagan Instructional Coaching for 45 teachers	Specialized training with research based instructional strategies for cooperative learning.	Title I	\$1,875.00
Science	Kagan Instructional coaching for 45 teachers.	Three fulls days of Kagan coaching. Teachers are observed and critiqued while teaching a Kagan Structure. Specialized training with researched based instructional strategies for cooperative learning.	Title I	\$1,875.00

Writing	Kagan Instructional coaching for 45 teachers.	learning. Three full days of Kagan coaching. Teachers are observed and critiqued while teaching a Kagan Structure. Specialized training with researched based instructional strategies for cooperative learning.	Title I	\$1,875.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
Subtotal:				\$7,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional Supplies	Consumables, paper, manipulatives	Title 1	\$6,555.00
Reading	.50 Reading Coach	Reading coach will monitor teachers and provide strategies to increase proficiency and learning gains in reading.	Title I	\$27,708.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Supplies	Consumables, paper, manipulatives	Title I	\$6,555.00
Science	Instructional Supplies	Consumables, paper, manipulatives	Title I	\$6,555.00
Writing	Instructional Supplies	Consumables, paper, manipulatives	Title I	\$6,555.00
Writing	Purchase class sets of Pearson Writer's Coach Grammar textbooks for classroom use.	The Pearson Writer's Coach textbooks are highly motivating and engaging while improving students' grammar and writing skills.	Title I	\$13,000.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Purchase student planners to be used as a communication tool between school and home.	Student planners are used for students to write down daily assignments and homework, and are also used as a communication tool between the parent and teacher.	Title I	\$3,000.00
Subtotal:				\$69,928.00
Grand Total:				\$77,631.00

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional Supplies	\$1,924.00
School wide behavior and academic reward incentives	\$2,000.00
Parent Involvement (Family) Events	\$1,500.00

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

Our SAC will meet 3 times during the course of the school year to plan, review, and make improvements to school wide activities that involve students, parents, and the community. The SAC has allocated funded for parent and student events. The primary focus for these activities is parental involvement. These sponsored activities include Bingo for Books Night where Reading and Writing strategies will be shared with parents. The SAC committee and the PTSA board will work in conjunction providing information to parents during these school wide events.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Escambia School District FERRY PASS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	58%	80%	47%	250	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	65%	71%			136	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?	73% (YES)	67% (YES)			140	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					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District FERRY PASS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	56%	89%	47%	256	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	61%	63%			124	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?	70% (YES)	63% (YES)			133	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					513	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested