

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: BAIR MIDDLE SCHOOL

District Name: Broward

Principal: Clarissa H. Coddington

SAC Chair: DeOndre Sims/LaTonya Dixon

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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)
					<p>Clarissa Coddington has been Principal of Bair Middle since the 2009-2010 school year.</p> <ul style="list-style-type: none"> Data for the 2011-2012 school year indicates that Bair struggled in all areas except overall learning gains in reading and Algebra 1 EOC. With increased performance scales, writing proficiency decreased from 90% to 74%. Proficiency in reading and math decreased significantly from 64/62% respectively to 50%. Science dropped from 39% to 33%. Learning gains for students in math decreased from 63% to 54% and for the lowest quartile, 67% to 53%. Reading for the lowest quartile decreased from 72% to 66%. 2011-2012 was the inception year for the JADA (Junior Accelerated Digital Academy) program. This program was created and designed to bring back Bair's boundary students being lost to NCLB "CHOICE" and Charter Schools. 100+ students in grades 6, 7, and 8th grade embarked on an accelerated learning track through Florida

	Principal	Clarissa H. Coddington	<p>Bachelor's Degree in Secondary Education and Master's Degree in Educational Leadership</p> <p>Certification Areas: Biology 6-12, Middle Grades Endorsement, ESOL Endorsement, Educational Leadership K-12, and School Supervision K-12</p>	4	11	<p>Virtual courses.</p> <ul style="list-style-type: none"> • Bair Middle School is now an Innovative Program school. The Innovative Program is an extension of JADA (Junior Accelerated Digital Academy) implemented during the 2011-2012 school year. JACCE (Junior Academy for College and Career Exploration) a two-tier program created and designed to offer students strategies to read, write, and think rigorously and critically at a level required by colleges and careers. This first tier, College and Career Prep (CCP) program, will prepare students to enroll in and succeed in Advanced Placement courses offered in high school. The second tier is the CCP Elective. This elective will offer students a STEM/project based class integrating Common Core State Standards while creating projects and exploring career fields in the areas of science, math, engineering, history, and technology. • Clarissa Coddington has been principal of Bair Middle since the 2009-2010 school year. During her tenure at Bair Middle, the lowest 25th percentile of students went from 64% to 67% learning gains in math and 38% to 39% learning gains in science. Due to the Bair Reading and Vocabulary initiatives implemented during the 2010-2011 school year there was an increase in learning gains made by the lowest 25% in <ul style="list-style-type: none"> • Reading from 67% to 72%. Bair Middle School students met 79% of criteria for AYP. With the new writing workshop initiative, writing scores increased from 77% to 88% on the 2010-2011 FCAT Writes. During the 2008-2009 school year, Mrs. Coddington served as the <ul style="list-style-type: none"> • Assistant Principal of Larkdale Elementary, an Intervene School. She was instrumental in departmentalizing grades 3-5, strategically scheduling students to receive proper instruction, curriculum, and interventions to meet the needs of the students. The school grade increased to a "C" and was only 14 points from a "B" grade. The school increased in 7 of the 8 accountability areas. In the 2007-2008, Mrs. Coddington served as an Assistant Principal at Bair Middle School. Under her leadership Bair Middle increased its total score for its School Grade from 502 to 510 total points; more specifically, from <ul style="list-style-type: none"> • 2007 to 2008, the following gains were achieved in mathematics: the percent scoring Level 3 and above increased 4 points (from 58 to 62 percent); the percent making learning gains in math increased 4 points (from 66 to 70 percent); and, the percent making learning gains in math in the bottom quartile increased one point (from 63 to 64 percent). Prior to Bair Middle and Larkdale Elementary, Clarissa Coddington served as Assistant Principal at Nova Middle School, an "A" school since 2002. Ms. Coddington took over the responsibility for coordinating a summer tutorial program for the Innovation Zone, providing differentiated instruction to Level 1 and 2 students. <p>During her tenure at Bair Middle, the lowest 25th percentile of students went from 64% to 67% learning gains in math and 38% to 39% learning gains in science. Due to the Bair Reading and Vocabulary initiatives implemented during the 2010-2011 school year there was an increase in learning gains made by the lowest 25% in Reading from 67% to 72%. Bair Middle School students met 79% of criteria for AYP. With the new writing workshop initiative, writing scores increased from 77% to 88% on the 2010-2011 FCAT Writes. During the 2008-2009 school year, Mrs. Coddington served as the Assistant Principal of Larkdale Elementary, an Intervene School. She was instrumental in departmentalizing grades 3-5, strategically scheduling students to receive proper instruction, curriculum, and interventions to meet the needs of the students. The school grade increased to a "C" and was only 14 points from a "B" grade. The school increased in 7 of the 8</p>
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					<p>accountability areas.</p> <p>In the 2007-2008, Mrs. Coddington served as an Assistant Principal at Bair Middle School. Under her leadership Bair Middle increased its total score for its School Grade from 502 to 510 total points; more specifically, from 2007 to 2008, the following gains were achieved in mathematics: the percent scoring Level 3 and above increased 4 points (from 58 to 62 percent); the percent making learning gains in math increased 4 points (from 66 to 70 percent); and, the percent making learning gains in math in the bottom quartile increased one point (from 63 to 64 percent).</p> <p>Prior to Bair Middle and Larkdale Elementary, Clarissa Coddington served as Assistant Principal at Nova Middle School, an "A" school since 2002. Ms. Coddington took over the responsibility for coordinating a summer tutorial program for the Innovation Zone, providing differentiated instruction to Level 1 and 2 students.</p>
Assis Principal	Karen Birke	<p>BS in Advertising, BA in English, M.Ed in English Education, Ed. Spec. in Educational Leadership</p> <p>Certification Areas: English 5-9 Educational Leadership K-12</p>	7	14	<p>Karen Birke has been an Assistant Principal of Bair Middle School for the past 7 years. During her tenure, Bair has maintained a grade of B for 5 of those years and achieved an A twice. In the past, Mrs. Birke has supervised the Language Arts department for 5 years. During that time, writing scores increased from 88% scoring 3.5 or higher in 2005 to 98% scoring 3.5 or higher in 2009. In the 2009/2010 school year, Mrs Birke supervised the 6th grade, whereas the 6th grade students achieved from 56% to 59% learning gains in reading and 49% to 54% learning gains in math. Mrs. Birke was instrumental in securing funding and curriculum materials for the Saturday FCAT program, STOMP, in 2008 where 63% of students attending increased an achievement level or showed learning gains. During the 2010-2011 school year as the administrator over the STOMP (ELO) program she was instrumental in initiating a mentoring program. This program led to increased attendance rates for the duration of the program.</p> <p>With the new writing workshop initiative, writing scores increased from 77% to 88% on the 2010-2011 FCAT Writes.</p>
Assis Principal	Andre Jones	<p>BS in Economics and M.Ed. in Educational Leadership</p> <p>Certification Areas: Educational</p>	3	3	<p>Andre Jones has been an Assistant Principal at Bair Middle since the 2008-2009 school year. Data for the 2011-2012 school year indicates that Bair struggled in all areas except overall learning gains in reading and Algebra 1 EOC. During the 2011-2012 school year, Mr. Jones was instrumental in the development and success of the JADA (Junior Academy for Digital Acceleration) program, which creates opportunities for gifted/high achieving students to accelerate their learning and earn high school credits through Florida Virtual School while still in middle school. Under his leadership, 100% of students enrolled in the program successfully completed one online course, 91% completed one and a half year courses in one year, and 47% completed 2 online courses in one year, with 8th grades completing their online course requirement for high school. Mr. Jones has networked with the elementary feeder school Principals to market Bair in the community, resulting in increased enrollment in the 6th grade. Additionally, Mr. Jones collaborated with the Principal from Horizon Elementary School to design an innovative math program, BMS (Becoming Math Savvy), which prepares gifted and high achieving 5th graders for GEM math classes. 5th grade students will come to Bair once per week to work in small groups in order to accelerate their math skills and ease the transition to middle school.</p> <p>During the 2009-2010 school year, Mr. Jones was responsible for supervising the social studies department and ELL, as well</p>

		Leadership K-12 and Social Sciences 5-9			<p>as, supervising the ELO program. As a result, 50% of the 6th graders, 78% of 7th graders and 77% of 8th graders who attended the ELO made learning gains in reading. Also during Mr. Jones' time at Bair the Science scores increased from 38% to 39% and the lowest quartile increased 3% percentage points in learning gains in math. Due to the Bair Reading and Vocabulary initiatives implemented during the 2010-2011 school year there was an increase in learning gains made by the lowest 25% in Reading from 67% to 72%.</p> <p>Prior to coming to Bair Middle School, Mr. Jones was the coordinator of the internal suspension program at Crystal Lake Middle School where he successfully reduced the suspension rate by 20% each year resulting in more classroom instructional time for students. This contributed to the school moving from a grade of C to a B in 2008. Mr. Jones spearheaded a Students Taking Active Responsibility (STAR) for academic success program for students who were in danger of being retained. This initiative forced students to work afterschool to take responsibility for their academics by gathering additional assignments from teachers and receiving afterschool tutoring provided by Mr. Jones. As a result, the retention rate decreased and there was a marked improvement in classroom grades as well as behavior</p>
Assis Principal	Patricia Genhold	<p>Degrees: BSW and MSW</p> <p>Certification Areas: Middle Grade Integrated Curriculum 5-9, Exceptional Student Education K-12, and Educational Leadership K-12</p>	2	2	<p>This is Ms. Genhold's second year serving as Assistant Principal at Bair Middle School. During the 2011-2012 school year, Mrs. Genhold was responsible for supervising the Reading and Language Arts Departments. As a result, 56% of 7th grade students scored Level 3 and above on the Reading portion of the FCAT test.</p> <p>Prior to coming to Bair, Ms. Genhold was the Behavior Specialist at Lyon's Creek Middle School. She was responsible for the development, supervision, and implementation of the Homework HELP academy and as a result 300+ students received additional tutoring, remediation and enrichment through the program. As the facilitator of the HELP academy, Mrs. Genhold was also responsible for the development of the SOAR (Students Organizing for Academic Recovery) program which helped student to recover core curriculum classes reducing the retention rate by 15%.</p> <p>2010-2011 Grade: A Increase in all AYP subgroups from 2% to 12% in Math, overall increase in Learning gains for Reading 3% and math 4%, Lowest 25th% increased in Reading 12% (244) and Math 8% (163).</p> <p>2009-2010 Grade: B Decrease in math Mastery by 2%</p> <p>2008-2009 Grade: A Increase in Reading Mastery: 67% to 72% Math Mastery: 72% had decreased to 70% and then rose to %72 in 2009. Increase in Science Mastery: 40% to 47% Increase in Writing Mastery: 89% to 94% AYP: in 2008-09 Black, SWD, Hispanic, ELL and Economically Disadvantaged did not meet AYP in Reading or Math.</p>

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
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					associated school year)
Language Arts/Reading	Anita Plummer	Master's degree in English Reading and ESOL Endorsed SpringBoard National Trainer Six Traits Certified	1	13	The current Literacy Coach has worked at the District Level and worked with schools to improve the reading and writing skills of secondary students. The coach is a National SpringBoard trainer, Six Traits trainer, and has conducted Common Core State Standards training for schools in the district.

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	New Educator Support System	NESS Liaison, NESS Coaches, Administrator	June 2013	
2	Mentor Aspiring Leaders	Principal	June 2013	
3	Partnering new teachers with veteran staff	Principal	June 2013	
4	Utilize teacher leaders through the leadership team	Principal	June 2013	

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
No data submitted	

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
55	1.8%(1)	16.4%(9)	36.4%(20)	47.3%(26)	43.6%(24)	100.0%(55)	27.3%(15)	21.8%(12)	87.3%(48)

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
Christine Clock	Chris George Netterville	Principal Decision	Biweekly meetings with NESS coach; training in pinnacle, BEEP, Virtual Counselor, parent conferences, making data-driven decisions and Marzano; classroom walk-

throughs by NESS coach;
lesson planning review
and assistance with
development of rubrics.

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

Funds are being used to provide supplemental materials to increase parent participation and parent involvement.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training.

Title III

ESOL - ELL students receive specialized instruction in reading and developmental language arts by a certified ESOL/reading endorsed teacher. Students are supported in content classes by bilingual teacher aides. The school receives supplemental materials from the Multicultural Department for ELL students.

Title X- Homeless

A district homeless coordinator and school social worker provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI)

Salaries for 1.63 teachers who teach lower level 6th, 7th, and 8th grade students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field-trips, community service, and counseling. We also participate in the district initiative of Silence Hurts. Mental health training is offered through the county. Crime watch is also instituted at the school. In addition, an anti-bullying policy and program is instituted with training for teachers and students.

Nutrition Programs

All students are offered a healthy balanced meal program while at school that includes breakfast and lunch. Qualifying students receive breakfast and lunch at a reduced price or free.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career education is embedded into 7th grade social studies curriculum with an EPEP (high school plan) completed as a

culminating activity. 8th graders will review their EPEP, and any 8th grader that has not had a career program and completed EPEP will do so. This includes selecting a major and post high school educational plans.

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Administrators, ESE specialist, guidance director, guidance counselor, school psychologist, school social worker, speech pathologist, literacy coach, department heads, classroom teachers, ESE teachers, and parents.

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

The RtI Leadership Team meets weekly, and works with the school leadership team and curricular departments to utilize effective strategies and interventions.

Principal:

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

Select General Education Teachers:

Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers:

Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Reading Coach:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist:

Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Administration, instructional coaches, department heads, ESE specialist, speech pathologist, school psychologist, school social worker, and guidance counselors meet regularly to discuss strategies for implementation of Tier 3 interventions by developing, leading, and evaluating school core content standards/programs; identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of individual student's need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis. The RTI team participates in the design and delivery of professional development; and provides support for assessment and

implementation monitoring; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. They also provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

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

The RTI leadership team reviewed and linked universal data to instructional decisions; reviewed progress monitoring data at the grade level and classroom level to identify students who are at high risk for not meeting benchmarks. The team identified professional development and resources necessary for student achievement. The RTI team also met with the School Advisory Council (SAC) and the principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching. The RTI team will meet regularly to problem solve, share effective practices, and help set clear expectations for instruction; as well as build consensus, increase infrastructures, and make decisions about implementation strategies.

Tier 1 data is routinely inspected in the areas of reading, writing, math, science, and behavior. Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This same data is also used to screen for at risk students who may be in need of Tier 2 or 3 interventions. Students are then referred to Collaborative Problem Solving Team for consideration of intensive intervention.

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.

For all areas, reading, math, science, writing, and behavior, a Filemaker Pro database and Excel template are used to manage and graph RtI referrals and data collection. At Tier 2 and Tier 3 the management system summarizes expectations, student performance levels, peer performance, aim line, and trend line.

MATH

The struggling math chart is used to identify screening, diagnostic assessment, and progress monitoring to identify needs of struggling math students.

Baseline: BAT 1, CMAT, Toma

Mid year: BAT 2

End of Year: FCAT

READING:

Data obtained through screening, diagnostic assessment, and progress monitoring is used to identify needs of struggling readers. Targeted

interventions that best meet the differentiated needs of these students are used to remediate struggling readers. A combination of research-based Comprehensive Intensive Reading Programs (CIRP), Supplemental Intensive Reading Programs (SIRP), screening, diagnostic, and progress monitoring assessments, and systematic and explicit instructional strategies and classroom practices are used at Tier 1, 2, and 3.

Baseline: BAT 1, PMRN, FAIR, DAR, WADE

Mid Year: BAT 2 PMRN, FAIR ap2

End of Year: FCAT, PMRN, FAIR ap3, DAR

SCIENCE

Baseline: BAT 1

Mid Year: BAT 2, Mini BATs

End of Year: FCAT

WRITING

Baseline: district writing prompts by core curriculum

Mid Year: district writing prompts by core curriculum

End of Year: FCAT

BEHAVIOR

Baseline: Functional Behavioral Assessments

Mid Year: Discipline Management System, Positive Behavior Intervention Plan

Describe the plan to train staff on MTSS.

The RTI Leadership team will view the podcast training for implementation of the RTI process and roll the information out to teachers. Teachers will be trained on Tier 1 and Tier 2 interventions. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The professional development will be delivered by the RTI leadership team.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Assistant Principal: Patricia Genhold
Literacy Coach Anita Plummer
Reading Dept. P. Daley
Language Arts Chair: D. Holland
Social Studies Chair: C. Clock
Science Dept. Co-Chairs: Latonya Dixon, Nicole Thibeault
Title 1 Liaison/Language Arts: D. Sims

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

The LLT is a collaborative effort that encourages a literate climate to support effective teaching and learning. The LLT will meet bi-monthly to develop school-wide literacy activities, such as school-wide reading in all subjects, as well as vocabulary development.

The LLT will increase content area literacy in a variety of mediums/media: closed circuit television programming, lunchtime activities, bulletin boards, podcasts, and online educational programs.

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

Literacy Leadership Team Initiative #1: BAIR

Becoming Actively Involved Readers (BAIR) is our school-wide Literacy Initiative.

Students will read a book of their choice for 5-7 minutes each class period (for a total of 35 minutes daily) and then process their reading via written response to the reading in a Literacy Journal (3-5 min.). Written prompts will be provided each quarter and must be secured to the front of each student's journal. Journals will travel with each student and will be graded weekly by his/her Reading Teacher (or for students without Reading, by the Reading Coach). This journal will serve as a form of ongoing progress monitoring for students at all grade levels and FCAT Reading achievement levels. Administrators and other leadership team members are free to read the journals at any time. Journals will be counted toward students' quarterly grades.

Literacy Leadership Team Initiative #2: Vocabulary for All

Word Part of the Week Vocabulary using Vocabulary through Morphemes, a district-approved curriculum.

A word part/word parts (prefixes, suffixes, and roots) will be introduced at the beginning of each week through LANGUAGE ARTS classes.

A group of words and meanings will be provided to students from Monday-Friday through ALL SUBJECT AREAS (LA, Math, Science, Social Studies, Reading/Elective)

where the word parts relate as closely as possible to that subject area. This will help guide students to see connections between word parts and meanings of words as they

identify unfamiliar words. The Reading Coach will provide weekly lessons to teachers to be implemented daily.

Language Arts teachers will reinforce the application of the new vocabulary by requiring new words to be correctly and appropriately incorporated into students' writing/essays on a regular basis.

Literacy Leadership Team Initiative #3: Reader's Theater/ Drama Class

Students will explore the 5 areas of Literacy (Reading/Writing/Viewing/Speaking/Listening) through a drama class/Reader's Theater. Students may sign up for the class (an elective) or participate voluntarily after school, as needed. The curriculum will include a focus on: reading and interpreting scripts, writing and revising scripts (monologues, dialogue) and programs, designing sets and visual/graphic arts, following directions and engaging in art projects with the art/shop/tech teachers, auditioning/performing in roles in student- and/or commercially produced theatrical scripts, and students/adult audiences will view the performances and provide feedback for the cast/crew. Students will learn how to inflect, how to use language as appropriate to the production, and how to run a production from a management perspective, as well (stage direction, cast,

crew, and marketing, etc.).

Music will also play a role, in that, a score will be created by students and/or the band teacher depending on the productions that are selected. Garage Band via Mac laptops will also be employed.

All students who join the class/club will have a role/responsibility of some sort in each production. Students in the Drama Class will receive academic credit. Volunteers will not receive credit.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/11/2012)

*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.

*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.

Content area teachers will meet to conduct lesson studies on integrating reading strategies into their daily lesson plans, including unwrapping the NGSSS standards.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 6-8, 40% of students will achieve a level 3 on the 2013 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (223)	40% (376)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	<p>1A.1. Introduce the strategies of Literature Circles, Socratic Seminars, and Readers' Theater in reading and language arts classes with high interest novels and selections of texts from SpringBoard.</p> <p>Accelerated Reader will also be used in all reading classes. Teachers will select a variety of books for students to read. Some of the titles will be books of high interest and others will be classics.</p> <p>Student rewards and incentives for making progress at each achievement level; based on progress monitoring instruments administered throughout the year.</p>	Administration, Reading Coach & Reading Teachers	1A.1.Observations by Reading/Literacy Coach, Teacher Observations, and student data via progress monitoring.	Teacher observation and student data
2	Lack exposure to quality age appropriate literature	<p>1A.2. Teacher read aloud of high quality literature and the implementation of novel study to improve mastery of benchmarks. Implementation of the school-wide reading initiative, which emphasizes strategies in the content area classes. Some of the targeted strategies are SOAPSTone, SIFT, TWIST, Close Reading, Marking the Text, and</p>	Administration, Reading Coach & Reading Department Head	Review BAT and Test Maker Data. Review of weekly daily literary Journals	Review BAT and Test Maker Data

		RAFT.			
3	Access to Technology	1A.3.Maximize computer lab and Media Center availability during mornings, during school, Department Head and after school hours when possible. Compass Learning; Reading Plus; FCAT Explorer and Destination Learning	Administration, Reading Coach, & Reading Department Head	1A.3.Teacher observations and recommendations to Literacy Coach and administrator based on on-going progress and monitoring instruments (OPMI)	1A.3.Review BAT, FAIR, Test Maker Data and other student data.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In grades 6-8, 40% of students will achieve a level 4,5 and 6 on the 2013 administration of the Florida Alternate Assessment reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(2)	40%(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	1B.1. Lack of mini assessments.	1B.1. Incorporate monthly mini assessments throughout the school year.	1B.1. Hauptert/Genhold	1B.1. Mini assessment scores.	1B.1.Teacher observation and student data Review BAT, FAIR, and student data
2	1B.2.Poor fluency,reading comprehension and word analysis skills.	1B.1. Monitor Progress. School-wide reading and vocabulary initiative.	1B.1. Hauptert/Genhold	1B.1. Progress Monitoring tools.	1B.2. Teacher observation and student data from mini assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 6-8, 29% of students will achieve a level 4 or 5 on the 2013 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (193)	29% (273)

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
	Lack of study skills	Content area teachers will incorporate study skills into their lessons. Content teachers will	Administration, Reading Coach & Content Area Department Heads	On the classroom walkthrough form #1 focuses on curriculum, 1f Essential Questions and	Classroom Walkthroughs

1		focus on the SQ3R strategy for note taking.		#2 focuses on Instruction, Item 2d - 2e (identify research based instructional strategies) will be used to collect data.	
2	Lack of exposure to higher-order questions.	All teachers will utilize FCAT test item specifications weekly.	Administration, Reading Coach & Department heads	Lesson plans will be reviewed during Classroom Walkthroughs	Classroom Walkthroughs
3	Access to Technology	Maximize computer lab and Media center availability during mornings, during school, and after school hours when possible. Compass Learning; Reading Plus; FCAT Explorer and Destination Learning	Administration, Reading Coach, Reading department head	Teacher observations and recommendations to reading coach and administrator based on on-going progress monitoring Instrument (OPMI)	Review BAT and Test Maker Data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In grades 6-8, 33% of students will score at or above Achievement level 7 on the 2012-13 administration of the Florida Alternate Assessment reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(1)	33%(2)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 6-8, 69% of students will achieve learning gains on the 2012 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(535)	70%(658)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge of their current level of performance	Teachers will conduct monthly data chats with individual students to	Administration, Reading Coach & Reading	Review of data chat logs	Mini BAT results

		discuss weak areas and set goals.	Department Head		
2	Deficiency on reading benchmarks	Social studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery. Infusion will include two benchmarks for analysis into the content area curriculum. Grade level Reading Teacher will collaborate with their social studies counter parts using specific question stems to target specific skills. The skills will be taught in Reading Classes but tested in Social Studies Classes using the Social Studies content.	Social Studies Department Head & Reading Coach	Lesson study planning and collaboration: Two samples will be collected from the Social Studies teachers and analyzed during PCS time collaboratively with the Reading Teachers.	Lesson Plans; data from FCAT Testmaker.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 6-8, 40% of students make learning gains on the 2012-13 administration of the Florida Alternate Assessment reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(1)	40%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Lack of focusing ability.	3B.1. Quiet individualized testing environment.	3B.1. Hauptert/Genhold.	3B.1. Anecdotal.	
2	3B.2. Lack of cognitive ability.	3B.2. Increase reading instruction throughout the day	3B.2. Hauptert/Genhold	3B.2. Progress monitoring tool Mini Assessment	

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 6-8, 73% of students in the lowest 25% will achieve learning gains on the 2012 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(147)	73%(156)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language development for students in intensive reading classes.	1. Reading PLUS 2. Differentiated instruction based on student data. 3. Follow district IFC's. 4. FAIR data to monitor student progress. 5. District and teacher created mini assessments between BAT's and prior to FCAT to build stamina and check for understanding.	Administration, Reading Coach & Reading Department Head	Reading PLUS, FAIR testing & Classroom Walkthroughs	Reports from Reading PLUS, FAIR testing & Classroom Walkthrough Form
2	Students need additional academic support and small group instruction	Extended Learning Opportunities: Pull-out, Saturday & after school	Administration & Reading coach	Monitor afterschool, Saturday, & pullout performance	Mini assessments, OPM instruments data, classroom student performance task
3	Access to Technology	Maximize computer lab and Media center availability during mornings, during school, and after school hours when possible. Compass Learning; Reading Plus; FCAT Explorer and Destination Learning	Administration, Reading Coach & Reading Department Head	Teacher observations and recommendations to reading coach and administrator based on on-going progress monitoring instrument (OPMI)	Review BAT and Test Maker Data

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 # Bair Middle School will reduce the achievement gap in reading by 50% in six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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:	In grades 6-8, 45% of black students and 58% of Hispanic students will score level 3 or above on the 2013 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70%(83) Black: 40%(267) Hispanic: 54%(79) Asian: 58%(33)	White: 74% (90) Black: 45%(289) Hispanic: 58%(85) Asian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are unaware of their current level of performance.	Individual data chats will be conducted with all students regarding each	Administration, Reading Coach & Reading teachers	A sample of students will be assessed on their knowledge of their	Data chat sheets, Teacher observation,

1		OPM report.		benchmark scores. After each BAT assessment a data chat will be conducted to review knowledge and correct misinformation.	Student interview following BAT.
2	Poor fluency, reading comprehension, and word analysis skills	All students in intensive and regular reading classes will use Reading Plus two times per week.	Administration, Reading Coach & Reading Department Head	Reading coach will review Reading Plus data and reports	Reading Plus reports
3	Access to Technology	Maximize computer lab and Media Center availability during mornings, during school, and after school hours when possible. Compass Learning; Reading Plus; FCAT Explorer and Destination Learning	Administration, Reading Coach & Reading Department Head	Teacher observations and recommendations to reading coach and administrator based on on-going progress monitoring instruments (OPMI).	Review BAT and Test Maker Data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (1)	9% (2)

Problem-Solving Process to Increase Student Achievement

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

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (33)	NA

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 6-8, 48% of Economically Disadvantaged students will score level 3 or above on the 2013 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(255)	48%(277)

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	5E.1. Students are unaware of their current level of performance.	5E.1.Student achievement data chats will be conducted with all students following the FAIR testing.	5E.1.Administration, Reading Coach & Reading teachers	5E.1.Administrations will review the log for Student Achievement Chats during CWTs.	5E.1.Administratio will randomly ask students how they performed on the latest assessment
2	5E.2. Poor fluency, reading comprehension, and word analysis skills.	5E.2.Teachers will focus on practice that improves automatically at the letter, word and text level in order to reduce the readers' cognitive load and increase his or her reading comprehension. Students will receive explicit instruction in vocabulary, comprehension and motivation and engagement The most disfluent students will participate in Advance Word Study and fluency instruction to promote comprehension. Students will have the opportunity to read, discuss and ask questions about the text. Use graphic organizers to understand to understand the text, and use additional strategies appropriate for the text to foster their comprehension.	5E.2.Administration, Reading/Literacy Coach, and Reading Department Head	5E.2.Monitor FAIR data and on-going monitoring in the classroom by reading teachers. Monitor each sub group and re-teach skills based on the data.	5E.2.FAIR Assessment Repor and BAT data
3	5E.3. Lack of quality time spent reading	5E.3.Students will spend 20 minutes reading in reading classes. After reading, students will discuss the reading and answer questions about text.	5E.3.Administrators, Reading/Literacy Coach, and Reading Department Head.	5E.3.Observations by Administrators, Literacy Coach, and Reading Department Head.	5E.3.BAT Assessment and on-going monitoring
4	5E.4.Lack of small group instruction	5E.4.Students will receive additional tutoring with SES program	5E.4.Administration and Title 1 Liaison	5E.4.Progress Reports from SES providers	5E.4.Pre- and Pos test exams.

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
CRISS strategies	6-8 All content area	Anita Plummer Literacy Coach	All grade level and content area	Early Release and morning PLC's	Classroom Walkthrough	Administration and Literacy Coach
Common Core	6-8 All content area	Anita Plummer Literacy Coach	All grade level and content area	Pre-planning week	Classroom Walkthrough	Administration and Literacy Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Achievement/Levels 3 and up	Junior Great Books	Reading	\$1,500.00
Student Achievement/All levels	Accelerated Reader	Reading	\$2,000.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student Achievement	Headphones for Reading Plus and FAIR	School Budget	\$500.00
Student Achievement	Reading Plus Site renewal	School Budget	\$2,000.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	Copies of CCSS from District Store	Title I	\$400.00
Key Literacy Strategy Training for content area teachers	Handouts for training and substitutes for teachers	Title I	\$1,500.00
Differentiated Instruction	Substitutes for teachers	Title I	\$1,500.00
Leadership Week	\$15.00/hr stipend for Leadership	Title I	\$675.00
FCIM	Substitutes for teachers	Title I	\$1,500.00
Literature Circles/Socratic Seminars	Substitutes for teachers	Title I	\$1,000.00
SpringBoard Review and Advanced	Substitutes for teachers	Title I	\$1,000.00
			Subtotal: \$7,575.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Achievement	DAR Assessment Kit	Accountability Funds	\$500.00
Student Achievement	WADE Assessment Tool	Accountability Funds	\$300.00
			Subtotal: \$800.00
			Grand Total: \$14,375.00

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:			In grades 6-8, ELL students will increase 10% in speaking and listening.		
2012 Current Percent of Students Proficient in listening/speaking:					
24% [9]					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Transient students	1.1. Assess students' language skills before placement in developmental language arts classes.	1.1. ESOL Coordinators	1.1. Students' portfolios will be checked on a periodic basis. When students are spoken to check for their explanation, application and interpretation of a given concept.	1.1. Portfolios and IPT
2	1.2. Lacks the use of speaking skills in the classroom due to cultural differences	1.2. Peer tutoring, one-on-one instruction, provide clear instruction	1.2. Developmental Language Arts teacher	1.2. Teacher will provide periodical assessments based listening and speaking.	1.2. Student will take the IPT in listening and speaking to monitor progress

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:			ELL students will increase their reading scores up to 25% .		
2012 Current Percent of Students Proficient in reading:					
16%(6)					
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	2.1. No prior formal education	2.1. Once skills are assessed, students will be in Developmental Language Arts and mainstream teachers will use the ESOL strategies matrix accordingly.	2.1.ESOL certified teachers, ESOL endorsed teachers, ESOL AP, and ESOL Contacts	2.1.Periodic formal and informal assessments.	2.1. Portfolios and IPT
2	2.2. Difficulty translating the English language	2.2. All students classified as A1-B2 students will be provided with a heritage language-	2.2. ESOL Coordinator	2.2. Through observations, portfolio checks, and interviews.	2.2. Portfolios and interviews

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

3. Students scoring proficient in writing. CELLA Goal #3:	ELL students will make a 5% percent gain in writing proficiency.
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2012 Current Percent of Students Proficient in writing:

1%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students can only write in their native language or write poorly in English when first learning the language.	3.1. Increase writing with the use of visual/graphic aids to organize their writing. Students will also keep a writing journal.	3.1. Developmental Language Arts teacher	3.1. Portfolio and journal checks and writing assessments	3.1. Portfolios, journals, published work and IPT scores in writing.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Translations	Heritage Dictionary	School Budget	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 6-8, 40% of students will achieve a level 3 on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(236)	40%(375)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to an adequate number of higher order questions and differentiated instruction.	Lesson strategies will include higher order questioning and strategies for differentiated instruction.	Administration & Department Head	Classroom walkthroughs will be conducted to ensure lesson strategies are in place and utilized, and conduct data chats with teachers	Teachscape Reports and Mini-BAT results
2	Students lack the stamina to solve several consecutive, higher level thinking questions.	Students will periodically be tested using the FCAT Testmaker Pro software, specifically targeting higher level questions.	Administration & Department Head	Data reports from assessments will be used to target student's weakness when planning spiraling lessons.	FCAT Testmaker Pro Assessments & FCAT Testmaker Pro Data Reports

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:	In grades 6-8, 40% of students will achieve a level 4,5 and 6 on the 2013 administration of the Florida Alternate Assessment math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	40% (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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 6-8, 30% of students will achieve a level 4 or 5 on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(180)	30%(281)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of projects and enrichment activities to maintain above grade level performance	Teachers will assign projects and/or enrichment activities.	Administration & Department Head	Teachers, as part of the PLC, will reflect on completed projects and enrichment activities	Student grades and rubrics
2	Students cannot recognize and solve all parts of a multi-step problem.	In class activities where students discover steps to solving problems without teacher's guidance.	In-class Teachers & Department Head	Evaluation of graded rubric by teacher and students.	Project Rubric

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:	In grades 6-8, 40% of students make learning gains on the 2012-13 administration of the Florida Alternate Assessment mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(1)	40%(2)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 6-8, 67% of students will achieve learning gains on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(469)	67%(628)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack knowledge of their initial achievement levels.	Teachers will continually conduct data chats.	Administration & Department head	Students will know their performance on the FCAT and BAT.	Discussions between administration and students.
2	Students are unaware of the progress they are making throughout the school year.	Students will track their progress on in-class assessments.	In-class Teachers & Students	Students will determine the rate of progress by entering data on charts and graphs.	BAT I, BAT II, and FCAT Testmaker Pro reports.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 6-8, 70% of students in the lowest 25% will achieve learning gains on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (116)	70% (164)

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
	Lack of differentiated instruction.	Lessons will include specific research based strategies for improving vocabulary, increasing	Administration Math & Department Head	Lesson plans will be reviewed during classroom walkthroughs to ensure	Classroom walkthrough and Mini-BAT results

1		comprehension and building background knowledge. Instruction will include the use of on-line resources (i.e. BEEP lessons, FCAT Explorer, National Library of Virtual Manipulatives, GeoGebra software, and re-teaching resources provided by the textbook publisher).		that resources are in place and utilized effectively to increase Mini BAT/FCAT scores	
2	Student participation and knowledge of their achievement levels.	Teachers will conduct data chats with students during the first marking period and after the second BAT administration.	Administration & Department Head	Students will know their performance on the FCAT and BAT through monthly data chats.	Data chat logs
3	Students need additional academic support and small group instruction.	Extended Learning Opportunities (ELO)	Administration & Department Head	Monitor ELO afterschool, Saturday, and pull out performance	Mini assessments
4	Students do not have the basic math skills to quickly and confidently solve problems.	Teachers will use the Math Party CDs to review multiplication facts and begining math concepts.	In-class teachers & Department Heads	Students work will show the steps for multiplication rather than repeated addition.	Classwork, Homework and Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In six years Bair Middle school will reduce the achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	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 mathematics. Mathematics Goal #5B:	In grades 6-8, 52% of black students and 68% of Hispanic students will score level 3 or above on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65%(113)Black: 39%(172)Hispanic: 60%(88)Asian: 66%(21)American Indian: 80%(4)	White: 81%(122)Black: 52%(279)Hispanic: 68%(116)Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student participation and knowledge of their achievement level.	Teachers will conduct data chats with students during the first marking period and after the second BAT administration.	Administration Math Department Head	Administrators will ask students about their performance on the FCAT and BAT.	Data chat logs
	Lack exposure to technology and	Lessons will include specific research based	Administration, Math Department	Lesson plans will be reviewed during	Classroom Walkthrough form

2	differentiated instruction.	strategies for improving vocabulary, increasing comprehension and building background knowledge. Instruction will include the use of on-line resources (i.e. Tabula Digita, Calculation Nation, BEEP lessons, FCAT Explorer, National Library of Virtual Manipulatives, GeoGebra software, and re-teaching resources provided by the textbook publisher.	head & Math Teachers	classroom walkthroughs to ensure that strategies are in place and utilized.	
3	Students are presented with information from only one point of view.	Hold before school tutoring sessions in which students are taught by teachers other than their classroom teachers.	Tutors & Department Heads	Review Mini Assessments to ensure that the students rate of success is increasing. If the rate is decreasing, then address the area through re-teaching.	Mini Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (34)	NA

Problem-Solving Process to Increase Student Achievement

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

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (26)	NA

Problem-Solving Process to Increase Student Achievement

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

1	NA	NA	NA	NA	NA
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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:	In grades 6-8, 56% of Economically Disadvantaged students will score level 3 or above on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(295)	56%(324)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction and hands on activities.	Lessons will include differentiated instructional strategies which include hands on activities and student reflection on what was learned, pre/post assessments or anticipation guides to determine improvement in student learning.	Administration & Math Department Head	Lesson plans will be reviewed during classroom walkthroughs to ensure that strategies are in place and utilized.	Classroom Walkthrough form
2	Students do not consistently have someone at home to help with fine-tuning their skills.	Pull-Out and Push-In tutoring sessions	Administration & Department Head	Student's showing progress on assessment reports.	In-class assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Bair Middle will continue to provide our students with advance instruction in our accelerated curriculum and GEM enrichment to to meet the educational needs and rigor of students that are talented mathematically.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, 22% (11) of students achieved level 3 on the Algebra EOC	June 2013, 25% (11) of students will achieve level 3 on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in the Algebra	Student's in the Algebra	Classroom	All students will achieve	EOC Results.

1	class are not ready for the rigor and pace needed for success in the advanced class.	classes will work more with partners, specifically focusing on the students' ability to explain the reasoning behind the steps they are taking.	teachers.	a level3 or higher on the EOC.
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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:	Bair Middle will continue to provide our students with advance instruction in our accelerated curriculum and GEM enrichment to to meet the educational needs and rigor of students that are talented mathematically.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, 77%(39) of students achieved level 4 or higher on the Algebra EOC.	June 2013, 25%(11) of students achieved level 4 or higher above on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in 8th grade lack the skills needed to enter and achieve success in the high level classes.	Current 8th grade students will be encouraged to join the math club/competition team. Further, high 6th and 7th grade students participating in ELOs will have curriculum based on the high difficulty problems they will see on the EOC.	ELO Coordinators. Classroom teachers. Department Head.	Students' scores on the EOC (particularly 8th grade) will rise.	EOC results
2	Students in 8th grade lack the skills and maturity needed to enter and achieve success in the high school level classes.	Our 8th grade teachers will encourage students to take part in math competition and our before/afterschool tutoring programs. To prepare our 6th and 7th grade students, they will be participating in ELOs working on areas of difficulties they will see in the EOC.	Classroom teachers Department Heads ELO coordinator	Students scores on the EOC (particularly 8th grade) will rise.	EOC results

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 #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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	Bair Middle will continue to provide our students with
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satisfactory progress in Algebra. Algebra Goal #3B:	advance instruction in our accelerated curriculum and GEM enrichment to to meet the educational needs and rigor of students that are talented mathematically.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 6% (17) Black: 0% (13) Hispanics: 0% (16) Asian: 0% (5) American Indian: N/A	The expected level of performance: White: 1%(17) Black: 2%(13) Hispanic: 9%(8) Asian: 0%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parents' knowledge of curriculum to provide support needed for homework assignments.	Solicit and provide incentives to parent to get more involved in student (school)events. Provide parents with the necessary Math resources which will help them facilitate student achievement at home.	Department Heads Sac Committee Assistant Principal	Review parent sign-in sheet and monitor monthly parental involvement via conferences and parent evening activities.	Parent Sign-in log; and Title I Sign-In Log
2	Student motivation to study and complete assignments.	Infuse alternative assignment to motivate student engagement such as: FCAT Explorer, First in Math, and tabula Digita.	Department Heads Teachers	Department Chair and Assistant Principal will monitor lesson plans regularly to ensure the use of differentiated instruction and the use of multi-media technology in the classroom.	Tabula Digita, First in Math and FCAT Explorer Instructional Software.

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:	Bair Middle will continue to provide our students with advance instruction in our accelerated curriculum and GEM enrichment to to meet the educational needs and rigor of students that are talented mathematically.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, there were no ELL students that took the Algebra EOC	June 2013, 0% of ELL students will not be proficient on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Implementing vocabulary enrichment activities such such as word analysis, Vocabulary journals, word webs, word walls, interactive editing, cloze paragraph editing, and dictations.	Department Chair Literacy Coach	Department meeting to review the effectiveness of strategies being used in the classroom, and data analysis.	Benchmark assessments, common assessments, and project-based assessments.

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

of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Bair Middle will continue to provide our students with advance instruction in our accelerated curriculum and GEM enrichment to meet the educational needs and rigor of students that are talented mathematically.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, 100% of students were not proficient on the Algebra EOC.	June 2012, 0% of students will not be proficient on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Appropriate scheduling services for students.	Prioritize scheduling for SWD.	ESE specialist Scheduling Administrator	The ESE specialist will monitor support, facilitate logs to ensure that SWDs are being scheduled appropriately and receiving required accommodations.	Evaluation of support facilitator logs.
2	Teachers implementing specified accommodations for individual students.	Providing information on implementing accommodations to all teachers and teachers assistane. Increasing the collaboration between general education and ESE support teachers.	ESE Specialist	Math diagnostic assessment (CMAT) to identify deficiencies for interventions.	Data Analysis of math diagnostic tools.

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:	Bair Middle will continue to provide our students with advance instruction in our accelerated curriculum and GEM enrichment to meet the educational needs and rigor of students that are talented mathematically. Our population of economically disadvantage students taking algebra will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, 0% of the Economically Disadvantaged students were not proficient on the Algebra EOC.	June 2013, 1%(19) of Economically Disadvantaged students will not be profient on the Algebra EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low ELO attendance Students not attending Saturday FCAT camps And afterschool tutoring.	Provide incentives to boost attendance (discounted ticket). Encourage parent involvement by hosting parent workshops during Saturday school hours	Department Head Grade Level Administrators Teacher	Monitor attendance record reports for Saturday FCAT camps	FCAT scores, BAT Tests, Quarterly Test scores, and teacher assessments.
	Motivation Curriculum not engaging enough to sustain students' genuine	Schedule district trainer to provide professional development on differentiating instruction	Math Department Administrator and Department Head	Classroom Walk Throughs to ensure differentiated instruction is taking place.	Math Projects, Enrichment exercises and Mini BAT tests. FCIM

2	interest in the instruction being delivered	and using various classroom strategies such as manipulatives and technology to enhance student learning	Department meeting discussions/dialogue.	model.
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End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Bair Middle will continue to provide our students with advance instruction in our accelerated curriculum and Geometry enrichment to meet the educational needs and rigor of students that are talented mathematically. The percentage of students scoring a Level 3 in Geometry is expected to remain at 100% achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance is 100%(31).	June 2013 expected level is 100%(25).

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	Teachers have limited understanding about how to differentiate instruction.	Provide training and continual support for teachers help the improve strategies to differentiate instruction to meet the needs of multiple performance levels and monitor student progress.	Department Chair Administrator	Classroom Walkthroughs, monitoring lesson plans, data chats with students and monitoring teacher assessments.	BAT, FCAT, mini assessments, FCAT explorer.
2	Teachers lack of adequate understanding of applying rigor to instructional tasks exemplary of the new Common Core Standards.	Train teachers to assess and benchmark student performance. Provide teachers with training on scaffolding strategies and implementation of critical thinking skills and tasks to increase students' understanding of core knowledge.	Administration Department Chair	CWT, Monitoring of lesson plans, analysis of student works, and data chats.	BAT FCAT, FCIM model, Data Conferences, FCAT Explorer, Gizmo, and PLC collaboration.

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:	Bair Middle will continue to provide our students with advance instruction in our accelerated curriculum and Geometry enrichment to meet the educational needs and rigor of students that are talented mathematically. The percentage of students scoring a Level 4 in Geometry is expected to increase by 1% achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, level of performance is 84%(31).	June 2013, level of performance will will increase by 1% (25)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of real world connection within delivery of instruction.	Students at this level will be exposed to Project Based Learning activities. Integration of technology tht includes real world connections.	Department Head Administration Teachers	REview of lesson plans to ensure higher level thinking activities to include activities related to real world to help them make the connection. Analyzed data and compare assessments.	Assessments BAT FCAT Gizmo

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 # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	The students in subgroups by ethnicity not making satisfactory progress in geometry will remain at 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, level of performance of students in subgroups not making satisfactory progress in Geometry: White 0%(17) Black 0%(4) Hispanic 0%(6) Asian 0%(3) American Indian N/A	June 2013, it is expected that students in subgroups not making satisfactory progress in Geometry: White 0%(9) Black 0%(3) Hispanic 0%(8) Asian 0%(5) American Indian 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	Lack of parent involvement in providing extra support with homework assignments or reinforcing homework at home.	Provide incentives to parents and students to participant in parent trainings and events. Provide parents with resources that will help them to facilitate student achievement at home.	Department Heads Assistant Principal	Reviewing parent sign-in logs Monitor monthly parent involvement (conferences and other events hosted by the school)	Parent sign-in log Title I log Guidance Counselors

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:	The ELL students not making satisfactory progress in geometry will remain at 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, there were no ELL students that took the Geometry EOC.	June 2013, ELL students not making satisfactory progress in Geometry: 0%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Implementing vocabulary enrichment activities such as word analysis, vocabulary journals, word webs, word walls, interactive editing, cloze paragraph editing and dictations.	Department Head Literacy Coach	Department meetings to review the effectiveness of strategies being used in the classroom and data analysis.	Benchmark assessments, common assessments, and project-based assessments.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	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
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 Geometry. Geometry Goal #3E:	Bair Middle School will continue to provide our students with advance instruction in our accelerated curriculum and GEM enrichment to meet the educational needs and rigor of students that are talented mathematically. Our population of economically disadvantaged students taking Geometry will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
June 2012, 0% of Economically Disadvantaged students were not proficient in the Geometry EOC.	June 2013, 0%(25) of Economically Disadvantaged students will not be proficient on the Geometry EOC.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiation for Middle School Math	6-8	SBBC	6th - 8th grade math teachers	October 2012	Teachers will use differentiated instruction more frequently in the classroom.	Administration & Department Head
Keys of problem solving	6-8	SBBC	6th - 8th grade math teachers	January 2013	Teachers will be more active and proactive in teh RtL process.	Classroom Teacher & RtL

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Updating teh FCAT Testmaker Pro Software.	Purchasing the license to update the software that the school already owns	Accountability	\$400.00
			Subtotal: \$400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Trainings	Paying for substitute teachers while classroom teachers are out of the class for trainings	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math and Technology Family Night	Math and Technology Family Night for parents and stakeholders to come to the school and engage in Math/Technology strategies and skills that will assist their children at home.	Title I	\$300.00
			Subtotal: \$300.00
			Grand Total: \$2,200.00

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:		In grade 8, 37% of students will achieve a level 3 on the 2013 administration of the FCAT 2.0 Science test.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
25%(70)			37%(117)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack critical thinking skills necessary for scientific inquiry.	A. School-wide involvement in the science research and science project development for science fair. B. Development and implementation of inquiry labs used by the department. C. IMACS Study Island D. School-wide Participation in Junior Solar Sprint	Administration, Science Department Co-Chairs, and classroom teachers	A. Teachers will grade projects according to School-wide science rubric. B. Lab reports will be checked by classroom teachers to ensure student understanding. C. Classroom teacher will grade virtual labs. D. Teacher will evaluate student creation of quality projects.	A. Science Fair Project B. Science lab reports showing how students solve problems in the inquiry lab C. Teacher evaluation after each virtual lab. D. Participation levels and Student Solar Cars.
2	Students lack of lab access.	Classes will rotate through science labs.	Administration, Science Department Co-chairs & Classroom Teachers	Assessment of Lab Journals	Lab Journals

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:		In grade 8, 10% of students will achieve a level 4 or 5 and on the 2013 administration of the FCAT 2.0 Science test.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
8% (22)			10% (31)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 8, 10% of students will achieve a level 4 or 5 and on the 2013 administration of the FCAT 2.0 Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(22)	10%(31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of lab skills.	Students will participate in real world, hands-on inquiry labs, virtual labs, and classroom demonstrations.	Science Department Co-Chairs & Classroom Teachers	Teacher evaluation of Lab Journal answers.	Lab Journals
2	Students lack study skills and basic scientific knowledge.	Teachers will infuse study skills into instruction and utilize the 5E Model to engage students and increase understanding of scientific concepts.	Administration & Science Department Co-Chairs	Analysis of CWT data. Analysis of student scores on tests. Monthly meetings to discuss infusion of study skills and use of the 5E model.	Classroom Walkthroughs & Teacher made Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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
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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
STEM	6-8/Science	Dept Chairs	Science Dept	Morning PLC (Mon/Wed)	Discussion/ CWT	
COMMON CORE	6-8/Science	Dept Chairs	Science Dept	Morning PLC (Mon/Wed)	Discussion/CWT	Mrs. Thibeault, Ms. Dixon, Mrs. Birke
FCIM	6-8/Science	Dept Chair	Science Dept	Morning PLC (Mon/Wed)	Discussion/CWT	Mrs. Thibeault, Ms. Dixon, Mrs. Birke

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry Base Labs	Lab Supplies	FTE	\$1,200.00
Science ELO	Teachers to tutor students in small settings	Accountability	\$1,000.00
			Subtotal: \$2,200.00
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
Gizmo/STEM Training	Substitute to cover classes	Title I	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
County Based Project	Rewards/Recognition for students	Science Dept.	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$4,400.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level	

3.0 and higher in writing. Writing Goal #1a:	In the 2013 FCAT Writing exam 95% of students will score 3.0 and higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (209)	95% (303)

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	1A.1. Students lack skills in the Writing Process.	1A.1. Focus on the Writing Process through small group sessions. Plan differentiated lessons that focus on students' strengths and weaknesses. Weekly pull-out/push-in sessions	1A.1. Lang. Arts department Chair/Administrator	1A.1. School-wide Writing Plan. Embedded assignments in writing. Grade level/content area teachers will meet at least twice per year to collaboratively score student writing	1A.1. Student work samples. Writing portfolios. Embedded Writing assessments.
2	1A.2. Students lack basic skills in the written conventions of English.	1A.2. (a) Utilize strategies to incorporate mini-lessons in grammar conventions. (b) School-wide writing plan for conventions of English.	1A.2. Lang. Arts department chair/Administrator	1A.2. School-wide Writing Plan. Embedded assignments in writing. Grade level/content area teachers will meet at least twice per year to collaboratively score student writing	1A.2. Student work samples. Teacher evaluation checklist for Conventions of writing.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In the 2013 Florida Alternate Assessment Writing exam 100% of students will score 4.0 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)	100%(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	1B.1. Students lack exposure to rich literature and personal experiences that inhibit their ability to develop fresh ideas in writing.	1B.1. Introduce quality texts. Use text exemplars from Common Core Standards.	1B.1. Lang. Arts department chair/Administrator	1B.1. School-wide Writing Plan. Embedded assignments in writing. Grade level/content area teachers will meet at least twice per year to collaboratively score	1B.1. Student work samples. Writing portfolios

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-8/Lang. Arts	Literacy Coach/Dept. Chair	PLC	Aug. 2012- Nov. 2012	Classroom walkthroughs, peer assistance/observations	Literacy Coach/Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-Out/Push-In Sessions	Three teachers to tutor students in small settings.	Budget	\$2,300.00
Collaborative essay scoring	Grade level teachers will score essays together Accountability	Budget	\$1,164.00
			Subtotal: \$3,464.00
			Grand Total: \$3,464.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		In grades 6-8, 97% of students will attend school on a daily basis.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.3% (926)		97% (945)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
10		8			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
29		24			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of parental supervision	1.1. School social worker will contact parents within 5 absences	1.1. Administration	1.1. Attendance reports will be reviewed weekly to determine excessive absences	1.1. Data reports

2	1.2. Structure of family dynamics	1.2. Guidance counselor will assist the student with family issues.	1.2. Administration Guidance	1.2. Data reports to show increased attendance	1.2. Data reports
3	1.3.Lack of student interest in school activities.	1.3.Increase amount and variety of electives and clubs.	1.3.Administration club sponsors	1.3.Data reports used to show attendance	1.3.Data Reports
4	1.4.Tardiness	1.4.School-wide tardy policy. Students will receive a Saturday school detention for every 5 tardies up to 2 Saturday detention. After the 15th tardy students will receive a 1-day suspension. This is repeated each quarter	1.4.Administration Guidance Director	1.4.Attendance record review	1.4.Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes

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

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

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

Attendance Budget:

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

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 grades 6-8, internal suspension rates will decrease by 25%, and external suspension rates (including placement at AES) will decrease by 28% in the 2012-2013 school year.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
27	20				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
22	17				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
205	148				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
103	75				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient time spent teaching behavioral expectations	Lesson plans on teaching students appropriate school behavior; offer Civics with Leadership component to teach social skills and ethical role of citizens.	Administration Department Heads Civics Teacher	Classroom walkthroughs and review of suspension data weekly as part of the RTI process	Decrease in suspensions as reflected in reports from Discipline Management System
2	Lack of Internal suspension as a lesser consequence	Increase after-school detentions to twice per week and increase # of Saturday school sessions.	Administration	Suspension Rate	Decrease in suspensions as reflected in the reports from Discipline Management System

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on the LEAPS classroom management program	6-8 grade teachers	Administration	School-wide	October 2012	Teacher observation and data reports	Administration
Refresher on CHAMPS	6-8 grade teachers	Administration	School-wide	Ongoing through PCS	Classroom Walkthroughs	Administration and Department Heads

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In grades 6-8, 60% of parents will attend meetings and/or activities throughout the 2012-2013 school year.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
47% (433)	60% (560)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Work schedules conflict with parents ability to attend.	1.1. Provide a variety of times and dates to accommodate more parents.	1.1. Grade Level Administrator SAC Co-Chairs	1.1. Collection of sign in sheets for all activities and review at SAC and SAF meetings.	1.1. Sign in Sheets.
2	1.2. Not having a functioning PTO organization	1.2. Charter a PTSA organization to increase parent involvement and have district and national support of the program	1.2. Administration and PTSA President	1.2. Parent Sign in sheets and memberships	1.2. Membership roster, PTSA Sign in Sheets.

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
Mysteries in the Middle	6th grade reading	Patricia Genhold and Anita Plummer	All subject areas	Evening training and morning PLC's	Parent Sign-In sheets, flyers and agendas	Title I liaison Administration
MegaSkills	Reading and Language Arts	Jennifer Roberts/Stephanie Lavarius	Reading and Language Arts	District Trainings	Parent Sign-In sheets, flyers and agendas	Title I liaison Patricia Genhold

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Annual Parent Seminar	Educational Speakers and Parent Materials	Title I	\$80.00
Curriculum Nights for Parents	Salaries for teacher presenters	Title I	\$2,700.00
Parent Trainings	Salaries for Curriculum Facilitator	Title I	\$500.00

Parent Recruitment	Supplies for flyers, brochures, agendas	Title I	\$200.00
			Subtotal: \$3,480.00
			Grand Total: \$3,480.00

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:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Lack of Technology	1.1. To compensate for the lack of technology, a computer lab and cart schedule will be created to allow for adequate student exposure to available technology.	1.1. Andre Jones, Administrator of Technology distribution Nicole G. Thibeault and Latonya Dixon, Science Department Chairs	1.1. A monthly calendar will be released to science department teachers for access to the computer lab and carts.	1.1. The computer lab schedule will allow students the opportunity to interact with technology. This exposure will increase Students' FCAT (Science and Math) score & Mini-assessments.
2	1.2.Lack of Funding	1.2.A grant writing committee will be established to acquire funds to support STEM related activities such as field trips, competitions and clubs. Community partners will also be petitioned to help defray the cost of STEM activities.	1.2. Nicole G. Thibeault and Latonya Dixon, Science Department Chairs	1.2.The grant writing committee will meet to evaluate the group's progress and report any incoming awards.	1.2.Administrator will report to faculty and staff the total amount given to the school for STEM activities.
3	1.3.Students fail to see the connection between science and math skills.	1.3. Collaboratively plan to use common language when teaching skill such as conversions and balancing equations and formulas.	1.3. Math teachers and science teachers.	1.3. Students will show increased knowledge of how the activities in science and math are really the same.	1.3. Students' FCAT (Science and Math) score & Mini-assessments.

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
STEM PLC (Interdisciplinary project-based learning)	All grade levels and subjects	Nicole G. Thibeault Latonya Dixon	School-wide	Quarterly	Mini projects will be designed and implemented by the collaborative interdisciplinary teams.	Nicole G. Thibeault Latonya Dixon Jason Wilensky

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

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

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

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

CTE Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Achievement/Levels 3 and up	Junior Great Books	Reading	\$1,500.00
Reading	Student Achievement/All levels	Accelerated Reader	Reading	\$2,000.00
Science	Inquiry Base Labs	Lab Supplies	FTE	\$1,200.00
Science	Science ELO	Teachers to tutor students in small settings	Accountability	\$1,000.00
				Subtotal: \$5,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Achievement	Headphones for Reading Plus and FAIR	School Budget	\$500.00
Reading	Student Achievement	Reading Plus Site renewal	School Budget	\$2,000.00
Mathematics	Updating teh FCAT Testmaker Pro Software.	Purchasing the license to update the software that the school already owns	Accountability	\$400.00
				Subtotal: \$2,900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Training	Copies of CCSS from District Store	Title I	\$400.00
Reading	Key Literacy Strategy Training for content area teachers	Handouts for training and substitutes for teachers	Title I	\$1,500.00
Reading	Differentiated Instruction	Substitutes for teachers	Title I	\$1,500.00
Reading	Leadership Week	\$15.00/hr stipend for Leadership	Title I	\$675.00
Reading	FCIM	Substitutes for teachers	Title I	\$1,500.00
Reading	Literature Circles/Socratic Seminars	Substitutes for teachers	Title I	\$1,000.00
Reading	SpringBoard Review and Advanced	Substitutes for teachers	Title I	\$1,000.00
Mathematics	Trainings	Paying for substitute teachers while classroom teachers are out of the class for trainings	Title I	\$1,500.00
Science	Gizmo/STEM Training	Substitute to cover classes	Title I	\$1,200.00
				Subtotal: \$10,275.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Achievement	DAR Assessment Kit	Accountability Funds	\$500.00
Reading	Student Achievement	WADE Assessment Tool	Accountability Funds	\$300.00
CELLA	Translations	Heritage Dictionary	School Budget	\$100.00
Mathematics	Math and Technology Family Night	Math and Technology Family Night for parents and stakeholders to come to the school and engage in Math/Technology strategies and skills that will assist their children at home.	Title I	\$300.00

Science	County Based Project	Rewards/Recognition for students	Science Dept.	\$1,000.00
Writing	Pull-Out/Push-In Sessions	Three teachers to tutor students in small settings.	Budget	\$2,300.00
Writing	Collaborative essay scoring	Grade level teachers will score essays together Accountability	Budget	\$1,164.00
Parent Involvement	Title I Annual Parent Seminar	Educational Speakers and Parent Materials	Title I	\$80.00
Parent Involvement	Curriculum Nights for Parents	Salaries for teacher presenters	Title I	\$2,700.00
Parent Involvement	Parent Trainings	Salaries for Curriculum Facilitator	Title I	\$500.00
Parent Involvement	Parent Recruitment	Supplies for flyers, brochures, agendas	Title I	\$200.00
				Subtotal: \$9,144.00
				Grand Total: \$28,019.00

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.

[View uploaded file](#) (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Accountability Funds will be used to help fund Homework Help after school, where students can come and receive tutoring and additional help with classwork.	\$1,700.00
Also, funds will be used to provide transportation for Saturday ELO's in order to insure attendance is up for targeted subgroups.	\$1,500.00

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

SAC will be working in tandem with the Title I in the development of the SIP, PIP and Parent-School Compact for the 2013-14 school year. Also, SAC would like to address the school's dress code policy with the parents and teachers and determines if the school should become a "uniform" school. The members of the SAC will vote on the use of accountability funds that will aide student achievement as written in the 2012-13 SIP and PIP plans.

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

Broward School District BAIR MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	62%	90%	39%	255	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%	63%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	67% (YES)			139	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					522	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District BAIR MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	63%	88%	39%	252	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%	67%			132	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	67% (YES)			134	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					518	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested