

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: BAK MIDDLE SCHOOL OF THE ARTS

District Name: Palm Beach

Principal: Elizabeth A. Kennedy

SAC Chair: Anne Kanjion

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/9/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Elizabeth Kennedy	B.S. Elementary Education M.Ed. Educational Leadership  Certifications: Educational Leadership, Elementary Education, Primary Education, Reading, School Principal	6	23	2011-2012 Bak Middle School of the Arts Grade "A" Reading mastery: 90% Math mastery 88% Science Mastery: 85% Writing Mastery: 96%  2010-2011: Grade "A", Reading mastery: 95% Math mastery 94% Science Mastery: 89% Writing Mastery: 99% Met AYP  2009-2010: Grade: "A" Reading mastery: 94% Math mastery: 93% Science mastery: 87% Writing mastery: 99% Met AYP  2008-2009: Grade: "A" Reading mastery: 95% Math mastery: 93% Science mastery: 80%

		Endorsements ESOL			<p>Writing mastery: 100% Met AYP</p> <p>2007-2008 Grade: " A" Reading mastery 92%: Math mastery 93%: Science mastery 75%: Writing mastery 100%. Met AYP</p> <p>2006-2007 Grade "A" Reading mastery 91%; Math mastery: 91%: Science mastery 82%; Writing mastery 99%. Met AYP</p>
Assis Principal	Robert Bauer	<p>B.A. Fine Arts and Elementary Education M.A. Educational Leadership</p> <p>Certifications: Art Elementary Education School Principal</p> <p>Endorsements ESOL</p>	12	14	<p>2011-2012 Bak Middle School of the Arts Grade "A" Reading mastery: 90% Math mastery 88% Science Mastery: 85% Writing Mastery: 96%</p> <p>2010-2011: Grade "A", Reading mastery: 95% Math mastery 94% Science Mastery: 89% Writing Mastery: 99% Met AYP</p> <p>2009-2010: Grade: "A" Reading mastery: 94% Math mastery: 93% Science mastery:87% Writing mastery: 99% Met AYP</p> <p>2008-2009: Grade: "A" Reading mastery: 95% Math mastery: 93% Science mastery:80% Writing mastery: 100% Met AYP</p> <p>2007-2008 Grade:" A" Reading mastery 92%: Math mastery 93%: Science mastery 75%: Writing mastery 100%. Met AYP</p> <p>2006-2007 Grade "A" Reading mastery 91%; Math mastery: 91%: Science mastery 82%; Writing mastery 99%. Met AYP</p>
Assis Principal	Cynthia Henderson	<p>B.A. Special Education: Mild/Moderate Learning Disabilities M.A. Educational Leadership Ed.D Leadership</p> <p>Certifications: Varying Exceptionalities School Principal</p> <p>Endorsements ESOL</p>	8	10	<p>2011-2012 Bak Middle School of the Arts Grade "A" Reading mastery: 90% Math mastery 88% Science Mastery: 85% Writing Mastery: 96%</p> <p>2010-2011: Grade "A", Reading mastery: 95% Math mastery 94% Science Mastery: 89% Writing Mastery: 99% Met AYP</p> <p>2009-2010: Grade: "A" Reading mastery: 94% Math mastery: 93% Science mastery:87% Writing mastery: 99% Met AYP</p> <p>2008-2009: Grade: "A" Reading mastery: 95% Math mastery: 93% Science mastery:80% Writing mastery: 100% Met AYP</p> <p>2007-2008 Grade: " A" Reading mastery 92%: Math mastery 93%: Science mastery 75%: Writing mastery 100%. Met AYP</p> <p>2006-2007 Grade "A" Reading mastery 91%; Math mastery: 91%: Science mastery 82%; Writing mastery 99%. Met AYP</p>
Assis Principal	Amie Souder	<p>B.A. Elementary Education M.A. Educational Leadership</p> <p>Certifications: Elementary Education 1-6 9-12 English 9-12 Earth Science K-12 Physical Education</p>	1	2	<p>2011-2012 Bak Middle School of the Arts Grade "A" Reading mastery: 90% Math mastery 88% Science Mastery: 85% Writing Mastery: 96%</p> <p>2010-2011: Northmore Elementary School Grade "C", Reading mastery: 54% Math mastery 60% Science Mastery: 36% Writing Mastery: 94% Did not meet AYP</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 associated school year)
There are no academic coaches at Bak this year.	x	x			x

### 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	Job Fairs & District's personnel system	Principal	As needed	
2	Partnering new teachers with veteran staff	Assistant Principal	8/20/2012	
3	Soliciting referrals from present staff	Principal	Ongoing	
4	Regular meetings with Principal	Principal	Ongoing	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Stephanie Chestler Patrick Fallon Carlos DeBarros Andrew Pnikney Heidi Sperounis	Experts in their field

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
91	3.3%(3)	12.1%(11)	37.4%(34)	47.3%(43)	39.6%(36)	94.5%(86)	4.4%(4)	16.5%(15)	30.8%(28)

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
Tom Felt	Joeseeph Balsamo	Experienced teacher in the field	Observing model lessons and participate in team planning to ensure lessons are rigorous and relevant.
Lisa Hanser	Emily Jahn	Experienced teacher in the field	Observing model lessons and participate in team planning to ensure lessons are rigorous and relevant.
Lisa Hanser	Shauna Warren	Experienced teacher in the field	Observing model lessons and participate in team planning to ensure lessons are rigorous and relevant.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant 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, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 Interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Coordinator/Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

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

School Nurse: Provides medical awareness/interventions and can link child-serving and community agencies to the schools and families in order to support the child's academic, emotional, behavioral, and social success.

School Resource Officer: Provides insight and information regarding discipline issues involving legal ramifications

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

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 team meets twice a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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 met with the Department Chairpersons and administration to help develop the SIP. The plan will be brought to the School Advisory Council (SAC) for additional input. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationships); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### MTSS Implementation

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

Baseline data: FCAT, SRI, Reading Fluency Probes  
Midyear: PBC Diagnostic Assessment, SRI, Reading Fluency Probes  
End of year: FCAT, SRI, Reading Fluency Probes  
Frequency of Data Days: twice a month for data analysis of assessments, discipline referrals, retentions and absences.

Describe the plan to train staff on MTSS.

Professional development to train staff will be embedded in faculty meetings, department meetings, and early release day staff development.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Nancy Carlson  
Dyan Barefoot  
Micah Kossove  
Christina Donnely  
Elizabeth Kennedy, Principal

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, media specialist, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

Sharing of Best Practices  
Book Clubs  
Reading Counts Incentive Program

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers use CRISS strategies across the curriculum to reinforce strategies used to make meaning from text. Language arts and reading teachers are paired with teachers of other curriculum areas to learn reading strategies that can be applied in content areas. Professional development will be provided which is designed to update all teachers on Reading NGSSS, Common Core and changes to FCAT testing and scoring.

### \*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:	The percentage of students achieving proficiency in reading of FY13 FCAT reading test will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 23% (309) of Bak students achieved at proficiency or above.	On the FY13 Reading FCAT, 25% of Bak students will achieve at proficiency or above.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time. Ability of students to understand data and set achievable goals.	Teachers will hold individual data chats with students to review progress and set personal learning goals.	Teachers, assistant principals.	Observation of chats and record of chats.	Scales and student diagnostic scores
2	Time, lack of buy in from all teachers, lack of available resources.	Language arts teachers will study Reading NGSSS content specifications and develop instructional materials to support student success.	Principal, Language Arts department head	Bank of materials will grow.	Diagnostic test scores. Documentation that common language of standards is being used throughout department (lesson plans). Student work samples.

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:	
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



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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students achieving above proficiency on FY2013 FCAT Reading will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 66% (890) of Bak students achieved above proficiency.	On the FY13 Reading FCAT, 68% of Bak students will achieve above proficiency.

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	Scheduling issues	Offer advanced and gifted classes with increased rigor and critical thinking.	Language Arts department head, Guidance Counselor, Assistant Principal, Principal	Students will maintain high grades and work ethic.	Class assignments and assessments, Diagnostic Test scores, FCAT scores.
2	Time, availability of resources, professional development for teachers.	Differentiate instruction within advanced and gifted classes to provide opportunities for enrichment activities.	Language Arts teachers, Language Arts department head, Assistant Principal, Principal	Monitor activities to ensure that rigor increases throughout the school year.	Class assignments projects, and assessments, Diagnostic Test scores, FCAT scores.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading 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
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.	The percentage of students making gains on FY13 FCAT
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Reading Goal #3a:	Reading will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 73% (926) of Bak students demonstrated learning gains.	On the FY13 Reading FCAT, 75% of Bak students will demonstrate learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, ability of teacher to explain data, ability of student to comprehend and internalize information.	Conduct individual data chats with students, guiding them to assess their own progress and set achievement goals.	Assistant principal, Principal	Students will be able to explain their progress and goals verbally.	Scales or similar tracking tool in student notebook.
2	Time, scheduling of meetings between assistant principal and students.	Assistant principals will identify students not demonstrating growth after diagnostic testing and meet with them to encourage and remind of goals.	Assistant Principal and teacher	Students will be able to communicate their progress toward achievement of goals.	Log of progress from FY12 FCAT to Fall and Winter diagnostic tests.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading 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 reading.  Reading Goal #4:	The percentage of students in the lowest 25% making gains in reading will increase by 2 percentage points on FY13 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 75% (92) of Bak students in the lowest 25% demonstrated gains.	On the FY13 Reading FCAT, 78% of Bak students in the lowest 25% will demonstrate gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of technology, scheduling time for students to take quizzes, motivating students to participate, fidelity of testing.	Incentive program using Reading Counts program will be implemented for all level 1 and level 2 readers.	Media Specialist, Assistant Principal	Media specialist will observe student participation and monitor participation through reports,	Reading Counts reports, Diagnostic test scores, FCAT scores.
2	Recruiting teachers who will be effective working long hours with challenging students, selection of materials, funding for materials, recruiting students to participate, sustaining student and teacher enthusiasm and motivation	Tutorial will be embedded in after school program beginning in September and continuing throughout the school year.	After care director, Assistant Principal, Principal	Monitor attendance records, observe tutorial sessions, interview students	Participation rate, Diagnostic Test scores, FCAT scores
3	Recruiting adults to serve as mentors, scheduling time for mentors and mentees to meet, overcoming trust barriers	Continue to implement mentoring program in which at risk students are identified and matched with a campus adult who encourages and supports students emotionally and academically.	Assistant principal, Principal	Monitor mentoring logs	Participation rate, Diagnostic Test scores, FCAT scores
4	Loss of instructional time, availability of reading material, student motivation	Incorporate sustained silent reading time into language arts classes as appropriate for student need.	Assistant principal, language arts department head	Monitor reading logs and test scores.	Diagnostic Test scores, FCAT scores

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Will will increase our Reading Proficiency by 1 percent in 2013 to meet the AMO.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	91	92	93	93	94	

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:	The percentage of Hispanic and Black students achieving proficiency in reading of FY13 FCAT reading test will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 73% of Black student and 83% of the Hispanic students achieved at or above proficiency.	On the FY13 Reading FCAT, 85% of Hispanic students and 75% of Black students will achieve at or above proficiency.

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	Recruiting adults to serve as mentors, scheduling time for mentors and mentees to meet, overcoming trust barriers	Continue to implement mentoring program in which at risk students are identified and matched with a campus adult who encourages and supports students emotionally and academically.	Assistant principal, Principal	Monitor mentoring logs Participation rate,	Diagnostic Test scores, FCAT scores

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The percentage of ELL students achieving proficiency in reading of FY13 FCAT reading test will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 38% of the ELL student population achieved at proficiency or above.	On the FY13 Reading FCAT, 40% of the ELL student population will achieve at proficiency or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time. Ability of students to understand data and set achievable goals.	Teachers will hold individual data chats with students to review progress and set personal learning goals.	Teachers, assistant principals.	Observation of chats and record of chats.	SAL-P and student diagnostic scores

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percentage of SWD students achieving proficiency in reading of FY13 FCAT reading test will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 64% of the SWD student population achieved at proficiency or above.	On the FY13 Reading FCAT, 66% of the SWD student population will achieve at proficiency or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time. Ability of students to understand data and set achievable goals.	Teachers will hold individual data chats with students to review progress and set personal learning goals.	Teachers, assistant principals.	Observation of chats and record of chats.	SAL-P and student diagnostic scores

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of ED students achieving proficiency in reading of FY13 FCAT reading test will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 77% of the SWD student population achieved at proficiency or above.	On the FY13 Reading FCAT, 79% of the SWD student population will achieve at proficiency or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, scheduling of meetings between assistant principal and students.	Assistant principals will identify students not demonstrating growth after diagnostic testing and meet with them to encourage and remind of goals. Students will be able to communicate their progress toward achievement of goals.	Teacher, Assistant Principal	Log of progress from FY12 FCAT to Fall and Winter diagnostic tests.	FCAT and Diagnostic Tests
2	Limited resources for students to utilize at home.	Teachers will identify needed resources and refer student to guidance counselor. FCAT parent meeting will be utilized to provide information.	Teacher, Guidance, Assistant principal	Observation, parent conferences	FCAT and Diagnostic Tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PARCC Training	6-8	District Personnel	Language Arts Teachers	In service	Writing prompts/samples	Teachers
Goal setting/Scales	6-8	Administration and district personnel	Language Arts Teachers	In service/PDD days	Teacher observations	Assistant Principals

Reading 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
Reading After School Tutorial	Tutorial Salary	School Improvement Funds	\$1,494.18
			Subtotal: \$1,494.18
			Grand Total: \$1,494.18

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		On the 2013 administration of the CELLA student proficiency in listening and speaking will increase by 2 percentage points.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
On the 2012 CELLA test of the 24 students who were tested: 75% of the students were proficient in listening/speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL support at school	Teachers will work with district personnel to identify needed modifications and interventions	Teacher	Classroom assessments/observation	Diagnostic and FCAT score

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		On the 2013 administration of the CELLA student proficiency in reading will increase by 2 percentage points.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
On the 2012 CELLA test of the 24 students who were tested: 38% of the students were proficient in reading.					
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL support at school	Teachers will work with district personnel to identify needed modifications and interventions	Teacher	Classroom assessments/observation	Diagnostic and FCAT score

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

3. Students scoring proficient in writing.

CELLA Goal #3:

On the 2013 administration of the CELLA student proficiency in writing will increase by 2 percentage points.

2012 Current Percent of Students Proficient in writing:

On the 2012 CELLA test of the 24 students who were tested: 38% of the students were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL support at school	Teachers will work with district personnel to identify needed modifications and interventions	Teacher	Classroom assessments/observation	Diagnostic and FCAT scores

CELLA Budget:

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





# 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 FY13, the percentage of students demonstrating proficiency on the Math FCAT will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Math FCAT, 25% (331) of Bak students demonstrated proficiency.	On the FY13 Math FCAT, 27% of Bak students will demonstrate proficiency.

### 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	Teacher buy-in, students entering school at grade 7 or 8 who are unfamiliar with common terms	Teachers use a common mathematics vocabulary in all math classes of all levels.	Math Department Head, Assistant Principal, Principal	Observations of in class interactions- teacher to student and student to student	Classroom assessments, Diagnostic Test Scores, FCAT scores
2	Availability of technology, willingness of teachers to monitor technology, teacher familiarity with resources, quality of resources	Select and use materials to build Fair Game skills and reinforce basic skills. Materials include: FCAT Explorer, Benchmark Resources from Learning Village, NGSSS Practice Materials.	Math Department Head, Assistant Principal, Principal	Lesson plans, classroom visits, meeting agendas	FCAT Explorer reports, Classroom assessments, Diagnostic Test scores, FCAT scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the FY13 Math FCAT, the percentage of students achieving above proficiency will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Math FCAT, 63% (833) of Bak students scored above proficiency.	On the FY13 Math FCAT, 65% of Bak students will score above proficiency.

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	Scheduling issues, changes in state assessment practices	Offer advanced classes as well as high school level classes for high achieving students.	Guidance counselors, Assistant Principal, Principal	Class rosters, lesson plans, classroom visits	Classroom assessments, End of Course Assessments (Algebra I), Diagnostic Test scores, FCAT scores
2	Time, availability of resources, professional development for teachers.	Differentiate instruction within advanced classes to provide opportunities for enrichment activities.	Math teachers, Math department head, Assistant Principal, Principal	Monitor activities to ensure that rigor increases throughout the school year.	Class assignments projects, and assessments, Diagnostic Test scores, FCAT scores.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics 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
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:	On the FY13 Math FCAT, the percentage of students making gains will increase by 2 percentage points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Math FCAT, 74% (933) students demonstrated learning gains.	On the FY13 Math FCAT, 76% students will demonstrate learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Willingness of teachers to share individual successes and failures, scheduling meeting time	Math teachers will hold vertical team collaboration meetings to discuss strengths and weaknesses of students and develop instructional practices to match needs of students.	Math Department Head, Assistant Principal, Principal	Meeting agenda and notes, observation of practices during classroom visits, lesson plans	Classroom assessments, Diagnostic Test scores, FCAT scores
2	Time, ability of teacher to explain data, ability of student to comprehend and internalize information.	Conduct individual data chats with students, guiding them to assess their own progress and set achievement goals.	Assistant principal, Principal	Students will be able to explain their progress and goals verbally.	Scales or similar tracking tool in student notebook.

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:	
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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:	On the FY13 Math FCAT, the percentage of students in the lowest 25% demonstrating learning gains will increase by 2 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Math FCAT, 65% (100) of Bak students demonstrating learning gains	On the FY11 Math FCAT, 68% of Bak students will demonstrate learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Recruiting teachers who will be effective working long hours with challenging students, selection of materials, funding for materials, recruiting students to participate, sustaining student and teacher enthusiasm and motivation	Tutorial will be embedded in after school program beginning in September and continuing throughout the school year.	After care director, Assistant Principal, Principal	Monitor attendance records, observe tutorial sessions, interview students	Participation rate, Diagnostic Test scores, FCAT scores
2	Recruiting adults to serve as mentors, scheduling time for mentors and mentees to meet, overcoming trust barriers	Continue to implement mentoring program in which at risk students are identified and matched with a campus adult who encourages and supports students emotionally and academically.	Assistant principal, Principal	Monitor mentoring logs	Participation rate, Diagnostic Test scores, FCAT scores
3	Limited number of seats in classroom	Identify high needs students and match them with teachers with specialized training.	Guidance counselor, Assistant Principal, Principal	Lesson plans, classroom visits	Classroom assessments, Diagnostic Test scores, FCAT scores

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # We will increase our Math Proficiency by 1 percent in 2013 to meet the AMO.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	91	92	93	93	94	

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:	The percentage of black students achieving proficiency in or the FY13 FCAT will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Math FCAT, 66% of the black students and 84% of the Hispanic students achieved proficiency.	The percentage of black students achieving proficiency on the FY13 Math FCAT will be 68% and the percentage of Hispanic students achieving proficiency will be 86%

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
	Recruiting adults to serve as mentors, scheduling time for mentors and mentees to meet,	Continue to implement mentoring program in which at risk students are identified and	Assistant principal, Principal	Monitor mentoring logs Participation rate,	Diagnostic Test scores, FCAT scores

1	overcoming trust barriers	matched with a campus adult who encourages and supports students emotionally and academically.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students achieving proficiency in reading of FY13 FCAT Math test will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 63% of the ELL student population achieved at proficiency or above.	On the FY13 Math FCAT, 65% of ELL students will achieve at or above proficiency.

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	Time. Ability of students to understand data and set achievable goals.	Teachers will hold individual data chats with students to review progress and set personal learning goals.	Teachers, assistant principals.	Observation of chats and record of chats.	SAL-P and student diagnostic scores

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD students achieving proficiency in reading of FY13 FCAT Math test will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 73% of the SWD student population achieved at proficiency or above.	On the FY13 Math FCAT, 75% of SWD students will achieve at or above proficiency.

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	Time. Ability of students to understand data and set achievable goals.	Teachers will hold individual data chats with students to review progress and set personal learning goals.	Teachers, assistant principals.	Observation of chats and record of chats.	SAL-P and student diagnostic scores

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of ED students achieving proficiency in reading of FY13 FCAT Math test will increase by 2 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 73% of the ED student population achieved at proficiency or above.	On the FY13 Math FCAT, 75% of ED students will achieve at or above proficiency.

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	Time, scheduling of meetings between assistant principal and students.	Assistant principals will identify students not demonstrating growth after diagnostic testing and meet with them to encourage and remind of goals. Students will be able to communicate their progress toward achievement of goals.	Teacher, Assistant Principal	Log of progress from FY12 FCAT to Fall and Winter diagnostic tests.	FCAT and Diagnostic Tests
2	Limited resources for students to utilize at home.	Teachers will identify needed resources and refer student to guidance counselor. FCAT parent meeting will be utilized to provide information.	Teacher, Guidance, Assistant principal	Observation, parent conferences	FCAT and Diagnostic Tests

*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:	Bak will maintain 100% of student achieving proficiency on the FY13 Algebra EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Algebra EOC, 6% achieved proficiency.	On the FY13 Algebra EOC, 4% of students will achieve proficiency, increasing the percentage of student achieving above proficiency.

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	Teacher buy-in, students entering school at grade 7 or 8 who are unfamiliar with common terms	Teachers use a common mathematics vocabulary in all math classes of all levels.	Math Department Head, Assistant Principal, Principal	Observations of in class interactions- teacher to student and student to student	Classroom assessments, Diagnostic Test Scores, FCAT scores

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	The percentage of Algebra students achieving above proficiency on the FY13 Algebra EOC will increase by 2
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Algebra Goal #2:		percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the FY12 Algebra EOC, 94% achieved above proficiency.		On the FY13 Algebra EOC, 96% of students will achieve above proficiency.			
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	Teacher buy-in, students entering school at grade 7 or 8 who are unfamiliar with common terms	Teachers use a common mathematics vocabulary in all math classes of all levels.	Math Department Head, Assistant Principal, Principal	Observations of in class interactions- teacher to student and student to student	Classroom assessments, Diagnostic Test Scores, FCAT scores

*End of Algebra EOC Goals*

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		Bak will maintain 100% of student achieving proficiency on the FY13 Geometry EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the FY12 Geometry EOC, 6% achieved proficiency.		On the FY13 Geometry EOC, 4% of students will achieve proficiency, increasing the percentage of student achieving above proficiency.			
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	Teacher buy-in, students entering school at grade 7 or 8 who are unfamiliar with common terms	Teachers use a common mathematics vocabulary in all math classes of all levels.	Math Department Head, Assistant Principal, Principal	Observations of in class interactions- teacher to student and student to student	Classroom assessments, Diagnostic Test Scores, FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:		Bak will maintain 100% of student achieving above proficiency on the FY13 Geometry EOC.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the FY12 Geometry EOC, 94% achieved proficiency.		On the FY13 Geometry EOC, Bak will increase its percentage of students scoring above proficiency to 96%.			

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	Teacher buy-in, students entering school at grade 7 or 8 who are unfamiliar with common terms	Teachers use a common mathematics vocabulary in all math classes of all levels.	Math Department Head, Assistant Principal, Principal	Observations of in class interactions- teacher to student and student to student	Classroom assessments, Diagnostic Test Scores, FCAT scores

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
PARCC Training	6-8	District Personnel	Math Teachers	In service	sample questions	Teachers
Goal setting/Scales	6-8	Administration and district personnel	Math Teachers	In service/PDD days	teacher observations	Assistant principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutorial money	Tutorial Salary	School Improvement Funds	\$1,332.85
			Subtotal: \$1,332.85
			Grand Total: \$1,332.85

End of Mathematics Goals

## Elementary and Middle School Science Goals

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



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:	On the FY13 Science FCAT, the percentage of eighth grade students achieving proficiency will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Science FCAT, 46 (199) of 8th grade Bak students achieved proficiency.	On the FY13 Science FCAT, 48% of 8th grade Bak students will achieve proficiency.

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	Scheduling, availability of materials	Teachers will provide real life experiences and hands-on lab experiences to support the NGSSS. The created labs will be implemented with fidelity.	Science Department Head, Assitant Principal, Principal	Classroom walkthroughs, lesson plans	Classroom assessments, Diagnostic Test scores, FCAT scores
2	Professional development updates for all teachers, ability of teachers to effectively use strategies	Teachers will use CRISS strategies when teaching science concepts.	Assistant Principal, Principal	Classroom visits, lesson plans	Classroom assessments and assignments, Diagnostic Test scores, FCAT
3	Home support for students completing research and scientific process, access to materials	All students will complete a science fair project.	Science teachers, Science Department Head	Participation in school wide and district Science Fair	Project grades, Diagnostic Test scores, FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the FY13 Science FCAT, the percentage of 8th grade students achieving above proficiency will increase by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Science FCAT, 39% (168) of Bak 8th grade students achieved at a level above proficiency.	On the FY13 Science FCAT, 42% 8th grade Bak students will achieve at a level above proficiency.

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	Scheduling issues	Offer advanced and gifted classes with increased rigor and critical thinking.	Science department head, Guidance Counselor, Assistant Principal, Principal	Students will maintain high grades and work ethic.	Class assignments and assessments, Diagnostic Tests, FCAT scores.
2	Time, availability of resources, professional development for teachers.	Differentiate instruction within advanced and gifted classes to provide opportunities for enrichment activities.	Science department head, Assistant Principal, Principal	Monitor activities to ensure that rigor increases throughout the school year.	Class assignments, projects, and assessments, Diagnostic Test scores, FCAT scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
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
PARCC Training	6-8	District Personnel	Science Teachers	In service and PDD days	sample question items	Teachers
Goal setting/Scales	6-8	Administration and district personnel	Science Teachers	In service/PDD days	Teacher observations	Assistant Principals

Science 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 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.		On the FY13 Writing FCAT, the percentage of students achieving adequate yearly progress in writing will increase 2 percentage points.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
On the FY12 Writing FCAT, 96% (413)8th grade Bak students achieved proficiency in writing.		On the FY13 Writing FCAT, 98% of the 8th grade Bak students will achieve proficiency in writing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Student reading level, background knowledge, and level of vocabulary	Teachers will teach students to effectively use figurative language in their essays	Department head, assistant principals	Monitor lesson plans and student writing samples. After each writing sample, the class average will be calculated. Class averages will be tracked from sample to sample	Progress on writing sample average and 2013 FCAT Writes
2	Level of student vocabulary, implementation of vocabulary text	Teachers will teach students to increase the level of the word choice in their essays	Department head, assistant principals	Monitor lesson plans and student writing samples. After each writing sample, the class average will be calculated. Class averages will be tracked from sample to sample	Progress on writing sample average and 2013 FCAT Writes
3	Level of student personal experiences, level of student vocabulary	Teachers will teach students to increase the specificity of support used in their essays.	Department head, assistant principals	Monitor lesson plans and student writing samples. After each writing sample, the class average will be calculated. Class averages will be tracked from sample to sample	Progress on writing sample average and 2013 FCAT Writes
4	Increased stress for students, limitations in student ability to generate ideas under pressure	Sixth and seventh grade language arts teachers will provide practice for students in writing timed essays.	Department head, assistant principals	Monitor lesson plans and student writing samples. After each writing sample, the class average will be calculated. Class averages will be tracked from sample to sample	Progress on writing sample average and 2013 FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.					
Writing Goal #1b:					
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					

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
PARCC Training	6-8	District Personnel	Language Arts Teachers	In service/PDD	Writing prompts/samples	Teachers

Writing Budget:

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

End of Writing Goals

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	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 2013 student attendance will increase by 3 percentage points.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
The 2012 attendance rate was 94%.	In 2013 the expected attendance rate will be 97%				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
In 2012 81 students has 10 or more absences.	In 2013 only 61 students will have 10 or more absences				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
In 2012 74 students has 10 or more absences.	In 2013 only 54 students will have 10 or more tardies				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bak is a Magnet school so transportation can be a problem if student's miss the bus.	promote car pooling, call parents when students are out	Assistant Principal, teachers	Check attendance regularly	Attendance Reports on EDW

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
Attendance focus meetings	6-8	Assistant Principals	Guidance Counselors and assistant principals	Midterm and end of the year	Updates in team meetings	Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2013 student suspensions will be reduced by at least 40%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 there was a total of 171 in school suspensions.	In 2013 it is expected that there will be 85 or less in school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 115 students were suspended in school.	In 2013 it is expected that 55 or less students will be suspended in school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012 there was a total of 33 out of school suspensions.	In 2013 it is expected that 16 or less students will be suspended out of school.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012 27 students were suspended out of school.	In 2013 it is expected that 10 or less students will be suspended out of school.



Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not been referred to school based team by the time they reach Bak	School based team staff development and weekly leadership team meetings/teacher conferences to identify students	teachers, guidance, assistant principals	utilize discipline reports on EDW	discipline reports on EDW

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
School Based Team Training for faculty	6-8	guidance counselor	all faculty members	PDD meetings	discipline reports EDW	discipline reports EDW
School Wide Positive Behavior Support	6-8	guidance counselor	all faculty members	PDD meetings	discipline reports EDW	discipline reports EDW

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:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2013 we will increase parent involvement by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012 25%of our parent population (356 parents) volunteered 12,203 hours.	In 2013 parental involvement will increase to 30%.

### 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	Bak Middle School of the Arts is a magnet school. Parents travel from all over the county.	Provide various volunteer opportunities for parents at various times and locations (when applicable), promote volunteer sign up at school events parents attend.	Assistant Principal	VIPS reports and sign in sheets	VIPS reports and 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
No Data Submitted						

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal # 1:				
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						

STEM Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading After School Tutorial	Tutorial Salary	School Improvement Funds	\$1,494.18
Mathematics	After school tutorial money	Tutorial Salary	School Improvement Funds	\$1,332.85
				Subtotal: \$2,827.03
				Grand Total: \$2,827.03

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/8/2012)

## 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.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount

After School Tutorial To fund in school Tier III support (Extra Period Pa

\$4,000.00

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



## AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District BAK MIDDLE SCHOOL OF THE ARTS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	94%	99%	89%	377	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	73%	82%			155	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	81% (YES)	86% (YES)			167	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					699	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District BAK MIDDLE SCHOOL OF THE ARTS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	93%	99%	87%	373	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	74%	80%			154	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	77% (YES)	82% (YES)			159	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					686	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested