FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JIM C. BAILEY MIDDLE SCHOOL

District Name: Escambia

Principal: Dr. Judy F. Pippen

SAC Chair: Mrs. Amy Whitwell

Superintendent: Supt. Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Jim C. Bailey MS in 2011-2012: Grade "B"; Reading Mastery: 58%, Math Mastery: 58%, Science Mastery: 48%, Writing Mastery: 77%. 2010-2011: Grade 'A'; Reading Mastery: 73%, Math Mastery: 71%, Science Mastery: 58%, AYP: No subgroup met AYP in reading and math; White group met reading and math criteria due to Safe Harbor; Writing: All subgroups met writing performance goal. 2009-2010: Grade 'A'; Reading Mastery: 71%, Math Mastery: 68%, Science Mastery: 53%. AYP: No subgroups met AYP in Reading or Math. 2008-2009: Grade: A, Reading Mastery: 71%, Math Mastery: 68%, Science Mastery: 47%. AYP: 82%, Black, ED and SWD did not make AYP in math. Black, ED, and SWD did not make AYP in reading. Only White subgroup made AYP in reading and math. 2007-2008: Grade: A, Reading Mastery: 72%, Math Mastery: 70%, and Science Mastery 54%. AYP 87%, Black, ED, and

Principal	Dr. Judy F. Pippen	BS- Health & Physical Education with a minor in mathematics; Master of Science-Principal-ship and Administration and Doctorate in Education degree in Secondary Curriculum, Northwestern State University of Louisiana; Mathematics and Educational Leadership Certification- State of Florida	17	19	SWD did not make AYP in reading. ED and SWD did not make AYP in math. 2006-2007: Grade A, Reading Mastery: 72%, Math Mastery: 70%, Science: 59%, AYP: 92%, Black and SWD did not make AYP in reading. SWD did not make AYP in math. 2005-2006: Grade A, Reading Mastery: 71%, Math Mastery: 67%. AYP: 92%, All subgroups met AYP for reading. Black, ED, and did not make Black and SWD did not make AYP in reading and math. 2004-2005: Grade B, Reading Mastery: 62%, Math Mastery 64%, AYP: 87%, Black and SWD did not meet AYP in reading and math. 2003-2004: Grade B, Reading Mastery: 64%, Math Mastery: 68%, AYP: 87%, SWD did not meet AYP in reading and math; Black did not meet AYP in math. 2002-2003: Assistant Principal at Jim C. Bailey Middle School Grade A, Reading Mastery: 67%, Math Mastery: 65% 2002-2003: Grade A, Reading Mastery: 62%, Math Mastery: 64%. 2001-2002: Grade A, Reading Mastery: 62%, Math Mastery: 64%. 2000-2001: Grade A, Reading Mastery: 61%, Math Mastery: 72%. 1999-2000: Grade A, Reading Mastery: 5%, Math Mastery 61%. 1998-1999: Grade C – no data available. Dean of Students In 2008-2009: Grade: A, Reading Mastery: 71%, Math mastery: 68%, Science Mastery: 47%. AYP: 82%, Black, ED and SWD did not make AYP in math. Black, ED, and SWD did not make AYP in reading. Only White subgroup made AYP in reading and math. Mathematics Teachers in 2007-2008: Grade: A, Reading Mastery: 72%, Math Mastery: 70%, and Science Mastery 54%. AYP 87%, Black, ED, and SWD did not make AYP in reading. ED and SWD did not make AYP in math. 2006-2007: Grade A, Reading Mastery: 72%, Math Mastery: 70%, Science: 59%, AYP: 92%, Black and SWD did not make AYP in reading. SWD did not make AYP in math. 2005-2006: Grade A, Reading Mastery: 71%, Math Mastery: 67%. AYP: 92%, All subgroups met AYP for reading. Black, ED, and did not make Black and SWD did not make AYP in reading and math. 2004-2005: Grade B, Reading Mastery: 62%, Math Mastery 64%, AYP: 87%, Black and SWD did not meet AYP in reading and math. 2003-2004: Grade B, Reading Mastery: 64%, Math Mastery: 68%, AYP: 87%, SWD did not meet AYP in reading and math; Black did not meet AYP in math. 2002-2003: Assistant Principal at Jim C. Bailey Middle School Grade A, Reading Mastery: 67%, Math Mastery: 65% 2002-2003: Grade A, Reading Mastery: 62%, Math Mastery: 64%. 2001-2002: Grade A, Reading Mastery: 62%, Math Mastery: 64%. 2000-2001: Grade A, Reading Mastery: 61%, Math Mastery: 72%. 1999-2000: Grade A, Reading Mastery: 5%, Math Mastery 61%. 1998-1999: Grade C – no data available.
					Assistant Principal of Jim C. Bailey MS in 2012-2013: Grade 'B'; Reading Mastery:58%, Math Mastery:58%, Science Mastery:48%, Writing Mastery: 77%. 2010-2011: Grade 'A'; Reading Mastery: 73%, Math Mastery: 71%, Science Mastery: 58%, AYP: No subgroup met AYP in reading and math; White group met reading and math criteria due to Safe Harbor; Writing: All subgroups met writing performance goal. 2009-2010:Grade 'A'; Reading Mastery:71%, Math Mastery: 68%, Science Mastery: 53%. AYP: No subgroups met AYP in Reading or Math.Dean of Students In 2008-2009: Grade: A, Reading Mastery: 71%, Math mastery: 68%, Science

| Assis Principal | Mrs. Janet Ralls Penrose | BA – Middle School and Junior High School Education, University of West Florida, 1998

M.E. Educational Leadership, University of West Florida, 2007 | 9 | 3 | Mastery: 47%. AYP: 82%, Black, ED and SWD did not make AYP in math. Black, ED, and SWD did not make AYP in reading. Only White subgroup made AYP in reading and math.
Mathematics Teachers in 2007-2008: Grade: A, Reading Mastery: 72%, Math Mastery: 70%, and Science Mastery 54%. AYP 87%, Black, ED, and SWD did not make AYP in reading. ED and SWD did not make AYP in math.
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2004-2005: Grade B, Reading Mastery: 62%, Math Mastery 64%, AYP: 87%, Black and SWD did not meet AYP in reading and math.
2003-2004: Grade B, Reading Mastery: 64%, Math Mastery: 68%, AYP: 87%, SWD did not meet AYP in reading and math; Black did not meet AYP in math.
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2002-2003: Grade A, Reading Mastery: 62%, Math Mastery: 64%.
2001-2002: Grade A, Reading Mastery: 62%, Math Mastery: 64%.
2000-2001: Grade A, Reading Mastery: 61%, Math Mastery: 72%.
1999-2000: Grade A, Reading Mastery: 5%, Math Mastery 61%.
1998-1999: Grade C – no data available. |

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)
No instructional coaches are at Bailey Middle School this year.	NA	NA			NA

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	1. Regular meetings for new teachers with administrators	Principal/AP	Ongoing	Information is either emailed by principal or a note is written from the principal to the teachers.
2	2. Pairing new teachers with a veteran teacher	Principal/Assistant Principal	Ongoing	Information is either emailed by principal or a note is written from the principal to the teachers.
3	3. Accessing Winocular to seek qualified candidates for interviews	Principal	September 2012	
4	4. Soliciting referrals from current employees	Principal	Ongoing	Information is either emailed to principal or a note is written to the principal.
5	5. Hire in-field teachers.	Principal	Ongoing	

| 6 | 6. Assign consulting teacher for first year teachers. | Principal | Ongoing | |
| 7 | 7. Assign veteran teachers to experienced teacher as a buddy. | Principal | May 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
Out-of-field teachers is 14 or 17.5% of the core teachers.	Teachers are studying to take the appropriate middle grades exam, enrolled in gifted courses, or enrolled in reading and ESOL endorsement courses to fulfill their obligation in working toward certification or endorsement

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
95	4.2%(4)	24.2%(23)	37.9%(36)	33.7%(32)	40.0%(38)	84.2%(80)	25.3%(24)	1.1%(1)	10.5%(10)

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
Lona Robinson - school-based mentor START district mentor	Ashley White	Both are chorus teachers who have the same planning period and co-teach several classes together.	Ms. White is a first year teacher and has been assigned a district mentor for the START program along with the 'buddy mentor' at school Ms. Robinson will assist her with the responsibilities of a music teacher.
Judy Pippen	Juanda White	As the administrator, I will be able to supervise Mrs. White, who will be our school's behavior coach this year, giving her directions on our procedures in the ESE department.	Mrs. White will be trained on PEER, our online program for writing IEPs. She will also be given training on FOCUS Grade-book, PD360, Aesop, and E3, the teacher evaluation system. In addition, the district will provide special training for her since she was hired after the two week boot camp for behavior coaches.
		Linda Bruner is an experienced sixth grade	

Linda Bruner - school-based mentor Janet Johnson- START district mentor	Charles Henderson	science teacher who has the same planning period as Charles Henderson. This will assist Charles in planning his science labs.	Classroom observations, reviewing lesson plans, and setting up labs will be activities that Mrs. Bruner will assist Charles Henderson in preparation.
Jennifer Genung - school-based mentor START district mentor	Cheryl Kovalcik	Mrs. Genung is a veteran teacher in mathematics and can provide Mrs. Kovalcik with the course syllabus, and other math resources.	Mrs. Genung will show Mrs. Kovalcik how to set up and use Accelerated Math program, observe Mrs. Kovalcik and meet monthly to check her pacing with the course syllabus. Mrs. Genung will show Mrs. Kovalcik how to use the Senteos for quizzes and tests and to download scores for immediate feedback to students.
Dawn Fulton, school-based mentor Bridget Barber, START district mentor	Melissa Hornbrook	Mrs. Fulton is a veteran language arts and reading teacher who can assist Mrs. Hornbrook with resources and to observe her classes.	Mrs. Fulton will provide a reading list for sixth grade students to Mrs. Hornbrook. She will meet with Mrs. Hornbrook to be sure she understands the Step Up to Writing method for teaching writing. Mrs. Fulton will also have Mrs. Hornbrook attend the school site training for use of StudySync for reading excerpts from books and to write essays from those readings.
Sally Laliberte - school-based mentor	Michael Baldwin	Mrs. Laliberte is a veteran teacher and will be able to assist Mr. Baldwin with his course syllabus and location of math resources, such as FCAT Explorer.	Mrs. Laliberte will be able to instruct Mrs. Baldwin on the use of AM in the classroom, observe his class, and provide instructional tips for bellringers.
Nicole Eggleton- school-based mentor	Bobby White	Ms. Eggleton will be able to locate reading resources for seventh grade and Mrs. Harris will locate reading resources for sixth grade. Mr. White will be receiving students from Mrs. Eggleton's overcrowded reading classes and can give Mr. White an assessment of her students.	Ms. Eggleton will check to be sure that Mr. White knows how to use SuccessMaker with the reading students, FCAT Explorer, Fast ForWord, and other reading resources for seventh grade.
Colleen Carbone - school-based mentor	Georgia Brazzel	Mrs. Carbone has the same planning period as Mrs. Brazzel and would have time to discuss resource needs and course syllabus.	Mrs. Carbone will provide the course syllabus for each nine weeks grading period to Mrs. Brazzel. She will also provide the reading list for eighth grade students and share the Step Up to Writing training for teaching writing.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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 1 funds have been allocated for teaching resources, staff development, parent involvement, and staffing (one guidance counselor and one classroom teacher). Funding will be provided to allow all teachers to attend technology training for Web Editor to post their assignments online, SMARTBOARD training for use in classroom instruction, Senteo training for student evaluation, and grade book training for posting grades. Staff development funds will be used to allow teachers who have not attended CRISS training for their specific subject area will attend workshops. Other teachers will attend training for math textbook instruction, strategies for differentiated instruction, classroom management as needed. Selected teachers and administrators will attend FETC to get information on the latest technology hardware, software, and services. Selected teachers will attend state or national conferences as deemed appropriate.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title 1 office. After thorough checking of the migrant student information exchange (MSIX) system and our local student database, we have determined that there are ten migrant children at Bailey Middle School. We are providing the following services to these students: nutrition, transportation, counseling, and wellness.

Title I, Part D

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

Title II

Professional development is offered at both the school and district level. Preschool in-service provides faculty with training by administrators, technology coordinator, and other teachers. Throughout the school year, the district provides staff development training that is requested by schools through their School Improvement Plans.

Title III

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

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Bailey Middle School we have identified 14 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were eliminated from our school's budget for the last three years.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

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

Head Start

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

Adult Education

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

Career and Technical Education

Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12 include computer keyboarding, business applications, personal development, and technology education. Through the music courses of band, strings, and chorus, students learn about vocations and careers in the performing arts.

Students have the opportunity to enroll in Business Keyboarding as a sixth grade student. In seventh grade, students may enroll in Computer Applications for Business I and II. Eighth grade students are enrolled in a semester of Personal Development and a semester of Exploration of Production Technology.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team will vary depending on the student's team of teachers. The four core subject areas, grade level guidance counselor, school psychologist, administration, and behavior coach will meet on a monthly basis to identify and track the progress of students in need of intervention.

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 Leadership Team will meet once a month to engage in the following activities:
Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation. The team meets once a month to engage in the following activities:
Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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 principal to help develop the SIP prior to sharing and receiving further input from the School Advisory Council (SAC). Having reviewed the FCAT test data and the school climate data, goals were written to address student academic needs.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT), Accelerated Math (AM), SuccessMaker (SME, Progress Monitoring: PMRN, AM, SME, FCAT Simulation, and CIM Assessments
Midyear: Florida Assessments for Instruction in Reading (FAIR) and FCAT Simulation
End of year: FAIR, FCAT, AM, and SME
Frequency of Data Days: Twice a month for data analysis for AM and SME

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Should district staff development training be provided the team will attend the sessions.
The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

N.A.

Literacy Leadership Team (LLT)

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

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

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

The School Leadership Team supported by administration and functions to create capacity of reading knowledge within the school building with collaborate efforts in every subject area. The School Leadership Team is comprised of team leaders, department chairs of music and PE, dean and guidance representative, technology coordinator, media specialist, and administrators. The team will meet at least once a month.

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

1. To ensure that all students make a learning gain (a year's worth of growth) in reading.
2. To increase the percentage of students meeting reading proficiency on the FCAT Reading Test.
3. Help struggling readers by offering intensive reading courses, software programs to help with reading, and reading across the curriculum.
4. To increase the number of students that are reading at or above grade level of the FCAT.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

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

> Subject area teachers create their lesson plan templates that cite the reading strategy to be taught within every lesson. The lesson plans are visible on teachers' desks for review by administrators. Administrators will observe classroom instruction also to ensure that reading strategies are taught by all teachers. The lesson plan templates are housed within the online Faculty Handbook.

*High Schools Only

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

> N/A

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

> N/A

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

> N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Due to the change to FCAT 2.0 for testing and inclusion of ESE students scores in proficiency, the proficiency level dropped from 73% the prior year to 56% for the 2012 year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficiency in Reading = 56%(771 students), Learning gains = 65%(888 students), Learning gains from the lowest 25% = 67% (915 students)	Expectations for the 2013 FCAT testing will be as follows: Proficiency in reading = 63%.

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	Participation by all teachers	Lesson plans submitted to administrators citing two time per nine weeks where problem-solving activities were provided to students.	Principal Assistant principal	Student samples Classroom assessments	FCAT 2.0 Test results Classroom assessments
2	The influx of new students due to military rotation brings students to our school who have never taken the FCAT tests and have not been exposed to the rigor of the curriculum the school provides.	F.A.I.R. testing will be administered to all students who do not have FCAT Reading data. The student data will determine whether the student needs a double block reading class, an all year class, or a semester class.	Reading Chair and Principal	District Quarterly Test administered in Science and Mathematics FCAT Test Results Data Collection from research-based reading and math programs such as, Journeys, SuccessMaker,F.A.I.R., REWARDS, Accelerated Math	F.A.I.R. data AM data SME data FCAT data
3	The new cut scores for the FCAT 2.0 Reading Tests have not been determined. This may affect student overall performance on Spring FCAT 2.0 Reading Test 2012.	1. Implement student projects to learn about the economic, fashion, food, politics, and worldwide events during the period relating to novels read in language arts classes. This will give eight grade students more independent reading projects that require them to read informational text and then to present to their peers through technology tools such as, Keynote or Power Point. 2. Implement REWARDS at all grade levels in double block reading classes. 3. Implement the Daily 5 in the sixth grade double block reading classes. 4. Begin using the Great	Principal Language arts chair Reading chair	District Quarterly Test administered in Science and Mathematics FCAT Test Results Data Collection from research-based reading and math programs such as, Journeys, SuccessMaker,F.A.I.R., REWARDS, Accelerated Mathes.	F.A.I.R. data AM data SME data FCAT data

		Books in reading and language arts classes. 5. Implement a spelling program for double block reading classes and lower level 2 reading classes. 6. Use StudySync in langauge arts classes to improve reading comprehension and writing skills.			
4					
5	ESE students are identified due to their learning disability. Most ESE students function at least two or more grades below their peers and cannot be expected to show proficiency 'on grade level.'	1. ESE students will be provided a modified curriculum that is in tandem with the standards that are set of the general education students for each quarter. 2. Teachers will work to provide the basic concepts and skills that are 'on grade level' while working with students at their current ability level.	Principal Teacher	District Quarterly Test administered in Science and Mathematics FCAT Test Results Data Collection from research-based reading and math programs such as, Journeys, SuccessMaker,F.A.I.R., REWARDS, Accelerated Math	F.A.I.R. data AM data SME data FCAT 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:	Three students scored a performance level of 6, five scored a level 7, three a level 8, one a level 9 and one a level 2.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% of the students scored levels from 6-9 on the FLAAA.	93% of the students will score a performance level from 5-9 on the 2013 FLAAA.

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 knowledge	Individual instruction Small group instruction	Principal Classroom teacher	Lesson plans and student work samples	Individual student assessment
2	Time on tasks due to disability	Implementation of Bulldog Bucks award program Increase use of technology	Principal Assistant principal Classroom teacher	Individual student data from classroom assessment Behavior data Classroom Walkthroughs	Alternate Assessment Data Individual student data from classroom 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 2010-2011 436 students achieved above proficiency level (FCAT levels 4 and 5) represented 30.3% of the students tested.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Students achieving above proficiency (FCAT Levels 4 and 5) in reading was 358 (436) students out of 1365 or 26%.	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will be 27%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Kagen structure	Principal Assistant principal Classroom teacher	Results of assignments given meet objectives Classroom assessment Samples of student work Journal	Classroom assessment FCAT 2.0 Test
2	Seventh and eighth grade students who scored a mid to high level 3 on the FCAT Reading Test have been assigned to one semester of reading with a CARD-PD vocational teacher instead of a full time reading teacher. This curriculum assignment may or may not provide enough reading strategies for Level 3 reading students to move to a Level 4 or 5 on the FCAT Reading Test in April 2013.	Offer a semester class of Advanced Literature for Level 4 and 5 to enroll in for second semester. As many students in this category are also assigned to a language arts teacher who has a Masters Degree in reading. FCAT Explorer will be used frequently throughout the year, and an emphasis on checking out more books to students will give them more reading time. For those taking a semester of reading, the strongest reading teachers will be assigned to these students. Selected novels for every grade level will have an additional student project added, so that students research the time, setting, and people during the period that the novel was written. Fashion, foods, technology, communication, politics, wars, etc will be researched so that students have a better understanding of the purpose of the novel and to have students read more informational text in language arts classes.	Principal Reading Dept Chair	FCAT Reading Test score	FCAT Reading Test
3	Staffing and funding	All sixth grade students enroll in a full year of reading. All seventh and eighth grade students enroll in at least one semester of reading.	Principal	Report Grade in Language arts	FCAT Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	

reading.

Reading Goal #2b:

Twelve students scored a Level 7 or higher on the reading section of the FLAAA in 2012. One student scored a level 2.

2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (12 students) of the students scored a Level 7 or above in reading on the 2012 FLAA.	93% of the students will score a Level 7 or higher on the 2013 FLAA.

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 knowledge	Small group instruction Lesson Plans written to provide problem-solving activities	Principal Assistant principal	Student work samples and discussions Student assessments	Florida Alternate Assessment Classroom assessments
2	Lack of content knowledge	Implementation of the Bulldog Bucks award program Increased use of technology	Principal Assistant principal Classroom teacher	Individual student data from classroom assessment Behavior Data Classroom Walkthroughs	Alternate Assessment Data Individual Student Data from Classroom 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Learning gains in reading was 64% down 1% from the year prior.The ESE students showed the greatest learning gains of all schools in the district.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Learning gains in reading = 64%	Learning gains in reading = 65%

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	New techers not knowing Kagan structures	Kagan structures	Principal Assistant principal	Results of problem-solving assignment Classroom assessment	Class assignment Classroom assessment FCAT 2.0 Test
2	There are 177 ESE students at Bailey Middle School and only 16 students may take the alternative assessment. We have three classes of low functioning students of which one class is autistic. Those in the other two ESE self-contained classes would best be served with alternative assessment but the rule keeps them	Journeys online reading program will be implemented with fidelity when appropriate. Successmaker and REWARDS will also be used in their double block reading class when appropriate. Small reading groups will provide more intensive reading time with the teacher.	Administrators and Middle School Reading Supervisor	Datasource Book with progrssing monitoring report	FCAT Reading Test 2.0

from doing so. These students are functioning at grade 3 and below and most often will not show learning gains or meet proficiency level in reading on the FCAT 2.0 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:	No data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Eleven out of 12 students made learning gains.	Ninety-three percent of the students will make learning gains.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>none</td><td>Teach one problem-solving strategy and then give assignment</td><td>Principal

Assistant principal

Classroom teacher</td><td>Individual student assessment that demonstrates use of problem-solving process</td><td>Individual student assessment</td></tr>
<tr><td>2</td><td>Lack of knowledge due to disability</td><td>Implementation of the Bulldog Bucks award program

Increase use of technology</td><td>Principal

Assistant principal

Classroom teacher</td><td>Individual student data from classroom assessments

Behavior data

Classroom Walk-throughs</td><td>Alternate Assessment Data

Individual student data from classroom assessments</td></tr>
<tr><td>3</td><td>Time on tasks due to disability</td><td>Implementation of the Bulldog Bucks award program

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Assistant principal

Classroom teacher</td><td>Individual student data from classroom assessments

Behavior data

Classroom Walk-throughs</td><td>Alternate Assessment Data

Individual student data from classroom assessments</td></tr>
</table>

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 lowest 25% of students showed 67% learning gains in reading compared to 67% the year prior. There was no increase in learning gains in the lowest quartile. This group includes ESE students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Lowest 25% learning gains in reading = 67%	Lowest 25% learning gains in reading for the 2013 FCAT 2.0 will be 68%.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td></td><td></td><td>Person or</td><td>Process Used to</td><td></td></tr>
</table>

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	none	Introduce one problem-soolving strategy at a time	Principal Assistant principal Classroom teacher	Problems given and student is able to solve correctly.	Classroom assignment Classroom assessment FCAT 2.0 Test
2	Of the 322 students in the lower quartile, 77 students are identified as ESE students. Of these 77 ESE students, 28 are in self-contained classes due to their reading level is not above the third grade level.	Use the following programs to increase students' reading level: Voyager, SuccessMaker, REWARDS, and Fast ForWord, when appropriate.	Principal Middle School Reading Supervisor	Databook will be kept for progress monitoring of students Individual student data of classroom assessments Successmaker Step Up to Reading Revv it Up! Spelling Connections	FCAT 2.0 Reading Test
3	A new language arts teacher has been hired to teach reading out-of-field.	Teacher planning will be devised to rotate students to listening stations, computer online reading programs such as, SuccessMaker and Fast ForWord, as well as FCAT Explorer, to allow teacher reading time with small groups of students. Teacher will have an expert reading teacher as a mentor.	Principal Reading Teachers	Databook will be kept for progress monitoring of students SME data REWARDS Test data	FCAT 2.0 Reading Test REWARDS Test SuccessMaker Results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The achievement gap will be closed by attaining reading proficiency by 64.8% for the 2013 FCAT 2.0. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	63%	67%	70%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups need to increase the percent of students meeting satisfactory. The black subgroup has the greatest percentage of students that have not met satisfactory.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Number of students not making progress by racial subgroups American Ind 60% Asian: 37% Black: 60% Hispanic: 44% Multiracial: not reported White: 32%	For the 2013 FCAT 2.0 reading test the expectancy is for 69% of white students, 41% black students, 57% Hispanic students and 64% Asian students will attain proficiency in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of subgroups that include black, hispanic, Indian, SWD, and ED	Kagan structures	Principal Assistant principal Classroom teacher	Classroom assignments successfully mastered Classroom assessments	Class assignments Class assessemtn FCAT 2.0 Test
2	All students with a mid to high level 2 in reading are only provided a single all year class rather than a double block reading class. Students with a mid to high level 3 in reading are no longer required to take a full year of reading in grades 7 & 8. Students with a mid to high level 3 take a semester of reading or attend a CARD-PD teacher's class. Students who scored level 4 or 5 may take a semester of reading or take a vocational class with a teacher that has CARD-PD reading endorsement.	As many level 3 - 5 seventh grade students who are enrolled in a vocational class with a reading endorsed teacher are schedule for language arts with a teacher who has a Masters Degree in reading. FCAT Explorer.com is accessed by all students in the vocational classes are a weekly basis. A daily root word of the day is presented on the morning announcements. Language arts teachers are incorporating some of the Jr. Great Books stories in their classes.	Principal Assistant Principal Middle School Reading Supervisor	F.A.I.R. testing REWARDS data SME data Fast ForWord data	FCAT 2.0 Reading Test
3	Students choose to engage in other activities after school rather than read.	Encourage students to participate in the Battle of the Books competition. Book displays to encourage students to check out books to read for pleasure. Language arts and reading teachers assigning more books to be read. Television book critiques by the principal.	Principal Language arts teachers Reading teachers	F.A.I.R. data Individual student classroom assessment data SME data FastForWord data	FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Last year there was no data report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirteen ELL students did not attain reading proficiency while 5 ELL students did attain proficiency.	For 2013 50% of the ELL students will attain reading 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
Language barrier	Kagan structures	ELL teacher	Working in groups, ELLA	Classroom

			ESOL teacher; Principal Assistant principal	will learn problem-solving process through class assignments Classroom assessment Student work samples	assessemtns Student work samples FCAT2.0 Test
1					
2	No barrier	Students will be enrolled in double block reading classes if they scored below FCAT Level 3 in reading in 2012.	CELLA teacher Reading teachers	F.A.I.R testing data Reading fluency data REWARDS CELLA test data	FCAT 2.0 Reading Test scores F.A.I.R testing data Reading fluency data REWARDS CELLA test 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students With Disabilities continue to perform well below the proficiency level because they are functioning at more than two years below their grade level. These students are provided a smaller group setting in which they are provided more intensive instruction and assistance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students With Disabilities (SWD) = 65% did not make satisfactory progress in reading. Thirty-eight percent of SWD students did make satisfactory progress in reading.	For the 2013 FCAT 2.0 Reading tests, at least 36% of Students With Disabilities (SWD)will attain reading 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	Lack of ability to work in groups Lack of knowledge	Kagan structures	Principal Assistant principal Classroom teacher	Classroom group assignments Classroom individual assignments Classroom assessments Sample of student work	Classroom assessment Student work samples
2	Students are functionally operating more than two grade levels below their grade level. Some are operating at grades 2 or 3 in reading.	Implementation of Voyager, FastForward, SuccessMaker, REWARDS, and small group reading instruction will be provided.	Reading Teachers Administrators	Datasource book will be kept for progress monitoring	FCAT 2.0 Reading Test F.A.I.R. REWARDS SME

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:	Economically Disadvantaged students scored 60% learning gains in reading, which was an increase from 54% the prior year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged = 51%	Economically Disadvantaged = 52%
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 knowledge	Kagan structures	Principal Assistant principal Classroom teacher	Classroom assignments for groups Classroom assignments for individuals Student work samples Classroom assessments	Classroom assessments Student work samples FCAT2.0 Test
2	With the influx of military families and the acceptance of students from low performing schools, more students are entering school with below proficiency scores in reading.	Test all students with the F.A.I.R. assessment to enroll these students into the proper reading class. Provide before school SME Lab time on Tuesdays and Thursdays. Implement the use of Jr. Great Books into the reading curriculum.	Administrators	Data-source books kept for progress monitoring	FCAT 2.0 Reading Test
3	Students need more time to learn because they are not reading on grade level.	Provide double block reading classes. Provide reading tutoring through Title One. 25 Book Club Battle of the Books Competition	Principal Assistant principal Reading teachers Language arts teachers	Data-soruce books kept for progress monitoring in reading classes F.A.I.R data SME data REWARDS data	FCAT 2.0 Reading Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Monthly Meetings	Grades 6-8 Reading	PLC Leader: Sarah Henkel	All reading teachers	PLC meetings every third Wednesday of the month	Meeting Minutes and Sign-in Sheet submitted to administration	Principal
Close Reading, Complexity Reading Workshops	Grades 6-8 Reading	PD Facilitator	Reading teachers	First semester	Feedback from teachers	Principal
StudySync training at school	Grades 6-8 Reading and Langauge arts	PLC facilitator for reading and language arts	Reading teachers Language arts teachers	October 18 meeting at school	Feedback from teachers Implementation in lessons	Principal
PD Content Effective Use of Instructional Technology with Exceptional Students	Grades 6-8 Reading	PD facilitator	ESE Reading teachers	By December 2012	Lesson plans Classroom observations	Principal
PD Content Differentiated Instruction workshop	Grades 6-8 Reading	PD facilitator	Reading teachers	By December 2012	Lesson plans	Principal

PD Content Teaching the ESE Student	Grades 6 - 8 Reading	PD facilitator	ESE Reading teachers	By December 2012	Lesson plans Classroom observations	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fluency, Decoding words	REWARDS for grades 7 & 8	Title One	$1,200.00
			Subtotal: $1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Replace computers in hall labs	24 Macminis	IT Replacement Budget	$16,800.00
			Subtotal: $16,800.00
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: $18,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	For the 2013 year there will be 100% of the CELLA students proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

Nine of the eleven CELLA students are 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	Language barrier because parents do not speak English at home and do not allow their children to speak English at home.	Provide double-block reading classes. Provide CELLA teacher for assistance.	Principal Assistant principal Reading teachers CELLA teacher	Data source book kept on student's progress F.A.I.R data SME data	FCAT 2.0 Reading Test CELLA test Classroom assessments

				REWARDS data	

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:	At least 50% of the students will become proficient in reading for 2013.

2012 Current Percent of Students Proficient in reading:

Of the eleven CELLA students only one student was 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	English is not spoken in the home.	Double-block reading classes Cella reading instruction	Principal Assistant principal Reading teacher CELLA teacher	Individual student data SME data REWARDS data F.A.I.R. Classroom assessment data	FCAT 2.0 Reading Test

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	For 2013 50% of the CELLA students will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

Three of the eleven CELLA students are 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	Lack of vocabulary in English language.	Provide Step Up to Writing instruction. Provide school-wide classroom rules for writing.	Principal Assistant principal CELLA teacher	Data source notebook kept for progress monitoring REWARDS data F.A.I.R. data SME data	FCAT 2.0 data

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerate Math Assistance during tutoring time	Scantron cards Paper for AM problems Toner for printer	Title One funds	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The math proficiency percentage level was 71% in 2011 and now is 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficiency in Math = 58%	Proficiency in Math = 65%

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	Participation by all teachers	Lesson plans submitted to administrators citing two time per nine weeks where problem-solving activities were provided to students.	Principal Assistant principal	Student samples Classroom assessments	FCAT 2.0 Test results Classroom assessments
2	At this time, we do not anticipate any barriers.	Accelerated Math Kagan Structures implemented in class Compass Learning Friday morning tutoring before school by math teachers	Math teachers	Individual student assessment data Classroom assessments District math tests administered quarterly	FCAT 2.0 Math Test District math tests administered quarterly
3	Transportation to school or after school for tutoring services	Get parents to carpool or look for funds from Title One to fund bus transportation	Principal Math teachers	Report Card Grades District math test scores	FCAT 2.0 Math Test District math tests administered quarterly

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:	This is the first year to report FLAA on the SIP. Having 94% of the students score at Levels 4 or higher is a success.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fifteen of the sixteen (94%) students scored levels 4 - 9 in mathematics.	for 2013 95% of the students will score levels 4 - 9 in mathematics.

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 knowledge	Individual instruction Small group instruction	Principal Classroom teacher	Lesson plans and student work samples	Individual student assessment
2	Time on task due to disability	Incentive program to stay on task Small group and individual instruction	Principal Classroom teacher	Individual student assessments Classroom assessments Classroom Walk-throughs	Alternate Assessment Classroom 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 mathematics. Mathematics Goal #2a:	In 2011 29% of the students scored Achievement Level 4 or 5 compared to 27% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Above proficiency level in Math (Levels 4 & 5) = 27%	Above proficiency level in Math (Levels 4 & 5) = 28%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	none	Kagen structure	Principal Assistant principal Classroom teacher	Results of assignments given meet objectives Classroom assessment Samples of student work Journal	Classroom assessment FCAT 2.0 Test
2	With the implementation of the new FCAT test, maintaining or increasing percentage on FCAT Math test will become more difficult due to changing cut scores.	An intensive math course will be added for struggling students. This course will focus on reteaching basic math skills that can then be used to reinforce grade level math course. Compass Learning will be used with the intensive math students.	Principal Assistant principal Math teachers	Individual student assessments AM scores Classroom assessments Quarterly District Math Tests	FCAT 2.0 Math Test Quarterly District Math Tests
3	Transportation to and from enrichment activities	Get parents to carpool or fund through Title One or Military Grant Odyssey of the Mind Robotics Algebra I Math competition	Principal Assistant principal Designated teachers for enrichment activities	AM scores Quarterly District Math Tests Quarterly District Science Tests	FCAT 2.0 Math Test Quarterly District Math Tests Quarterly District Science 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	The student functioning at Level 2 is a nonverbal student and writes only with hand-over-hand assistance. Math is taught by a certified math teacher this year to strengthen

Mathematics Goal #2b:	the math program for these students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
One student scored at Level 2, three students at Level 4, ten students at Level 5, one at Level 6 and one at Level 8 on the Flordia Alternate Assessment.	The expected level of performance this year will be 93% of the students will score Level 5 on the FLAA.

	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 knowledge	Small group instruction Lesson Plans written to provide problem-solving activities	Principal Assistant principal	Student work samples and discussions Student assessments	Florida Alternate Assessment Classroom assessments
2	Time on task due to disability and attention span	Math will be taught by grade level for these students by certified math teachers.	Principal Assistant principal Teachers		

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:	Those making learning gains in math that scored at Levels 1 & 2 were 112 Level 1 and 83 Level 2 students. Of these 193 students, 56 are identfied as ESE students and 137 are general education students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2012 FCAT 2.0 students showed a 71% learning gain in mathematics.	For the 2013 FCAT 2.0, students will show a 72% learning gain in mathematics.

	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	New techers not knowing Kagan structures	Kagan structures	Principal Assistant principal	Results of problem-solving assignment Classroom assessment	Class assignment Classroom assessment FCAT 2.0 Test
2	At this time, we do not see any anticipated barriers.	Provide Friday morning tutoring session with math teachers. Provide math tutoring on Tuesdays and Thursdays in the afternoon through Title One funding.	Math teachers Tutors	Classroom Assessments AM results District Quarterly Assessments	District Quarterly Assessments FCAT 2.0 Math Resuls

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.	Of the ten students that took the FLAA, six students maintained their math level, two increased a level while two students decreased one level in mathematics.

Mathematics Goal #3b:

2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty percent (10 students) made a learning gain in mathematics on the 2012 Florida Alternate Assessment.	For the 2013 Florida Alternate Assessment, sixty-one percent will show a learning gain in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Teach one problem-solving strategy and then give assignment	Principal Assistant principal Classroom teacher	Individual student assessment that demonstrates use of problem-solving process	Individual student assessment
2	Lack of knowledge content	Small group instruction Individual instruction SuccessMaker Math program Computer math programs	Principal Math Teachers	Individual Assessments Classroom assessments	Florida Alternate Assessment for mathematics

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:	The lowest quartile learning gains decreased from 66% to 64% from 2011 to 2012. In the lower quarter were 86 ESE students (27%) and 228 gen ed students (73%).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In the Lower Quartile, 64% of the students made learning gains.	For the 2013 FCAT 2.0 Math Test we anticipate at least 65% of the Lower Quartile 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	none	Introduce one problem-soolving strategy at a time	Principal Assistant principal Classroom teacher	Problems given and student is able to solve correctly.	Classroom assignment Classroom assessment FCAT 2.0 Test
2	Lack of content knowledge	Use AM for remediation. Provide tutoring through Title One funding for students who scored Levels 1 & 2 on the FCAT 2.0 Math test in 2012.	Principal Math teachers Tutors	Data source books will be kept to record each child's math progress. PMPs Classroom Assessments AM results	FCAT Math Test 2.0 District Quarterly Math Tests

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #
	The achievement gap will be closed by attaining mathematics proficiency by 65% for the 2013 FCAT 2.0.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	65%	69%	72%	76%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All subgroups need to increase the percent of students meeting satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students making progress by ethnicity subgroups: American Ind N/A Asian: 82% Black/African American: 24% Hispanic: 48% White: 61%	For the 2013 FCAT Math test the expectancy is for 67% of white students, 39% African American / black students, 56% Hispanic students and 81% Asian students to attain proficiency.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of subgroups that include black, hispanic, Indian, SWD, and ED	Kagan structures	Principal Assistant principal Classroom teacher	Classroom assignments successfully mastered Classroom assessments	Class assignments Class assessemtn FCAT 2.0 Test
2	Students need more time to learn the math concepts tested on the FCAT Math Test.	All math teachers will tutor on Friday mornings before school. Students at levels 1 02 in math were offered tutoring after school twice a week through Title One funding.	Principal Math teachers	Data Source Notebook AM objectives mastered Report Card Grade	FCAT 2.0 Math Test District Quarterly Math Tests
3	Students need more time to learn the math concepts tested on the FCAT Math Test.	Math Family NIght	Prncipal Math teachers	AM objectives mastered	FCAT 2.0 Math Test District Quarterly Math 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	There was no ELL group in 2011 to compare with 2012. ELL students will continued to work on AM objectives.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sixty percent of ELL students did not make satisfactory progress in mathematics.	For 2013 41% of the ELL students will make satisfactory progress in math on the FCAT 2.0 Math Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier	Kagan structures	ELL teacher ESOL teacher; Principal Assistant principal	Working in groups, ELLA will learn problem-solving process through class assignments Classroom assessment Student work samples	Classroom assessemtns Student work samples FCAT2.0 Test
2	Language barrier	ELL teacher will work with students to increase their listening skills.	Principal ELL teacher	Individual listening assessment CELLA testing	FCAT 2.0 Math Test
3	Transportation to or from tutoring services	Parents set up a carpool or Title One funding provide transportation services. Tutoring provided every Friday morning by math teachers Title One provides tutoring on Tuesdays and Thursdays after school	Principal	Attendance of students for tutoring services	FCAT 2.0 Math Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There are some ESE students whose math knowledge is two to five grade levels below their age appropriate grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-three percent of Students with Disabilities did not make satisfactory progress in mathematics on the FCAT 2.0 Math Test.	For 2013 the expectation will be for at least 28% of SWD will meet satisfactory progress in mathematics.

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 ability to work in groups Lack of knowledge	Kagan structures	Principal Assistant principal Classroom teacher	Classroom group assignments Classroom individual assignments Classroom assessments Sample of student work	Classroom assessment Student work samples
2	Students are operating two or more grade levels below the grade in which they are enrolled.	Incorporate AM daily into the math program to work on remediation of math skills	Math teacher and Administrators	Data source book will be kept on each student's mastery of math objectives	FCAT Math Test
3	Time on Task	Reward program to keep students engaged	Teacher Behavior Coach	Individual Student Assessment Classroom Assessments	FCAT 2.0 Math Test District Quarterly Math 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	There was a two percent decrease in the number of ED students making satisfactory progress from 2011 to 2012. The rigor of the FCAT 2.0 Math Test can be attributed to the decline.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For 2012 51% economically disadvantaged students did not make satisfactory progress in mathematics.	For 2013 50% of ED will make satisfactory progress on the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge	Kagan structures	Principal Assistant principal Classroom teacher	Classroom assignments for groups Classroom assignments for individuals Student work samples Classroom assessments	Classroom assessments Student work samples FCAT2.0 Test
2	Students need more time to learn math skills.	Tutoring is offered one day a week before school by the student's teacher. Title One tutoring will be offered on Tuesdays and Thursdays after school for students who scored either Level 1 or 2 on the FCAT 2.0 Math Test.	Principal Math teachers Tutors	Report Card Grades District Quarterly Tests Data Source Notebook AM objectives mastered	FCAT 2.0 Math Test District Quarterly 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:	The one student that did not attain level 3 in Algebra was a retained eighth grade student with weak math skills and poor attendance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Ninety-eight percent (50/51 students) of the students enrolled in Algebra I scored achievement level 3 or higher in Algebra on the EOC exam.	For 2013 100% of Algebra students will earn Level 3 on the EOC exam.

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

	Participation by all teachers	Lesson plans submitted to administrators citing two time per nine weeks where problem-solving activities were provided to students.	Principal Assistant principal	Student samples Classroom assessments	FCAT 2.0 Test results Classroom assessments
1					
2	No anticipated barrier	Friday morning tutoring provided by the Algebra teacher	Principal Algebra teacher	Data Source Notebook Classroom Assessment Semester Exam EOC Exam Report Card Grade	EOC Exam

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:	Only one student did not attain Level 3 or higher on the Algebra EOC Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty-three percent (17 students) scored Achievement Level 4 in Algebra.	For 2013 100% of Algebra students will earn Level 3 or higher on the EOC exam and 34% or higher will score Level 4 on Algebra.
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	No anticipated barriers	Friday tutoring by Algebra teacher will be provided as needed. Math competition	Principal Algebra teachers	Data Source Notebook AM objectives mastered Classroom assessments Semester Exam	Semester Exam EOC Exam

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Department Chair meetings	Grades 6-8 Mathematics	Chuck Gardner	Chuck Gardner	PRN	Minutes of meetings Meet with Chuck Gardner after department chair meetings	Chuck Gardner
Acceleratad Math Training for new teachers	Grade 6 Math	Assistant principal Math Department Chair	New math teacher	September training during planning period and before school	AM is implemented in class.	Prncipal
Monthly PLC Meetings	Grades 6-8 Mathematics	Chuck Gardner	All math teachers at school	PLC Monthly Meetings, third Wednesday of each month	Minutes and Sign-in Sheets from each meeting Principal attends every third meeting Meet with PLC leader following PLC meetings	Princpal
					Lesson plans	

PD Content Framework for Teaching	Grades 6-8 Math	PD Facilitator	new math teachers	By December 2012	Classroom observations Pre- and post-conferences	Principal
PD Content Effective Use of Instructional Technology with Exceptional Students	Grades 6-8 Mathematics	PD Facilitator	Math teachers of ESE students	By December 2012	Classroom observations	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
After-school math tutoring for military students and bubble students that are minorities	Accelerated Math - scantron cards Notebook paper and #2 pencils Teacher Salaries Bus transportation	Military-Connected Academic and Support Program Grant	$18,000.00
		Subtotal: $18,000.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Teacher replacment desktop computers	10 iMacs	IT Replacement Budget	$13,110.00
		Subtotal: $13,110.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Renaissance Conference Implementation of Core Curriculum Standards	Conference to be attended by Math Department Chair	Title One	$500.00
		Subtotal: $500.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
		Subtotal: $0.00	
		Grand Total: $31,610.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students achieving proficiency on the FCAT Science Test was 48% compared to 58% proficiency in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance on the FCAT Science Test from 2010 is 48% proficiency.	The expectancy for the 2013 school year will be 50%.
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	Providing mini labs throughout the school year to prepare for the FCAT Science Test	More mini-labs will be provided to assure that mini-labs are taught yearlong.	Principal District Science specialist	Lesson plans and observations will be used to assure that mini-labs are used throughout the school year. Bellringers	FCAT 2.0 Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In 2011 two students that took science portion of the FLAA both scored a Level 6. This year three of four students scored Levels 7 and 9 and one student scored Level 2.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Of the four students that took the Florida Alternate Assessment three students scored at Levels 7 and 9. One student scored a Level 2.	For 2013 76% of the students will score Levels 4 -9 in science on the FLAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Individual teaching Small Group learning Science teachers following guidelines for Alternate Assessment goals and objectives.	Principal Science teachers	Individual assessment Classroom assessments	Florida Alternate Assessment for science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving proficiency for FCAT Science will continue to increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There was a 112% increase in the number of students earning level 4 or 5 on the FCAT Science Test. Last year 8% all curriculum group scored a 4 or 5 in 2010 while 17% scored level 4 or 5 for 2011.	59% of all students earn proficiency on the 2012 FCAT Science Test while increasing to 20% at Level 4 or 5.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Science lab equipment and mini-lab equipment and resources	Implementation of mini-labs throughout the year	Eighth grade science teachers	Mini-assessments, FCAT chats, FCAT simulations, Science labs	FCAT Simulation, FCAT scores, School Grade, AYP
	None	Teachers submit their nine weeks pacing	Assistant principal	Classroom assessments	District Quarterly Science Tests

2		guides and lesson plans along with three emergency plans for unexpected absences.	Science teachers	District Quarterly Science Tests Bellringers	
3	None	Science labs for grades 6 and 7	Assistant principal Science teachers	Lab results Classroom assessments District Quarterly Science Tests	District Quarterly Science 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	No data from the prior school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Three of four students (75%)scored at or above Achievement Level 7 in science.	For 2013 76% of the students will score at or above Achievement Level 7 in science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time on Task due to disability	Provide reward system Individual instruction Small group instruction	Teacher	Individual student assessment Class assessments	Florida Alternate Assessment for Science

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
PLC Monthly meetings to review pacing guide and FL AA goals and objectives	Grades 6 - 8 Science	PLC Leader	All science teachers	PLC meetings held on the third Wednesday of the month	Meeting minutes and sign-in sheet	Assistant Principal
PD - Bioscopes workshop	Grades 6 - 8 Science	PD Facilitator	Selected science teachers	January, 2013	Share information during PLC meeting	Assistant Principal
PD Content Teaching the ESE student	Grades 6 - 8 Science	PD Facilitator	Selected science teachers	January, 2013	Lesson plans Classroom observations Classroom Walk-throughs	Assistant Principal Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Bellringers	whiteboard markers	general funds	$50.00
Science Labs	expendable supplies for labs	science budget	$1,341.00
After-school science labs and tutoring	science mini-labs and supplies	Military-Connected Academic and Support Program Grant	$3,000.00
			Subtotal: $4,391.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Bioscopes training	Substitute pay	Title 1 Professional Development funds	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
			Grand Total: $4,691.00

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:	Eighty-nine percent of eighth-grade students at Bailey Middle School met writing proficiency on the 2011 Florida Writes Test when the proficiency level was set at 3.5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Seventy-seven percent of the eighth-grade students earned proficiency of 4.0-6.0 on the 2012 Florida Writes Test. This year only one evaluator scored the essays and proficiency level increased from 3.5 to 4.0.	For 2013 78% of eighth-grade students at Bailey Middle School will meet writing proficiency (4.0-6.0)on the 2013 Florida Writes Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New seventh grade language arts teacher has not taught writing in grade 7.	Implement Step Up to Writing Have students writing an introductory sentence for several different topics. Implement the	Principal Assistant Principal Language arts teachers Other teachers	Student's prewriting essay Classroom writing assignments	Escambia Writes data and FCAT Writes results

		classroom rules for writing.			
2	New eighth language arts teacher has not taught writing in grade 8.	Provide Step Up to Writing training by colleague and/or district training Have students prewrite and assess weaknesses in writing Implement the classroom rules for writing.	Principal Assistant Principal Department Chair Step Up to Writing Facilitator	Student's prewriting essay Classroom writing/journal assignments	FCAT Writes results

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:	No data from prior year testing. One hundred percent (2 students) scored a level 7 and 8 on the writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Both students that took the Florida Alternate Assessment in writing scored 7 and 8.	For 2013 all students will meet the acceptable writing level on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge	Individual and small group instruction Help students write complete sentences with words spelled correctly.	Assistant Principal Classroom teachers	Student portfolio of writing samples	Florida Alternate Assessment for writing
2	Lack of writing skills	Individual and small group instruction Let students verbalize their thoughts and then write them on paper. Students write their paragraphs in a word processing program.	Assistant Principal Classroom teachers	Student portfolio of writing samples	Florida Alternate Assessment for writing

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Step Up to Writing	Step Up to Writing resources for language arts teachers	Title One	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
purchase iPads for reading and writing assignments, using StudySync	1 sets iPads - 22	Military-Connected Academic and Support Program Grant	$11,000.00
			Subtotal: $11,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Two language arts teachers attended the district "Step Up to Writing" training to become a trainer at the school level.	Handouts from training	Professional Learning Department Substitute teachers	$100.00
			Subtotal: $100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
			Grand Total: $12,100.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	This Civics EOC goal is not required until 2014-15.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Our 7th grade students will take the Civics EOC Field test in the Spring of 2013. (The test date is TBD)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Pacing guide for each quarter Lesson plans submitted to assistant principal for review	Assistant principal PLC facilitator	Classroom assessments Projects with rubric	Civics EOC Exam

		Online resources related to civics curriculum Student-centered projects each quarter			

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:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	5% of the students will score Achievement Level 4 or above in Civics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Student-centered projects Debate	Assistant principal Teacher	Report Card Classroom assessments	Civics EOC exam

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
StudySync webinar	Grades 6-8 Language arts and Reading teachers	PLC Leader	Language arts and reading teachers will attend the webinar.	October 18th 9:00 AM Media Center	Sign-in Sheet Administrator in attendance	Assistant Principal PLC leader
PLC Meetings	Grades 6-8 Language arts	PLC Leader	All language arts teachers will partiacipate monthly in the PLC meetings	Third Wednesday of every month	Sign-in Sheet Meeting Minutes	Assistant Principal PLC leader
PD: Step Up to Writing	Grades 6-8 Language arts teachers	PD Facilitator- Brian Spivey	Two teacher representatives	September, 2012	Meeting Minutes from October PLC meeting	Teacher attendees

Civics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC Meetings- monthly to discuss pacing guide and resources	Textbook with resources	none	$0.00
			Subtotal: $0.00

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In 2011 the attendance rate was 93.4%. In 2012 the attendance rate increased to 95.45% which is a 2.05% increase.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for last year was 93.4%. Attendance rate for 2012 was 95.45%.	The expected attendance rate for 2013 will be 95.45% +/- 0.4%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Students with excessive absences of 10 or more totaled 358.	The expected number of students with excessive absences will be 357 or less.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were 58 students that accrued excessive tardies of ten or more in 2012.	The expected number of students with excessive tardies for the 2011 school year will be 57 or fewer.

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 miss the bus when there is a sub bus.	Parents need to phone the bus transportation office as soon as a bus does not arrive at the bus stop at their designated time, so that the students can be picked up by another bus and brought to school on time	Dean of Students & Bus Route Supervisor	Reduction of tardies and late check-ins due to late or no bus service	Daily Attendance Report from TERMS

2	Students oversleep	Students who earn 3 tardies will be given morning detention on Fridays by the Dean of Students.	Dean	Reduction in tardies by the students who served morning detention.	Daily Attendance Report from TERMS
3	Parents take vacations during the school year and students miss school.	Continue to inform parents that student achievement improves with attendance. Encourage parents to vacation during holidays and summers. Use newsletters, meetings, and phone calls.	Administrators	Increase in average daily attendance	Daily Attendance Report from TERMS
4	Military families take their children out of school before and after deployment to spend time with family.	Continue to inform parents that student achievement improves with attendance. Encourage parents to vacation during holidays and summers. Use newsletters, meetings, and phone calls.	Administrators	Increase in average daily attendance	Daily Attendance Report from TERMS
5	Parents allow students to stay home.	Parents will attend Child Study Attendance meetings with guidance counselor. Students with excessive absences will be placed on court docket for truancy.	Administrators	Decline in the number of students with excessive absences	Daily Attendance Report from TERMS
6	Parents do not get students up early enough to be on time for the bus.	For every three unexcused tardies, work detail is given to the student.	Dean	Decline in the number of student tardies	Monthly Attendance and Tardy Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Art Contest	Grades 6 - 8 Art Students	Art teacher School Social Worker	Students in art classes	October 2012	Check daily attendance monthly & report at Behavior Mangagement Team meeting	Dean
Attendance	Grades 6-8	Principal School Social Worker	All faculty	November 2012	Check daily attendance monthly & report at Behavior Mangagement Team meeting	Dean

Attendance Budget:

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

Attendance Child Study Meetings with guidance counselors	N.A.	N.A.	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance Counselor meeting at district level	N.A.	N.A.	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Correspondence with parents	letterhead, postage stamps, long distance phone calls	Title One General budget	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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:	For the 2010-2011 school year, the number of out-of-school suspensions was 438 by 227 students. This equates to 0.30 average per student enrolled last year. There were 223 in-school-suspensions served to 140 students for a 0.159 average per student.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The number of In-School-Suspensions were 223.	Expected ISS for 2013 will be 222.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
ISS was assigned to 140 students.	The expected number of students assigned to ISS will be 139 students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
OSS was assigned to 237 students.	The expected number of students assigned to OSS will be 237 students or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
OSS was assigned to 147.	The expected number of students to be assigned to OSS will be 147 or less.
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	New students from other middle schools come with discipline problems.	1. Social studies teachers will address the school-wide discipline, classroom rules, hallway rules, cafeteria rules, and bathroom rules during their orientation along with school district rules found in the Student Rights and ResponsibilitiesHandbook. 2. School rules are posted in halls, bathrooms, cafeteria, and classrooms. 3. Morning announcments periodically remind students of rules that are currently being broken. Administrators discuss current behavior issues. 4. Bailey Vision scrolls daily with good behavior reminders.	Social studies teachers in all grade levels, Administrators, Behavior Management Team	Reduction of ISS and OSS participants	Quarterly Disciplinary Reports
2	Lack of bus drivers setting expectations for following bus rules	1. Assign students to seats right away 2. Learning students' names 3. Greet students on the bus 4. Be alert to any problems. 5. Listen to student complaints and seek solutions with help of deans when necessary.	Bus Route Manager Deans	Reduction in the number of bus referrals	Monthly Disciplinary Reports
3	Teacher does not leave television turned on	Remind teachers to leave television turned on daily for announcements. Continue to run class and school rules via Bailey Vision	Principal Assistant principal	Reduction in the number of ISS and OSS referrals	Monthly Disciplinary Reports
4	None	1. Field trip students may not have any ODRs. 2. May not attend Pep Rally or other special events if a student has any ODRs.	Principal Assistant principal Teachers	Reduction in the number of ISS and OSS referrals	Monthly Disciplinary Reports Quarterly Disciplinary Reports

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

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

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

| District Level meeting of deans | Grades 6-8 | Court Liasion | Deans | October 18, 2012 | Monthly reports in BMT citing number of referrals, infractions, consequences | Principal |

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In school suspension	Teacher Computers Textbooks	Staffing Grid Textbook budget	$0.00
Behavior Management Team Meetings-monthly	Disciplinary reports Behavior Contracts	General budget	$50.00
			Subtotal: $50.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
			Grand Total: $50.00

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Maintain school-parent communication/involvement to reach the criteria for the Golden School Award (1000 Hours.)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parents are encouraged to set up conference with teachers. Teachers and parents also communicate through phone calls and E-mails. Progress reports are sent home in the middle of the nine weeks to inform parents of student progress. EWMS maintains a website weekly that offers parents and students individual class homework assignments, teacher E-mail access, helpful websites, and other school activities.	In 2013, we expect to maintain school-parent communication/involvement to again reach the criteria for the Golden School Award (1400 Hours.)

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

1	Faculty may have concerns related to time constraints for providing documentation for parent communication	Teachers will receive substantial training on the web editor program and FOCUS gradebook program. Teachers will be given deadlines to update teacher homework / communication site Teachers will keep communication log to include notes on all phone, email, and in person communication.	Administrators and teachers	Administration will check teacher websites weekly and communication logs monthly	View school website periodically to see that teacher pages are updated.
2	Getting parents to attend more school functions	Invite special groups to attend meetings especially for them such as, Math Family Night and Library Read Night. Use School Messenger and Bailey Vision to advertise school activities.	Principal and Guidance counselors	Parents continue to attend the concerts and sporting events while also attending special activities	Number count of parents attending new special events
3	Getting parents to attend physical fitness night activity	Send invitations via students Make a School Messenger Call out to remind parents to come Get students motivated to encourage their parents to attend.	PE teachers	Number of parents that attend and sign the attendance roster	Roster percent of parents that attend Parent Night

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Send invitations to parents of Title One students to attend Math Night and Library Read Night. Send out a SchoolMessenger call out to invite all students and parents to these events.	Paper and postage stamps to mail invitations. Scantron cards and printer paper for math problems. Books for parents and students Book marks for Library Night Refreshments	Title One Parental Involvement budget	$1,000.00
			Subtotal: $1,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
Grand Total: $1,000.00			

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	The school needs more student computers for the three computer labs and four CTE classrooms.

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	Funding	1. 7th Annual Technology Golf Tournament 2. Military-Connected Academic and Support Program Grant 3. District technology replacement funds	Assistant Principal for #1 Grant Director for #2 District Technology Director #3	Computer Inventory Lists citing computer purchases for 2013-2016	Purchase orders citing number of new student computers purchased
2	Funding	Military-Connected Academic and Support Program Grant	Principal Technology coordinator Science teachers	Purchase of robotic equipment Use of robotic equipment in science and robotics club	Number of students joining robotics club Number of students engaged in robotics in science classes

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
IT District meetings	Grades 6-8	District CTE specialists	CTE teachers	November 2012	Attend PLC meeting with CTE teachers, meeting minutes	Principal Assistant principal
FETC Conference	Grade 6 Science Robotics teacher	Technology coordinator	Science teacher who will teach robotics and is robotics club sponsor	Monthly Robotic Club meetings FETC Conference, January, 2013	Attend class and robotics club meetings	Principal Assistant principal

STEM Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Get more students interested in science and engineering through robotics club participation	LEGO Robotics Kits	Military-Connected Academic and Support Program Grant	$22,000.00
			Subtotal: $22,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
To provide more science labs	Science supplies for labs	Military-Connected Academic and Support Program Grant	$1,000.00
			Subtotal: $1,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
			Subtotal: $0.00
			Grand Total: $23,000.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Ransom will work to offer more 7th grade photoshop sections as well as provide a year long photoshop class and a year long T.V. production class.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absenteeism and or behavior	Set and reinforce classroom rules. Provide consequences for misbehavior in class.	CTE teacher	Number of disciplinary referrals Quarterly Report Card Grades	Certification test

		Reward students for being engaged and successful.				

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
PD Content MOS 10	Grades 7-8 CTE courses for MOS and PhotoShop	PD Facilitator	CTE teachers	July, 2013	PD Facilitator will monitor progress toward passing certifications	PD Facilitator CTE supervisor

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Illustrator and PhotoShop programs in the Business Academy	Licenses	All were provided at no cost.	$0.00
Licenses for MOS class for industrial certification	Certiport K12 MicroSoft Office Specialist Testing Site License	Military-Connected Academic and Support Program Grant	$2,540.00
		Subtotal:	$2,540.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of PhotoShop and MOS in Business Academy	24 Mac Minis	Military-Connected Academic and Support Program Grant	$38,500.00
Double monitor computers to replace older computers for Exploration of Technology course.	10 Dell PC computers with dual monitor card	Military-Connected Academic and Support Program Grant	$8,882.00
To import documents and student work into MOS or PhotoShop programs	Scanner	Military-Connected Academic and Support Program Grant	$300.00
To move about classroom to assist sutdents in IT class	All Pro Sound Wireless Headset	Military-Connected Academic and Support Program Grant	$400.00
		Subtotal:	$48,082.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend classes to study and pass the MOS 10	MOS licenses	Military-Connected Academic and Support Program Grant	$500.00
		Subtotal:	$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N.A.	N.A.	N.A.	$0.00
		Subtotal:	$0.00
		Grand Total:	$51,122.00

End of CTE Goal(s)

Additional Goal(s)

N.A. Goal:

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

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

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

Budget:

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

End of N.A. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Fluency, Decoding words	REWARDS for grades 7 & 8	Title One	$1,200.00
CELLA	Accelerate Math Assistance during tutoring time	Scantron cards Paper for AM problems Toner for printer	Title One funds	$500.00
Mathematics	After-school math tutoring for military students and bubble students that are minorities	Accelerated Math - scantron cards Notebook paper and #2 pencils Teacher Salaries Bus transportation	Military-Connected Academic and Support Program Grant	$18,000.00
Science	Bellringers	whiteboard markers	general funds	$50.00
Science	Science Labs	expendable supplies for labs	science budget	$1,341.00
Science	After-school science labs and tutoring	science mini-labs and supplies	Military-Connected Academic and Support Program Grant	$3,000.00
Writing	Step Up to Writing	Step Up to Writing resources for language arts teachers	Title One	$1,000.00
Civics	N.A.	N.A.	N.A.	$0.00
Attendance	Attendance Child Study Meetings with guidance counselors	N.A.	N.A.	$0.00
Suspension	In school suspension	Teacher Computers Textbooks	Staffing Grid Textbook budget	$0.00
Suspension	Behavior Management Team Meetings- monthly	Disciplinary reports Behavior Contracts	General budget	$50.00
Parent Involvement	Send invitations to parents of Title One students to attend Math Night and Library Read Night. Send out a SchoolMessenger call out to invite all students and parents to these events.	Paper and postage stamps to mail invitations. Scantron cards and printer paper for math problems. Books for parents and students Book marks for Library Night Refreshments	Title One Parental Involvement budget	$1,000.00
STEM	N.A.	N.A.	N.A.	$0.00
CTE	Implement Illustrator and PhotoShop programs in the Business Academy	Licenses	All were provided at no cost.	$0.00
CTE	Licenses for MOS class for industrial certification	Certiport K12 MicroSoft Office Specialist Testing Site License	Military-Connected Academic and Support Program Grant	$2,540.00
N.A.	N.A.	N.A.	N.A.	$0.00
				Subtotal: $28,681.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Replace computers in hall labs	24 Macminis	IT Replacement Budget	$16,800.00
CELLA	N.A.	N.A.	N.A.	$0.00
Mathematics	Teacher replacment desktop computers	10 iMacs	IT Replacement Budget	$13,110.00
Science	N.A.	N.A.	N.A.	$0.00
Writing	purchase iPads for reading and writing assignments, using StudySync	1 sets iPads - 22	Military-Connected Academic and Support Program Grant	$11,000.00
Civics	N.A.	N.A.	N.A.	$0.00
Attendance	N.A.	N.A.	N.A.	$0.00
Suspension	N.A.	N.A.	N.A.	$0.00
Parent Involvement	N.A.	N.A.	N.A.	$0.00
	Get more students			

Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	interested in science and engineering through robotics club participation	LEGO Robotics Kits	Military-Connected Academic and Support Program Grant	$22,000.00
CTE	Implementation of PhotoShop and MOS in Business Academy	24 Mac Minis	Military-Connected Academic and Support Program Grant	$38,500.00
CTE	Double monitor computers to replace older computers for Exploration of Technology course.	10 Dell PC computers with dual monitor card	Military-Connected Academic and Support Program Grant	$8,882.00
CTE	To import documents and student work into MOS or PhotoShop programs	Scanner	Military-Connected Academic and Support Program Grant	$300.00
CTE	To move about classroom to assist sutdents in IT class	All Pro Sound Wireless Headset	Military-Connected Academic and Support Program Grant	$400.00
N.A.	N.A.	N.A.	N.A.	$0.00
				Subtotal: $110,992.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N.A.	N.A.	N.A.	$0.00
Mathematics	Renaissance Conference Implementation of Core Curriculum Standards	Conference to be attended by Math Department Chair	Title One	$500.00
Science	PD Bioscopes training	Substitute pay	Title 1 Professional Development funds	$300.00
Writing	Two language arts teachers attended the district "Step Up to Writing" training to become a trainer at the school level.	Handouts from training	Professional Learning Department Substitute teachers	$100.00
Civics	PLC Meetings- monthly to discuss pacing guide and resources	Textbook with resources	none	$0.00
Attendance	Guidance Counselor meeting at district level	N.A.	N.A.	$0.00
Suspension	N.A.	N.A.	N.A.	$0.00
Parent Involvement	N.A.	N.A.	N.A.	$0.00
STEM	To provide more science labs	Science supplies for labs	Military-Connected Academic and Support Program Grant	$1,000.00
CTE	Attend classes to study and pass the MOS 10	MOS licenses	Military-Connected Academic and Support Program Grant	$500.00
N.A.	N.A.	N.A.	N.A.	$0.00
				Subtotal: $2,400.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	N.A.	N.A.	N.A.	$0.00
Mathematics	N.A.	N.A.	N.A.	$0.00
Science	N.A.	N.A.	N.A.	$0.00
Writing	N.A.	N.A.	N.A.	$0.00
Civics	N.A.	N.A.	N.A.	$0.00
Attendance	Correspondence with parents	letterhead, postage stamps, long distance phone calls	Title One General budget	$1,000.00
Suspension	N.A.	N.A.	N.A.	$0.00
Parent Involvement	N.A.	N.A.	N.A.	$0.00
STEM	N.A.	N.A.	N.A.	$0.00
CTE	N.A.	N.A.	N.A.	$0.00
N.A.	N.A.	N.A.	N.A.	$0.00
				Subtotal: $1,000.00
				Grand Total: $143,073.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⚪ Priority	⚪ Focus	⚪ Prevent	⚪ NA

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 10/9/2012)

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
Conference, travel, software, hardware, furniture, and supplies licenses for support, library books	$10,104.00

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

September: SAC Meeting- Nomination of officers for 2012-2013 and School Grade information, School Improvement Plan draft

October: SAC Meeting - Training for new SAC members by ECSD personnel along with the Superintendent's District SAC Meeting

November: SAC Meeting - Review the School Improvement Plan, discuss Family Math Night and the Military-Connected Academic and Support Grant

March or April: SAC Meeting - Review and approve the 2013-2014 budgets

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
JIM C. BAILEY MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	71%	89%	58%	291	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	64%	72%			136	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	65% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District
JIM C. BAILEY MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	68%	86%	53%	278	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	64%	70%			134	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	63% (YES)			128	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					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested