

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BROWN BARGE MIDDLE SCHOOL

District Name: Escambia

Principal: Dr. Joy McMichael

SAC Chair: Ms. Lauren Basford

Superintendent: Mr. Malcolm Thomas

Date of School Board Approval: November 20, 2011

Last Modified on: 10/29/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Dr. K. Joy McMichael	Bachelor of Science in Microbiology with a minor in Chemistry; Master of Arts in Science Teaching; Doctorate in	1	14	<p>At Brown-Barge 2011-2012: School Grade = A Reading Proficiency: 87%; Learning Gains: 77%; LQ LG 64%. Math Proficiency: 83%; Learning Gains: 72%; LQ LG 51%. Algebra EOC: Pass Rate 100% Science Proficiency: 66% Writing Proficiency: 79%</p> <p>Pensacola High 2006-2011. For 2010-2011: 51% HS in Reading: 69% HS Math; 50% HS in Science: 76% High Standards in Writing; 50% LG in Reading; 76% LG in Math, 35%/66% Lowest 25% LG in Reading/Math; 77% AYP criteria.</p> <p>2009-2010: School Grade B; 49% HS in Reading; 68% HS in Math; 51% HS in Science; 81% HS in Writing; 48% LG in Reading, 70% LG in Math; 37% of the lowest 25% LG in Reading; 61% of the lowest 25% in Math; 77% AYP criteria met.</p>

		Curriculum and Instruction; FL certified in Biology, Chemistry, and School Principal.			<p>2008-2009: School Grade B; 52% HS in Reading, 67% HS in Math, 81% HS in Writing, 48% HS in Science; 57% LG in Reading; 76% LG in Math; 52% of Lowest 25% had LG in Reading; 69% of lowest 25% LG in Math, 82% of AYP met.</p> <p>2007-2008: 50% HS in Reading, 63% HS in Math, 85% HS in Writing, 45% HS in Science; 54% LG in Reading; 72% LG in Math; 44% of the lowest 25% had LG in Reading, 72% of lowest 25% had LG in MATH, 77% of AYP met.</p> <p>2006-2007: 43% HS in Reading. 56% HS in Math; 82% HS in Writing, 47% HS in Science; 50% LG in Reading, 66% LG in Math; 52% of the lowest 25% LG in Reading, 63% of lowest 25% had LG in Math, 69% of AYP met.</p>
Assis Principal	Maureen Harden	Bachelor of Science in Elementary Education with a minor in English; Master of Early Childhood Education and Educational Leadership	4	4	<p>"A" school for four years. AYP school for three (3) years, prior to the waiver.</p> <p>At Brown-Barge 2011-2012: School Grade = A Reading Proficiency: 87%; Learning Gains: 77%; LO LG 64%. Math Proficiency: 83%; Learning Gains: 72%; LO LG 51%. Algebra EOC: Pass Rate 100% Science Proficiency: 66% Writing Proficiency: 79%</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
At Brown Barge Middle School, we have no instructional coaches.	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Hire highly qualified teachers	Administration, Interview committees	August 2013	
2	Provide courses for the gifted endorsement	Mr. Willis Henderson, District Specialist for Gifted	August 2013	
3	Provide study materials for Mathematics Certification Examination	FLDOE website	June 1, 2012	

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
Three teachers have one class of mathematics out-of-field each. One teacher is teaching gifted students while working on the gifted endorsement.	Teachers have been given a website with materials to study for the certification exam. They meet monthly in a professional learning community for math. The district has paid for some of the gifted courses. The teacher is in his 4th of 5 courses required.

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
38	0.0%(0)	44.7%(17)	23.7%(9)	31.6%(12)	44.7%(17)	100.0%(38)	15.8%(6)	0.0%(0)	10.5%(4)

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
Michael Dennis	Leigh Eubanks	Mr. Dennis is the Team Leader for the sixth grade team of which Ms. Eubanks is a member. The team meets bi-weekly to plan lessons and coordinate activities.	Ms. Eubanks has prior credit for teaching experience elsewhere. Mentoring will largely occur through meetings, lesson plannings, and simulations in which entire teams participate and teachers coordinate the activities.
Melissa Hughes	Christina Taylor	Ms. Hughes is the Team Leader for the Program for Academically Talented Students, of which Ms. Taylor is a faculty member.	Ms. Taylor has prior credit for teaching experience elsewhere. Mentoring will largely occur through meetings, lesson plannings, and through the writing of course descriptions for future trimesters.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Brown-Barge Middle School is not classified as a Title I school. This section is not applicable for our school.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

Title III

We currently have no ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Brown Barge, we have 1 identified homeless student.

Supplemental Academic Instruction (SAI)

We use SAI dollars to hire tutors for low-performing students and to purchase materials to assist those students.

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 as part of the school-wide Behavior Management Plan. We provide training for faculty, staff, and students regarding bullying. The Jeffery 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, our district launched a website for anonymous reporting of bullying and violence. We have investigated 3 anonymous reports.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, a la 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

N/A

Adult Education

N/A

Career and Technical Education

Brown-Barge Middle School offers Career and Technical Instruction. Students select thematic units which involve integration of various technical projects, such as bridges and flight. Students participate in any Career day activities hosted by the District's Career and Technical Workforce Education office, as well as school-based simulations that showcase student products.

Job Training

This section is not applicable for our school.

Other

This section is not applicable for our school.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Response to Instruction/Intervention Team is comprised of the Principal, the Assistant Principal, the Guidance Counselor, the Media Specialist, and a teacher on staff.

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

The team meets bimonthly as part of the School Improvement Committee and as an ad hoc team as needed. The team functions to identify specific students who need interventions as well as to identify whole-school patterns and areas that need addressing. The Team works to implement school-wide strategies to address and resolve those areas. Weekly meetings with interdisciplinary team teachers provide the data for the RtI team to analyze in identifying students who need interventions.

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 team, which also performs functions of a Data Power Team, uses the school's data from the previous year to make specific and precise goals based on student performance and identified weaknesses. The RtI team prepared in-service training as a way to share this data and get feedback in shaping the goals. Feedback to proposed goals was provided through the School Improvement Committee and interdisciplinary teams. The RtI team has further communicated the planned implementation to the entire faculty and encouraged suggestions and active participation.

MTSS Implementation

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

The tier data is maintained in electronic progress monitoring plans (PMP's) available through FCAT-Star/ PMP-Star. Further data is contained in stream team meeting notes and Guidance notebooks, copies of which are maintained by the Guidance Department. Non-academic behaviors are managed through Behavior Intervention Plans managed by the interdisciplinary teaching team. Behavioral contracts will be managed by the Assistant Principal and the ISS teacher, as needed. Mental health issues will be referred to the licensed mental health counselor who serves our school one day per week.

Describe the plan to train staff on MTSS.

Teachers have been provided with accommodations and PMP strategies for all of their affected students. The RtI team will train staff in the following way:

The principal and assistant principal will analyze the data, coordinate the teaching of math and science strategies, and focus on areas that require additional enrichment. The district subject area specialists will assist as needed.

A core group of experienced reading teachers will train teachers to use FCAT Star and PMP-Star, to implement strategies, and recognize struggling students.

The Guidance Counselor, the Assistant Principal, and the Principal will attend weekly stream team meetings and provide strategies or referral services for students who are experiencing difficulties as well as assisting teachers who need clarification on accommodations.

Describe the plan to support MTSS.

The school secretary resends letters to the parents of PMP students who do not respond. The principal does a call-out to encourage the remaining parents to communicate with the school in preparing the progress monitoring plan. The secretary and data clerk use any and all methods available to locate phone numbers when students show up as a disconnect. The instructional teams reserve Thursdays for parent conferences, scheduling other days as needed for parent convenience. The licensed mental health counselor rearranges his days in order to attend parent conferences on request. He also does classroom observations and reports to parents and staff his observations.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Brown-Barge Middle School has a Literacy Professional Learning Committee (PLC). The Literacy PLC includes the Principal, Assistant Principal, Guidance Counselor, Media Specialist and two Reading teachers.

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

The Literacy PLC meets as an ad hoc team of the School Improvement Committee. The team meets every other week with SIC and as needed through the school year.

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

Brown-Barge Middle School uses an integrated curriculum, multi grade, project based model for instruction. The teams are set up using theme-units which are called streams. The Literacy Team assists with reading curriculum in the streams. The streams integrate reading throughout the twelve week time blocks as well as have a designated sustained silent reading (SSR) time. In addition to these activities, the lower level readers receive reading instruction from a reading-endorsed teacher. The Literacy PLC will plan at least one evening Literacy event and at least one school wide literacy event. A group of teachers attending district literacy professional development this summer will present several strategies during school-based inservice meetings.

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 Brown-Barge is a Middle School.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Brown-Barge Middle School teaches all subjects using an integrated, multi-grade, project-based curriculum. Each teacher is apart of a stream team that meets at least once a week to discuss the stream premise, application, and upcoming simulations that correspond with the theme unit. Each teacher incorporates reading into the thematic unit. Each team has a designated time for Sustained Silent Reading (SSR) each day. In addition to these assigned reading times, struggling readers attend a reading class each day. The Literacy Reading team meets every other week and as needed as an ad hoc of the School Improvement Committee. The literacy team assists with reading curriculum for each stream as well as differentiated instruction for all level readers.

*High Schools Only

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

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

N/A Brown-Barge is a Middle School.

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 Brown-Barge is a Middle School.

Postsecondary Transition

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

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

N/A Brown-Barge is a Middle School.

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:	Brown-Barge Middle School will maintain or increase by 2 the percentage of students achieving proficiency on the FCAT Reading Test, compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 87% of students were proficient in Reading.	During the 2012-13 school year, at least 89% of the Brown-Barge Middle School students will achieve proficiency on the 2013 FCAT Reading 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	The anticipated barrier is that sixth grade students accepted by the lottery may have more significant reading weaknesses than last year's sixth grade.	Intensive Reading Instruction for students scoring a level 1 or 2. Reading enrichment activities for bubble students Focus on identifying students who are struggling or needing enrichment.	Reading endorsed teacher	Comparison of proficiency levels, analysis of FAIR data	FCAT Reading Data, FAIR data
2	Students may need more practice with analyzing complex texts.	Teachers will lead students as they practice techniques.	All stream teachers	Teachers will note which students have difficulty, and teams will plan for extra practice	FCAT and FAIR

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:	We have no students whose IEP's specify Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
We have no students whose IEP's specify Alternate Assessment	We have no students whose IEP's specify 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	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Brown-Barge Middle School will increase by 1% the percentage of students scoring a level 4 or 5 on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 59% of our students scored Level 4 or 5 on the Reading FCAT.	During the 2012-13 school year, 60% of the Brown-Barge Middle School students will score level 4 or 5 on the FCAT Reading 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	Some teachers may need assistance in planning and executing lessons designed to strengthen reading while teaching other subject matter.	Experienced reading teachers will be given time to plan and assist others in implementing reading strategies.	Administration and 5 experienced reading teachers	Student work, maintained in portfolios in each classroom, will be evaluated for demonstrating reading strategies, such as graphic organizers.	Classroom Walk-Throughs Escambia Educators' Evaluation (E3) observations Staff Development agendas and reading training attendance

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:	We have no students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Brown-Barge Middle School will increase by 1% the percentage of students making Annual Learning Gains on the FCAT Reading Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 77% of Brown-Barge Middle School students made a year's worth of progress in Reading.	During the 2012-2013 school year, 78% of Brown-Barge Middle School students will make Annual Learning Gains on the FCAT Reading 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	Some teachers in the integrated model may not take ownership of the responsibility to provide reading strategies for students throughout their day.	Teacher's evaluations will include ties to reading performance.	Administration	Teachers will provide evidence agreed upon in their individual meetings with the evaluating administrator.	E3 evaluation system

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:	We have no students whose IEP's specify Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
We have no students whose IEP's specify Alternate Assessment.	We have no students whose IEP's specify 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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Brown-Barge Middle School will increase by 2% the percentage of students in the lowest 25% making a year's worth of progress on the FCAT Reading Test, as compared to 2011-2012.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of Brown-Barge Middle School students in the lowest 25% made a year's worth of progress in reading during the 2011-2012 school year.	During the 2012-2013 school year, 66% of students in the lowest 25% at Brown-Barge Middle will make a year's worth of progress on the FCAT Reading 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
	Students may be resistant to being singled	Teachers will work together to develop	Reading Teachers of the level 1 and	Student Performance in reading exercises and	Portfolios, grades, and observation of

1	out for additional reading instruction.	lessons around topics chosen to spark student interest.	2 students and teams of stream teachers.	student level of engagement.	engagement.
2	Students may not be encouraged to read outside of school for pleasure.	School has started a reading club to review books students are reading.	One of the reading teachers is sponsoring the club.	Number of students participating and the books read.	Club records

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 # For year 2012-2013, 89% of the total population will be proficient in reading.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	87	89	90	91	92	

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:	Our goal is that all ethnicities will meet their targets, which we presume will increase also.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
In 2012, the Asians were 90% proficient; Blacks 77% proficient; Hispanics, 94% proficient; Whites, 88% proficient. Other groups were too small to separate. The Asians were below their target of 91%; Blacks were below the target of 80%; Hispanics were on target; Whites were below their target of 89%. Asians, Hispanics, and Whites were above the AMO set for our entire school (88%).	Asians, 93%; Whites 91%; Blacks, 82%.				
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	Since Hispanics were the only group to make the target, and they are a small fraction of our population, we believe that this coming year's different hispanic population will be no more likely to make AMO target than the other subgroups.	We will use our strategies for proficiency, lowest quartile, and learning gains for all groups.	See previous reading goals.	See previous reading goals.	See previous reading goals.

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:	We currently have no ELL's on the roster.
2012 Current Level of Performance:	2013 Expected Level of Performance:

We have no English Language Learners (ELL) not making satisfactory progress in reading.

We currently have no ELL's on the roster.

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The SWD subgroup will meet its target in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% of students with disabilities were proficient in reading in 2012.	75 % of students with disabilities will be 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	Students' parents may not have strategies to help their students.	Send home PMP letters with list of strategies.	Teachers of Record put letters in with report cards. Teachers of Record collect returned letters and give to Assistant Principal.	Assistant Principal	Percentage of letters that were returned with parent signature.
2	Students with disabilities may not give the parent the Progress Monitoring letter that provides strategies that can be used by parents to help students be successful.	Mail home PMP letters to those who do not bring them back. Do School Messenger Call-out to those homes where students have not returned letters. Have secretary call the remainder and read them the list of strategies, asking and marking which they think they can use.	Assistant Principal Principal School Secretary	Number of letters returned to school. Number returned. Number dictated.	Number still unreturned. Number returned. Number dictated.

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 will, as a group, make their target in Reading Proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 83% of Economically Disadvantaged students at	86% of Economically Disadvantaged students will be

Brown-Barge were proficient in Reading.			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	Student may need to be reminded or shown that reading is fun.	PTSA will assist with buying high interest books for student use, including a book for school-wide reading.	Media Specialist	Teacher observation of student enthusiasm	Teacher reports of student enthusiasm, interest, and evidence of learning.
2	Parents may not know how to help their children.	Send home PMP letters to Level 1 and 2, follow up with mailing, call-out, and phone calls to those who do not respond.	Teachers of Record, Assistant Principal, Principal	Percentage of PMP's returned with parent signature.	What percentage of parents who receive letter respond

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
Teaching Students to analyze complex texts	6-8	Reading Endorsed Vocational Teacher who works on district task force (Ms. Mead)	All faculty	Curriculum Conversation in September	View team notes, lesson plans, observations	Principal, Assistant Principal
School-wide reading of the same manuscript	6-8	Media Specialist	All faculty	Discuss at faculty meeting in September, school-wide reading to take place for 2 weeks in October	Classroom discussions	Each core teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchasing new books for student interest	Books recommended by the State and curriculum experts	Media budget	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide reading of the book Feathers.	Purchasing copies for each classroom	Media Budget	\$168.00
			Subtotal: \$168.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Assist teacher in modeling the analysis of complex text	Training materials received by team trained by the district	None required. Training during planning.	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Club after school	Books from the Media Center and private purchases	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,368.00

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:			We have no students who are receiving English Language Learner services.		
2012 Current Percent of Students Proficient in listening/speaking:					
We have no students who are receiving English Language Learner services.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			We have no students who take the CELLA.		
2012 Current Percent of Students Proficient in reading:					
We have no students who take the CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			We have no students taking the CELLA.		

2012 Current Percent of Students Proficient in writing:

We have no students taking the CELLA.

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Brown-Barge Middle School will increase by 1% the percentage of students achieving proficiency on the 2012-2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 83% scored Level 3 or above. (In 2011, 89% scored Level 3 or above.)	During the 2012-2013 school year, 84% or more of Brown-Barge Middle School students will achieve proficiency 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	Integration of mathematics into some streams may not provide enough practice on all math concepts.	Teachers will provide math focus lessons and practice time during math period each day.	Math teachers	Analyses of student performance in math	Nine weeks' test results, math class assessments, applications of mathematics in integrated curriculum projects
2	New and/or experienced teachers may need help analyzing student errors.	Grade level math teachers will meet monthly to compare results, identify areas of opportunity, discuss effective techniques.	Assistant Principal will meet with grade levels.	Administration will assess student performance on nine weeks' assessments.	Nine weeks 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	No students at Brown-Barge have IEPs that specify Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students at Brown-Barge have IEPs that specify Alternate Assessment.	No students at Brown-Barge have IEPs that specify 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	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement	
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Level 4 in mathematics. Mathematics Goal #2a:	Brown-Barge Middle School will main increase by 2% the percentage of students scoring above proficiency on the FCAT Math test in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 47% scored at or above Level 4.(In 2010-2011, 52% scored a level 4 or 5.)	During the 2012-2013 school year,49% of Brown-Barge Middle School students will score at or above level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Interdisciplinary units may not provide enough practice on all math concepts.	A separate math class provides time for focus lessons and additional practice in math.	Mathematics teachers	Monitoring of the student math journals Teacher feedback regarding math participation	Nine weeks district mathematics assessments, graded work in math class, computation and approaches on applied mathematics in integrated curriculum projects.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	No students have IEPs that specify Alternative Assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students have IEPs that specify Alternative Assessments.	No students have IEPs that specify Alternative Assessments.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Brown-Barge Middle School will maintain or increase by 1% the percentage of students making Annual Learning Gains in Math in 2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010-2011, 78% made learning gains in math. In 2011-2012, 71% made learning gains in mathematics.	During the 2010-2011 school year,72%% of Brown-Barge Middle School will make Annual Learning Gains 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	New math teachers may need assistance in using the class time effectively for the math focus lessons/practice.	Veteran math teachers will work with the new teachers to make sure they are comfortable with all the materials being used to supplement math integration in the streams.	Mrs. Harden and the math teachers for each grade level	Monitoring of student Math journals Teachers feedback regarding math participation	Questions of the Week and Math journal entries

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	No students take Alternate Assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students take Alternate Assessments.	No students take Alternate Assessments.

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Brown-Barge Middle School will maintain or increase by 2% the percentage of students in the lowest 25% who make Annual Learning Gains on the FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 47% of the lowest quartile made a learning gain in mathematics.	During the 2012-2013, 51% of the Brown-Barge Middle School students in the lowest 25% will make Annual Learning Gains 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	Some students may fall behind due to absences, lack of motivation, or difficulty in mastering concepts.	Before or after school tutoring will be offered. Students referred to Ms. Powe or Ms. Harden who cannot attend beyond the school day will have	Math teachers	Check progress in math journals and report cards each 6 weeks. Teacher feedback regarding math participation	9 weeks tests and classroom assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Middle School Mathematics Goal #

AMOs are as listed in the table below:

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83	84	86	87	89	

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.

All groups will meet the AMO in 2012-13.

Mathematics Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

In 2011-2012, Asians had 95% proficiency, considered having met target. Blacks has 71%, meeting target of 64%; Hispanics had 94% proficiency but did not meet target of 97%; Whites had 86% proficiency, but did not meet target of 89%. No other group was large enough to have a specific target.

All groups will rise by at least 1%; Whites will rise by 3%; and Hispanics will rise to at least 95%.

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	Due to excessive absences, lack of motivation, or failure to master concepts presented, some students may fall behind.	Teachers will refer students to the counselor or the assistant principal, who will investigate whether the student can attend before or after school tutoring. If so, the training will be set up. If not, a pull-out program will be used.	Math teachers, Guidance Counselor, Assistant Principal	Math teachers will review journals and benchmark tests for improvement.	Math journals and benchmark testing.

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.

We have no students receiving ELL services.

Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

We have no students receiving ELL services.

We have no students receiving ELL services.

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD who make learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% of students with disabilities made learning gains, but they did not make the target of 84%	80% of SWD will have a learning gain in mathematics on the 2012-13 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may struggle with mathematics concepts.	Early morning or after school tutoring will be provided.	Math teachers	Improvement on nine weeks' tests and classroom assessments.	Grades on nine weeks tests and classroom assessments.
2	Teachers may find that SWD do not reach mastery after the content is taught.	Grade level math teachers meet to discuss successful strategies/lessons.	Grade level chairs and Assistant Principal	Improvement on nine week's test and classroom assessments	Grades on nine weeks tests and classroom assessments
3	Teachers may need engaging math games to use when students finish a lesson early.	Use MathBlaster and other computer resources, with the aid of a high school student worker to assist with technology.	Technology Coordinator to install the program on our network	Student usage	Results in the games

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:	Economically Disadvantaged will continue to meet their target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Economically Disadvantaged students met their target in 2011-2012. 79% of them made a learning gain in Mathematics.	80% of the Economically Disadvantaged will make a learning gain in Mathematics in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The barriers previously anticipated may also be noted with one or more of the Economically Disadvantaged.	Strategies previously mentioned will also be used with Economically Disadvantaged, as needed.	Math teachers	9 weeks district assessments, classroom assessments	Student performance on assessments

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:	All students in Algebra 1 will pass the EOC in 2012-13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students 100% (60) passed the EOC for Algebra 1.	100% of Algebra 1 students will pass the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be developmentally ready for Algebra 1 in eighth grade.	Make contact with the parents of failing students and parents of students who have D's at nine weeks and end of 1st semester.	Assistant Principal	Student progress after parent contact(s)	Grades in the FOCUS grade portal.
2	Students may need extra help on specific concepts.	Before and after school tutoring	Math teachers	Student progress after tutoring	Grades in the FOCUS grade portal

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:	Fifty-seven or more Algebra 1 students will score at or above level 4 on the 2012-2013 Algebra 1 EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (56) of our 60 Algebra 1 students scored at or above level 4 on the Algebra EOC in 2011-2012.	Fifty-seven or more Algebra 1 students will score at or above level 4 on the 2012-2013 Algebra 1 EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may struggle with rising to this level of achievement.	Algebra 1 teachers meet monthly and discuss breakthroughs and snags to assist each other. They will analyze common errors and plan ways to remedy.	Chairperson/school contact	Teachers will look through tests to search for common errors that are causing performance to fall below the level of excellent.	Notes from meetings will be emailed to administration by notetaker.

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:			No students take Geometry.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
No students take Geometry.			No students take Geometry.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:			No students take Geometry.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
No students took Geometry.			No students will take the 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	N/A	N/A	N/A	N/A	N/A

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

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

			PD Participants	Target Dates (e.g.,	
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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Specific topics by grade level	6, 7, 8, and Algebra 1	Grade Level Chair, Math Dept. Chair	Math teachers	Monthly after school	Chair will ask teachers to report. Note taker will provide notes to administration.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring Level 1 and Level 2 students	(Laptop carts from previous years) Teachers tutor before and after school.	Extra pay from Supplemental Academic Instruction Funds.	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Using math games on computer to support instruction	MathBlaster on the network; High school student to assist with computers, 1/2 day, odd days of the calendar.	SAI	\$1,200.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly trouble-shooting of lessons by grade level groups	Teachers' editions, notes, student performance data	none: meet after student hours during teacher day.	\$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: \$4,200.00

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.		Brown-Barge Middle School will increase by 1% the percentage of students achieving proficiency on the 2012-2013 FCAT Science test.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
66% of Brown-Barge students were proficient in Science in 2011-2012, up from 63% the previous year.		During the 2012-2013 school year, 67% of Brown-Barge Middle School students will achieve proficiency on the FCAT Science 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	The recently rewritten multi-grade and/or 8th grade streams apparently did not include all benchmarks to the necessary level of rigor, since scores declined.	Evaluate each Stream's content to incorporate more benchmarks and to raise the level of rigor. Especially work to infuse science into the IMPACT streams for 8th grade.	Team Leaders	Pre-post planning for each trimester Matrix produced in summer professional development at the school level, which 12 teachers attended. Alteration of stream documents will record changes	Stream assessments Percentage of increased coverage of the Science Benchmarks
2	The Nature of Science questions are thought by some experts to need a formal experimentation process such as the International Science and Engineering Fair's (ISEF'S) procedural guidelines in order to thoroughly master.	6th and 7th grade students will participate in a science research project modeled after the ISEF structure.	Stream teachers	Projects will be evaluated through rubrics, and students will receive feedback.	Rubrics have been created.

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:	No students take ALternate Assessments at Brown-Barge.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students take ALternate Assessments at Brown-Barge.	No students take ALternate Assessments at Brown-Barge.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Brown-Barge Middle School will increase by 1% the percentage of students achieving above proficiency on the FCAT Science test 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twenty-three per cent (23%) of eighth grade students at Brown-Barge scored at or above Level 4 in Science in 2012, up from 12% in 2011.	During the 2012-2013 school year, 24% of Brown-Barge Middle School students will achieve levels 4 or 5 on the FCAT Science 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
	Pre-planning is vital to the increased science	Inquiry, hands-on demonstration and	Mrs. Hunter and team leaders	Weekly stream meetings and	Percentage of increased

1	student achievement; some streams are not primarily science-based and teachers need to write and incorporate science into the twelve week stream.	experimentation		preplanning the trimester streams to find opportunities to incorporate science more fully into individual streams. Trimester post-planning notes will document lessons and instruction methods.	coverage of Science Benchmarks
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	No students take Alternate Assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students take Alternate Assessments.	No students take Alternate Assessments.

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers research related websites and software to offer more science benchmarks	6-8	Team Leaders, Science Chair, and Standards Committee members	Team members (core and technology teachers)	bi-weekly during planning periods, need 3 hours each for 4 people to coalesce training for others.	Team notes sent out to the faculty	Team leader, Standards Committee, Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase hands-on materials for lab experiments.	State provides money for consumable science supplies.	6070 allocation to Brown-Barge	\$583.00
			Subtotal: \$583.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Employ a high school vocational student to assist with technology.	Student from Tech High has high level of expertise to help teachers and students with technology.	SAI	\$1,200.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teams will work together to infuse more science activities in bi-weekly team meetings.	Software purchased last year, ancillaries, websites, etc. Professional journals purchased this year.	School budget for Media Center	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring eighth grade students who score low on pretest.	District pretest Teacher who tutors after school	SAI extra pay budget	\$600.00
			Subtotal: \$600.00
			Grand Total: \$2,983.00

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:		Brown-Barge Middle School will maintain or increase by 3% the percentage of students achieving proficiency at or above 4.0 in writing during the 2012-2013 school year. If the goal needs to be 3 and above, then we will strive for 81% or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011-2012, 79% of the 8th grade were listed as proficient at 3.0 and above, but 31% (44) scored at or above 4.0.		34% will score at 4.0 or above on the 2012-2013 FCAT, or 81% at 3 and above if that is the needed goal.			
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	Holistic scoring used in Brown-Barge writing assignments has not focused student attention on supporting details and conventions to the extent that new grading practices warrant	Teachers trained in Step Up to Writing will pass on training to others in Curriculum Conversations in November and December.	Three teachers who have received this training will share.	Student journals are kept in their classrooms for easy access, as are portfolios containing samples of recent work.	Progress between Tri 1 journal and Tri II journal; Other written assignments within as available

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

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
Step Up to Writing workshop	6-8 all	4 Language Arts teachers	school-wide	November and December Curriculum Conversation	Teams will include notes about writing techniques and their success to team meeting notes. Administrators will observe writing instruction.	Team Leaders, Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use Step Up To Writing strategies with students to focus more on clarity, conventions, and details.	Several teachers have been trained by the district.	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
Trained teachers give training for the faculty.	Materials from previous trainings by district.	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:		N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Brown-Barge Middle School was not selected as a field test school.		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:		Brown-Barge was not selected as a field test school.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Brown-Barge was not selected as a field test school.		Brown-Barge was not selected as a field test school.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics	6-8, all	Social Studies Chair/Contact	School-Wide Curriculum conversation for civics practice test made by school, if not by district.	March, 2013	Test will be administered and analyzed for student weaknesses.	Social Studies Chair and possible team leaders for 2013-2014.

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Curriculum Conversation on Civics.	Teachers meet monthly to discuss instructional needs and strategies.	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	During the 2012-2013 school year, Brown-Barge Middle will maintain or increase by 1% the average daily attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During 2011-2012, Brown-Barge had 97% average daily attendance. (During the 2010- 2011 school year, Brown-Barge Middle School had 96% average daily attendance rate.)	Brown-Barge Middle School will have 97% average daily attendance rate or higher in 2012-2013.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During 2011-2012, Brown-Barge had students absent 10 or more days. During 2010-2011, Brown Barge had 122 students absent ten days or more.	During the 2012-2013, Brown-Barge Middle School will have or fewer students absent for 10 or more days.

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
During 2011-2012, Brown-Barge had students with excessive tardies. During 2010-2011, Brown Barge Middle School had 41 students with excessive tardies (10 or more).		During 2012-2013, Brown-Barge Middle School will have or fewer students with excessive tardies (10 or more).			
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	Parent decides to have student stay home and or continuously brings the student to school late.	Data Specialist will call parents when the student has been absent or tardy for more than 5 consecutive days.	Data Specialist	TERMS Attendance Reports	TERMS

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
Team meetings troubleshoot problems with students whose absences are becoming a problem, schedules conferences with parent and student.	6-8	Team Leader	Thematic unit teams	Bi-weekly meetings of teams	Team Leader	Administration/Data Clerk to print reports

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Conferences with student and parents	Team meetings on Tuesdays and Thursdays	none	\$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
Team meetings have strategy sessions for absentee students. Experienced teachers and those	Team meetings (bi-weekly).	0.0	\$0.00

who are successful with specific students share what works.			
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	Brown-Barge Middle School will maintain or decrease by 1% the number of students in both in and out of school suspensions.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
In 2011-2012, Brown-Barge had 83 in-school suspensions. In 2010-2011, Brown-Barge had 89 in-School suspensions.	Brown-Barge Middle School will have 82 or fewer in-school suspensions in 2012-2013.				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
Brown-Barge had 60 student suspended in school in 2011-2012. Brown Barge had 62 students suspended in school in 2010-2011.	Brown-Barge Middle School will have 59 or fewer students attend In School Suspension in 2012-2013.				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
The school had 56 out-of-school suspensions in 2011-2012. The school had 56 out-of-school suspensions in 2010-2011.	Brown-Barge Middle School will have 55 or fewer Out-of-School Suspensions in 2012-2013.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
Brown-Barge Middle School had 41 students that were suspended out of school in 2011-2012. In 2011-2012, 40 students were suspended out of school.	Brown-Barge Middle School will have 40 or fewer students suspended Out-of-School in 2012-2013.				
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 and veteran teachers need encouragement to maintain the intervention progressive discipline sheets.	Writing and keeping the Behavior Plan up to date every 9 weeks.	Mrs. Harden	TERMS discipline reports	TERMS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Improvement Committee (SIP) discussions of discipline book issues, school-based management and problem-solving to hold down suspensions.	6-8	SIC chair	Management Team Representatives, SIC Chair	Twice a month SIC meetings	Management Team Representatives work with their Management Teams to ensure compliance with school-wide behavior plan, document in Management Team notes.	Administration, Management Team Representatives

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School Improvement Committee considers tweaks to the school-wide behavior plan.	Recently devised a new discipline book multi-page form.	School regular budget for supplies will keep custom form in stock.	\$200.00
			Subtotal: \$200.00
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
School Improvement Committee works to research issues and share methods, problem-solve with Management Teams that work on problems in school climate, curriculum, standards coverage, and others as they arise.	School Improvement Committee Meetings, Management Team Meetings	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: \$200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Brown-Barge Middle School will continue to have 100% or more per cent of parents and guardians involved in at least 1 event (duplicatd). The School Advisory Council has voted to meet 8 times, hoping to be Five Star again.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2011-2012, more than 200% (1251 total count) of parents and/or guardians were documented as participating (duplicated), and the school received the Five Star School Award. In 2010-2011, 92% of parents and/or guardians were documented as participating (duplicated).	During the 2012-2013 school year, 100% of parents and/or guardians (duplicated count) will participate in at least one family involvement event at Brown-Barge Middle School. Examples include, but are not limited to: portfolio reviews, showcases, simulations, Open House, and field trips. discussion, Open House, orientation meetings, chaperone for curriculum activities, and extra-curricular activities.

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 of events for parents	Offer a variety of times during the school day and evening so parents can arrange their schedules.	School Secretary	A check of the parent-involvement records in comparison to the previous year's data.	On-site records; parent sign in sheets
2	Parent Involvement Coordinator, new to this responsibility, may not anticipate the need for documentation on some events.	Principal will conference with the Parent Involvement Coordinator to emphasize the need for accurate record-keeping.	Principal, Parent Involvement Coordinator, school admin. clerk	Check sign-in sheets at the first function.	On-site records; parent sign-in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New teachers participate in team planning for field trips, including the recruitment and instruction of parent volunteers.	6-8	Team Leaders	by stream, as trips are planned	Begin several weeks in advance of each trip.	Volunteer forms are put in binder in Main Office, following check in FDLE database.	School Secretary

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Feed the volunteers who come to help us move teams at trimester ends.	Pizza	Unrestricted donations from Internal Accounts for public relations.	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Keep correct phone numbers in TERMS and School Messenger to be able to contact all.	Print-outs from School Messenger	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train new teachers in field-trip planning, including the recruitment and instructions for parent volunteers.	Veteran teachers do field trips each year with 1 parent per 10 kids, or lower ratio.	None: Done during bi-weekly team meetings as needed, before trips	\$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: \$200.00

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:			At least 60% (320) of our 533 students will use the new Ipads to complete one activity involving science and mathematics by the end of the year.		
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	We only have 7 for student use.	Check them out through the Media Center, and encourage at team meetings.	Media Specialist	Counting the check-outs and recording the number of students.	Tally

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
Media Specialist and High School Technology Student will provide assistance to teachers and students as they use the Ipads.	6-8, all	Media Specialist and High School Technology student	any, as requested	as needed	High School Student will create a survey for teachers that he helps with Ipads.	Media Specialist

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ipads for science, technology, and math integration.	7 Ipads already purchased for student use, possible future purchase from PTSA.	None certain	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
High school vocational student as extra coach for students and teachers.	Vocational student who comes on odd days, 3 hours per day.	SAI, already appears half and half in Science and Math budgets, not charged here.	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Vocational student coaching teachers and students as needed	See above.	See above.	\$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 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:		60% of students will create or edit and maintain a Choices Career Planner portfolio.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students will have to be scheduled to do the work on computers.	Our vocational teacher will work with teams to schedule students with minimum overlap.	Vocational teacher	Teacher will keep a record of students keeping a career planner portfolio.	List
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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
Career plans	6-8	Vocational Teacher	Teams	Winter, Spring trimester, Vocational Teacher will attend Team meetings once a week.	Vocational teacher will keep track of classes and students participating	Vocational teacher will report to Administration.

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Career planners assist students in goal-setting.	Career planners available to Vocational teacher	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Career planners will be completed on computer.	Laptop carts we already have will be used.	Previous A+ money and district technology allocations	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Teacher will teach the thematic unit teams to assist her with the completion of the career plans by students.	Team Meetings	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 CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchasing new books for student interest	Books recommended by the State and curriculum experts	Media budget	\$1,200.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Tutoring Level 1 and Level 2 students	(Laptop carts from previous years) Teachers tutor before and after school.	Extra pay from Supplemental Academic Instruction Funds.	\$3,000.00
Science	Purchase hands-on materials for lab experiments.	State provides money for consumable science supplies.	6070 allocation to Brown-Barge	\$583.00
Writing	Use Step Up To Writing strategies with students to focus more on clarity, conventions, and details.	Several teachers have been trained by the district.	N/A	\$0.00
Civics	N/A	N/A		\$0.00
Attendance	Conferences with student and parents	Team meetings on Tuesdays and Thursdays	none	\$0.00
Suspension	School Improvement Committee considers tweaks to the school-wide behavior plan.	Recently devised a new discipline book multi-page form.	School regular budget for supplies will keep custom form in stock.	\$200.00
Parent Involvement	Feed the volunteers who come to help us move teams at trimester ends.	Pizza	Unrestricted donations from Internal Accounts for public relations.	\$200.00
STEM	Ipads for science, technology, and math integration.	7 Ipads already purchased for student use, possible future purchase from PTSA.	None certain	\$0.00
CTE	Career planners assist students in goal-setting.	Career planners available to Vocational teacher	N/A	\$0.00
				Subtotal: \$5,183.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School-wide reading of the book Feathers.	Purchasing copies for each classroom	Media Budget	\$168.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Using math games on computer to support instruction	MathBlaster on the network; High school student to assist with computers, 1/2 day, odd days of the calendar.	SAI	\$1,200.00
Science	Employ a high school vocational student to assist with technology.	Student from Tech High has high level of expertise to help teachers and students with technology.	SAI	\$1,200.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Keep correct phone numbers in TERMS and School Messenger to be able to contact all.	Print-outs from School Messenger	District	\$0.00
STEM	High school vocational student as extra coach for students and teachers.	Vocational student who comes on odd days, 3 hours per day.	SAI, already appears half and half in Science and Math budgets, not charged here.	\$0.00
CTE	Career planners will be completed on computer.	Laptop carts we already have will be used.	Previous A+ money and district technology allocations	\$0.00

Subtotal: \$2,568.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assist teacher in modeling the analysis of complex text	Training materials received by team trained by the district	None required. Training during planning.	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Monthly trouble-shooting of lessons by grade level groups	Teachers' editions, notes, student performance data	none: meet after student hours during teacher day.	\$0.00
Science	Teams will work together to infuse more science activities in bi-weekly team meetings.	Software purchased last year, ancillaries, websites, etc. Professional journals purchased this year.	School budget for Media Center	\$600.00
Writing	Trained teachers give training for the faculty.	Materials from previous trainings by district.	N/A	\$0.00
Civics	Curriculum Conversation on Civics.	Teachers meet monthly to discuss instructional needs and strategies.	N/A	\$0.00
Attendance	Team meetings have strategy sessions for absentee students. Experienced teachers and those who are successful with specific students share what works.	Team meetings (bi-weekly).	0.0	\$0.00
Suspension	School Improvement Committee works to research issues and share methods, problem-solve with Management Teams that work on problems in school climate, curriculum, standards coverage, and others as they arise.	School Improvement Committee Meetings, Management Team Meetings	None	\$0.00
Parent Involvement	Train new teachers in field-trip planning, including the recruitment and instructions for parent volunteers.	Veteran teachers do field trips each year with 1 parent per 10 kids, or lower ratio.	None: Done during bi-weekly team meetings as needed, before trips	\$0.00
STEM	Vocational student coaching teachers and students as needed	See above.	See above.	\$0.00
CTE	Technology Teacher will teach the thematic unit teams to assist her with the completion of the career plans by students.	Team Meetings	none	\$0.00

Subtotal: \$600.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Club after school	Books from the Media Center and private purchases	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Science	Tutoring eighth grade students who score low on pretest.	District pretest Teacher who tutors after school	SAI extra pay budget	\$600.00
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
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00

Subtotal: \$600.00

Grand Total: \$8,951.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/29/2012)

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
These lottery funds will be discussed again at the November meeting, to find out whether any unforeseen critical needs arise. If none arise, SAC will consider paying for a curriculum development needs analysis by the Standards Committee (three teachers to work four 6-hour Saturdays) at an approximate cost of \$1225, and for someone to do extra duty for 2.5 hours per week (\$800) in the event parents respond positively to the Breakfast survey that is being conducted. Also for their consideration is the purchase of 3 additional Ipads for about \$1500 to raise the number being circulated to 10, and to provide additional supplies for the PATS Gifted Center.	\$4,200.00

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

Our SAC has already had an opening meeting in which a community representative was elected and students reported on activities in their thematic streams and grade levels. SAC Members will attend district training on October 18. They will meet the first Tuesday in November to go over the SIP and see what needs have arisen that may require the expenditure of discretionary lottery funds. They will meet in January to discuss proposals for A+ money, if the DOE gives us money for being an "A" school this past year. SAC will meet later to vote on the proposals that were submitted by the SAC and other stakeholders, depending on the timeline established by the DOE for A+ proposals. Other meetings will be scheduled as needed.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Escambia School District BROWN BARGE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	89%	86%	63%	329	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	78%			143	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?	76% (YES)	79% (YES)			155	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					627	
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 BROWN BARGE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	85%	91%	67%	333	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	74%			147	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?	79% (YES)	71% (YES)			150	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					630	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested