Florida Department of Education

April 2012

Rule 6A-1.099811

DRAFT School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mayport Middle School	District Name: Duval

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Principal: Katrina E. McCray	Superintendent: Ed Pratt-Dannals
SAC Chair: Chris May	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective 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.

Po	Name	Degree(	Nu	Num	Prior

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sition		s)/ Certification(s)	mber of Years at Current School	ber of Years as an Administrator	Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Pr in ci pa l	Katrina E. McCray	M.Ed. Educ ation Leaders hip M.S. Eleme ntary Educati on B.S. Elect ronic Enginee ring	6	8	Mayport Middle 2012 Grade B AYP – no 2011 Grade C AYP – no 2010 Grade C AYP – no 2009 Grade C AYP –

					no
					2008 Grade : B
					AYP – no
					Fletcher High School
					2007 Grade : B
					AYP – No
					2006 Grade : B
					AYP - Prov

Assistant Principal	Virginia Hays	M.Ed. Education Leadership B.S. Elementary Education	0	5	Fletcher Middle 2012 Grade B AYP – no 2011 Grade A AYP – no 2010 Grade A AYP – no 2009 Grade A AYP –

					no 2008 Grade: A AYP – no

Assistant Principal	Kristin Archon	M.Ed. Education Administration B.A. Elementary and Special Education	5	5	Mayport Middle 2012 Grade B AYP – no 2011 Grade C AYP- no 2010 Grade C AYP – no 2009 Grade C AYP –

					no
					2008 Grade : B
					AYP – no
					Lake Shore Middle
					2007 Grade D
					AYP – no
					2006 Grade : C
					AYP – no

Assistant Principal	Ira Turner	M.Ed. Education Leadership B.A. Elementary Education	3	21	Mayport Middle 2012 Grade B AYP – no 2011 Grade C AYP- no 2010 Grade C AYP – no Southside Estates Elem 2009 Grade

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					A AYP – yes Douglas Anderson School of the Arts 2008 Grade A AYP – yes

Highly Effective Instructional Coaches

List your school's highly effective 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)	Number of Years at Current School	Number 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)
N/A	N/A	N/A	N/A	N/A	N/A

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Use Open H.R. available listing	Katrina McCray	As needed	
2. Professional Development opportunities	Anne Kilby	On-going	
3. University of North Florida College of Ed. Intern Partnership	Anne Kilby	On-going	
4. Gifted Endorsement Tuition Reimbursement	Katrina McCray	June 2013	
5. Coastal Science Thematic Unit Development & Integration Professional Development	Angela TenBroeck	June 2013	
6. Coastal Sciences Instructional Lead for the development of curriculum vertical articulation and community engagement.	Beth O'Connor	On-going	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Dorothy Burch	English 6-12	Gifted Language Arts	Gifted Endorsement

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Justin Matthews	English 6-12	Gifted Language Arts	Gifted Endorsement
			ESOL
Jennifer Gast	General Science 5-9	Gifted Science	Gifted Endorsement
		Agriscience	Aquaculture PD
Jill Sullivan	General Science 5-9	General Science 5-9	Aquaculture PD
		Agriscience	
Alexandria Williams	Mathematics 5-9	Gifted Math	Gifted Endorsement
Miranda Romano	Elementary Education	Gifted Social Studies	Gifted Endorsement
	Social Science 5-9		
Ruth Romano	Varying Exceptionality	Reading	Reading Endorsement
Elizabeth O'Connor	Agriculture	General Science 5-9	General Science PD

Staff Demographics

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

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*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
39	5.13% (2)	20.51% (8)	35.90% (14)	38.46% (15)	10.26% (4)	76.92% (30)	5.13% (2)	5.13% (2)	25.64% (10)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jill Sullivan	Beth O'Connor	Background knowledge in Agriscience. 7th grade lead science teacher. CET certified	Mentoring and Teacher Induction Program
Alexandria Williams	Rita Young	Student FCAT Performance exceeds standard. CET certified.	Mentoring and Teacher Induction Program

Dorothy Burch	Jayme DePaulo	Student FCAT Performance exceeds standard. CET certified.	Mentoring and Teacher Induction Program
Linda Bishop	Emily McAvity	National Board Certified. Highly Qualified. CET Certified	Mentoring and Teacher Induction Program
Chris Koek	Erin Rosenbaum	Highly Qualified. CET Certified	Mentoring and Teacher Induction Program
Kathy Robertson	Erin Tyrrell	Highly Qualified. CET Certified	Alternate Certification

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Johnna Conover	Miranda Romano	Department Chair. Same grade level content area. Highly Qualified. CET Certified	Mentoring and Teacher Induction Program

Additional Requirements

*Coordination and Integration-*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.

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Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)

Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

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

Virginia Hays - Assistant Principal and RTI Lead: Grade retention, curriculum, and standards-based administrator. Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Kristin Archon – Assistant Principal: Safe and Civil Schools and Attendance administrator. Monitors and provides interventions based on attendance and behavior referrals data.

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

Anne Kilby – ESE Lead Teacher Monitors, develops, and interprets fidelity of Individual Education Plans. Participates in collection, interpretation, and analysis

of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for ENCORE IEP program.

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Christopher Koek – RtI Assessment Facilitator: Develop and implement assessment protocols for standardized, benchmark, and FAIR assessments. Analyze assessment outcomes and collaborate with RtI Administrator to develop and implement interventions. Provides professional development to faculty on the utilization of internet-based Progress Monitoring Assessments. Collaborates with RtI administrator to develop and implement the PLC Progress Monitoring Plan.

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 Response to Intervention program will be coordinated and integrated by an RtI school-based coordinator. The RtI coordinator will be charged with developing a team of school-based leaders who will identify what interventions will be placed in the appropriate location of RtI Pyramid. The RtI team will utilize assessment data to identify student's needs and prescribe the tiered interventions. The RtI coordinator will meet regularly with subject/grade area departments/teams. They will insure the interventions are being documented and to provide needed assistance to teachers for non-responsive students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
The team will assist in the development of the current school improvement plan by evaluating best practices from the previous year's RtI successes with students and replicating those strategies with teacher/student/parent intervention plans. The RtI Leadership Team will regularly meet with the School Advisory Council (SAC) and principal to develop and modify the SIP. The team will monitor the current SIP to track progress on meeting the goals of the plan. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
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.

- Florida Comprehensive Assessment Test (FCAT)

  - Schedule students into cohorts targeting areas of academic strengths and weaknesses

- Pearson/Inform Database will be the primary data source used monitor student progress.

  - Instructors/Teams will identify targeted students during Quarterly Status Report meeting

  - Develop Tier 2 and Tier 3 Interventions for targeted students

- Math, Science, Writing, and Reading Benchmark assessment results

  - Students graph progress and set achievement goals

  - Analyze standards for strong and weak student performance.

  - Develop targeted instruction and formative assessments for growth monitoring

- Daily Shark Shout/Discipline Deal Out discipline data report.

- Florida Assessments for Instruction in Reading (FAIR)

  - Students graph progress and set achievement goals

  - Provide parents/guardians with results and learning goals

- Frequency of Data Days: mid and end quarterly data analysis review of teacher-made formatives and Exit Slips.

Describe the plan to train staff on MTSS.

- The Multi-Tiered System of Support Training will occur at Differentiated Faculty Meetings. Training will be conducted by members of the RtI Team.

- Two PD sessions entitled "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The RtI team will also evaluate additional staff P.D. needs during the weekly RtI Leadership Team meetings.

Describe plan to support MTSS.

The Professional Learning Communities Progress Monitoring Plan timeline will be developed and implement as a source to guide

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
The Literacy Leadership Team members are: Katrina McCray, principal; Virginia Hays, assistant principal, Marisa O'Brien: ELA Department head; Christin Norris, Lead Reading Teacher; Katherine Hunt, Media Specialist; John Meeks: Social Studies/CAR-PD, Erin Rosenbaum, AVID Lead Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT will meet Quarterly. Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. Literacy team will develop a literacy strategies focus calendar, common assessments, prioritized curriculum, and district learning schedule based on students assessed literacy needs. Literacy Leadership Teams, professional learning communities, department teams, RtI collaborative teams, will utilize the Pearson/Inform Database to monitoring student progress. 25 Book reading campaign will be monitored and quarterly incentives will be provided for students meeting goals.

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

- Develop and assist with the implementation of the Elective and Physical Education Reading and Writing Unit Plans.

- AVID Elective and 7th Grade core classes

- Full-time Coastal Science Elective 8th Grade Teacher

- The EDGE Reading program will be implemented at 6th, 7th and 8th grade levels through the Intensive Reading classes.

- Implementation will be monitored through OnCourse Lesson Plans and individual student portfolios.

- Pearson Inform database will be used as the implementation tool for each student's Progress Monitoring Plan. Data sources will be:

  - Reading and writing Benchmarks

  - FAIR

  - Pearson/Insight assessments

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*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.

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__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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement					

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Performing Pre-& Post LSA's within the expected Learning Schedule timeline	1a.1. Reading and ELA teachers will use the LSA's and Benchmarks to help drive instruction.	1a.1. Admin ELA Instructional Leader- V. Hays Principal	1a.1. Teachers will analyze LSA's pre-assessments results, determine which strands indicate weak performance and develop an instructional focus.	1a.1. LSA post assessment		

Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 6-8 61% (506) of Mayport Middle School students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).							
	59 % (496)	65% (540)					
		1a.2. Establishing consistent conferencing time with students and teachers for analyzing data.	1a.2. Conducting schoolwide data chats. Using data differentiate instruction within the class for targeted students	1a.2. Admin ELA Instructional Leader Principal	1a.2. Student understanding of analyzing personal gains and setting goals.	1a.2. Weekly Lesson Plan virtual walk-through Intervention documented in Pearson Student AIP	

		1a.3 Lack of schema Lack of vocabulary	1a.3. All Level 1 and disfluent 2's will take Intensive Reading 90 minutes per day Level 1, 2, & 3 students will complete the FAIR testing	1a.3. Admin ELA Instructional Leader Lead Reading Teacher	1a.3. Classroom observations PLC Data Chats ILT Data Chats FAIR reports	1a.3. Data Chat Intervention documented in Pearson Student AIP Classroom observations FAIR Report	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		1b.2.	1b.2.	1b.2	1b.2.	1b.2.	

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Professional Development for instructional fidelity.	2a.1. Use of Cornell Notes in order to analyze literary information Apply Pre-AP Reading strategies	2a.1. AVID Administrator AVID Lead Teacher	2a.1. Student work utilizing structured notetaking. PLC collaboration and peer critiques of lesson plan development	2a.1. Student Artifact Portfolio. Excel spreadsheet per student and class. Student will track their own growth.		

Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In grades 6-8 15% (125) of Mayport Middle School students will achieve Level4 or above on the 2013 Florida Comprehensive Assessment Test.						
	12% (95)	15% (125)				
		2a.2. Content Area Critical Reading Strategies Professional Develoment provided	2a.2. All 6th grade students who score Level 3, 4, or 5 on FCAT Reading are enrolled in an elective one-semester Critical Reading course	2a.2. Literacy Team Admin ELA Instructional Leader.	2a.2. Teachers deliver instruction using the Socratic Method of inquiry with materials from Junior Great Books.	2a.2. Florida Assessment for Instruction in Reading (FAIR)LSA's Benchmarks

		2a.3	2a.3	2a.3	2a.3	2a.3	
		Professional Development for implementation of newly adopted text.	Then the teacher will continue with instruction in the core curriculum. Adopted Literature Text: Holt/McDougal Litell and Multicultural and Critical Reading student workbooks are used according to the district learning schedules.	Literacy Team Admin ELA Instructional Leader.	Student reflections and Portfolio artifacts	Florida Assessment for Instruction in Reading (FAIR) LSA's Benchmarks	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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Reading Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Alignment of the Pre and Post Test per unit, per grade with the Learning Schedule.	3a.1. Differentiating instruction based on the results of the pre test and prepare students for post-test at the end of the unit.	3a.1. ELA Admin Instructional Leader Language Arts Department	3a.1. Teacher collaboration of units per grade level. Using a graphic organizer which outlines students progress with both pre and post test	3a.1. Weekly Lesson Plan virtual walk-through Student Portfolios tracking progress		
Reading Goal #3a: 62% (515) of students will make learning gains in Reading on the 2012 Florida Comprehensive Assessment Test(FCAT).quarterly incentives	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59% (466)	64% (531)					

		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		Consistent tracking of the 25 book goal to increase reading comprehension	Completing a log and book review per book read.	ELA Department Chair Assistant Principal Curriculum Media Specialist	Teacher student conferencing about each book read. Use book review format as a guide to instruction. Quarterly celebrations will be provided for students who meet targets.	Book Log, Summary Sheet, and/or book review form.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	
		Reading Benchmarks: Test are from the district and occur every qtr	Using data differentiate instruction within the class must have extended time for reading intervention	Language Arts and Social Studies Department	Continuous monitoring of LSA's, Pre and Post test. Extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support.	District LSA's	

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Consistent monitoring by teachers and parents to verify student is reading	4a.1. Reading tutors will push-in to Social Study and Intensive Reading classes to provided targeted assistance	4a.1. RTI Assessment Facilitator Assistant Principal Curriculum	4a.1. A targeted group will be determined based on FCAT, Benchmark, and FAIR. Tutors will be provided with a pull-out and push-in schedule. Classroom teachers, APC, and Tutors will collaborate on developing instructional resources on focused standards.	4a.1. FAIR assessment District Benchmarks LSA's		

Reading Goal #4a: Students in the Lowest 25% will make learning gains in Reading on the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	46%(363)	6-8 62% (131)				
		4a.2. Lack of schema Lack of vocabulary	4a.2. All Level 1and disfluent 2s will take Intensive Reading 90 minutes per day Level 1, 2, & 3 students will complete the FAIR testing	4a.2. Principal Assistant Principals Lead Reading Teacher	4a.2. Implementation of EDGE and Read 180 curriculum	4a.2. Student Portfolios tracking performance FAIR report

		4a.3 Availability of student classroom computers	4a.3. Student will be receive intervention through Compass Odyssey and/or Pearson Insight	4a.3. Literacy Team RTI Assessment Facilitator Assistant Principal Curriculum	4a.3. Development of content related reading tasks and assessments through Pearson Insight. Intervention will be scheduled for the student during Team Up and/or eletives	4a.3. Pearson Progress Monitoring Plan/AIP	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		

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Reading Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.

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		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 58	62	65	69	72	76	79

<u>Reading Goal #5A:</u> The goal is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students who are reading on or above grade level and enrolled in reading courses which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Common Core Sunshine State Standards for Reading at the						

appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test 2.0(FCAT).							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | 5B.1.

White: 62%

Black: 27%

Hispanic: 11%

Asian: 5%

American Indian: 0%

Scheduling PLC planning time for cross-curriculum departments for analyzing individual | 5B.1.

Small group differentiated instruction | 5B.1.

Literacy Team

RTI Assessment Facilitator

Assistant Principal Curriculum | 5B.1.

Development of Lesson plans which demonstrate an infusion of reading and language arts benchmarks specific to the subject area (Social Studies, Spanish, Art, P.E.etc.) | 5B.1.

Student Portfolios tracking performance

Florida Assessment for Instruction in Reading (FAIR) | | |

	student weaknesses.					

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The goal is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students subgroups by ethnicity.The skills and strategies taught should align with Common Core Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive							

Assessment Test 2.0(FCAT).						
	White: 59%	White: 62%				
	Black: 24%	Black: 27%				
	Hispanic: 8%	Hispanic: 11%				
	Asian: 2%	Asian: 5%				
	American Indian: 0%	American Indian: 0%				

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		Scheduling PLC planning time for cross-curriculum departments for analyzing individual student weaknesses.	Independent reading practice monitored by the teacher.	Literacy Team RTI Assessment Facilitator Assistant Principal Curriculum	Development of Lesson plans which demonstrate an infusion of reading and language arts benchmarks specific to the subject area (Social Studies, Spanish, Art, P.E.etc.)	Student Portfolios tracking performance Florida Assessment for Instruction in Reading (FAIR)	

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		Scheduling PLC planning time for cross-curriculum departments for analyzing individual student weaknesses.	A focus on increasingly complex literary and informational texts (exposition, argumentation/ persuasive, functional/ procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.	Literacy Team

RTI Assessment Facilitator

Assistant Principal Curriculum | Development of Lesson plans which demonstrate an infusion of reading and language arts benchmarks specific to the subject area (Social Studies, Spanish, Art, P.E.etc.) | Student Portfolios tracking performance

Florida Assessment for Instruction in Reading (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 subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of

Strategy | Evaluation Tool | | |

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Strategic support scheduled with limited staff available.	5D.1. Small group differentiated instruction.	5D.1. Literacy Team Assistant Principal-ESE Instructional Lead	5D.1. ESE Paraprofessional and Americorp Tutors will follow Push-in/ Pull-out schedule for targeted instruction.	5D.1. Student Portfolios tracking performance Florida Assessment for Instruction in Reading (FAIR)		

Reading Goal #5D: The goal is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students with Disabilities. The skills and strategies taught should align with Common Core Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

2.0(FCAT).							
	19% (149)	22% (173)					
	–	5D.2. Strategic support scheduled with limited staff available.	5D.2. Independent reading practice monitored by the teacher.	5D.2. Literacy Team Assistant Principal-ESE	5D.2. ESE Paraprofessional and Americorp Tutors will follow Push-in/Pull-out schedule for targeted instruction.	5D.2. Student Portfolios tracking performance Florida Assessment for Instruction in Reading (FAIR)	

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		Strategic support scheduled with limited staff available.	A focus on increasingly complex literary and informational texts (exposition, argumentation/ persuasive, functional/ procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.	Literacy Team Assistant Principal-ESE Instructional Lead	Development of Lesson plans which demonstrate an infusion of reading and language arts benchmarks specific to the subject area (Social Studies, Spanish, Art, P.E.etc.)	Student Portfolios tracking performance Florida Assessment for Instruction in Reading (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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Strategic support scheduled with limited staff available.	5E.1. Small group differentiated instruction.	5E.1. Literacy Team Assistant Principal-ELA Instructional Lead	5E.1. DCPS Part-time hourly Reading and Americorp Tutors will follow Push-in/ Pull-out schedule for targeted instruction.	5E.1. Student Portfolios tracking performance Florida Assessment for Instruction in Reading (FAIR)		

Reading Goal #5E: The goal is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for Economically Disadvantaged students The skills and strategies taught should align with Common Core Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	47% (370)	50% (395)					

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		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		Strategic support scheduled with limited staff available.	Independent reading practice monitored by the teacher.	Literacy Team Assistant Principal-ELA Instructional Lead	DCPS Part-time hourly Reading and Americorp Tutors will follow Push-in/Pull-out schedule	Student Portfolios tracking performance Florida Assessment for Instruction in Reading (FAIR)	
		5E.3	5E.3	5E.3.	5E.3.	5E.3.	
		Strategic support scheduled with limited staff available.	A focus on increasingly complex literary and informational texts (exposition, argumentation/ persuasive, functional/ procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.	Literacy Team Assistant Principal-ELA Instructional Lead	DCPS Part-time hourly Reading and Americorp Tutors will follow Push-in/Pull-out schedule	Student Portfolios tracking performance Florida Assessment for Instruction in Reading (FAIR)	

Reading Professional Development

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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 and/or PLC Leader	PD Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Plus	8/ELA	Cluster 3	8th grade ELA PLC	Early Release/Scheduled Workshops	Monitor consistent update of student AIP's	Assistant Principal Instructional Leads
Specific research-based reading strategies	6-8 All Content areas	PLC Leader	6-8 All Content areas	Early Release	Monitor consistent update of student AIP's	Assistant Principal Instructional Leads

| Pearson Inform Progress Monitoring Plan | 6-8 All Content areas | Principal/APC 6-8 All Content areas | Quarterly Status Report Meeting | Monitor consistent update of student AIP's | Principal

Assistant Principal Instructional Leads |

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide individual/small group tutoring	Part-time hourly reading tutors	DoDEA Grant	$11,250
		AmeriCorp	In-Kind
Subtotal: $11,250			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online reading practice	Purchase mobile computer carts	MSAP Grant	$35,000

Students will complete LSA's online to increase stamina and comfort level for Online FCAT	Increase Computer	DoDEA Grant	$35,000
Subtotal: $70,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
TDE for Reading Professional Development	Substitutes provided for PD TDE	MSAP Grant	$8,000
Other			
Strategy	Description of Resources	Funding Source	Amount
Total:$81,250			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Students scoring proficient in Listening/ Speaking.	1.1. Time for practice	1.1 Utilize oral techniques, such as cueing, modeling, elicitation, and chunking.	1.1. ELL students Language Arts teaches	1.1. Oral assessment to determine increased competency in speaking	1.1. 2013 CELLA	
<u>CELLA Goal #1:</u> 100% of ELL students will score in the proficient range of the Listening / Speaking portion of the CELLA	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

	71 % of current ELL students scored at proficient in Listening / Speaking on 2012 CELLA					
		1.2. Students cooperation time	1.2. Utilize the dialogue journal technique in which the student regularly communicates with the teacher.	1.2 Language Arts teachers.	1.2. Peer review of journaling	1.2. 2013 CELLA

		1.3. Time for practice	1.3.	1.3.	1.3.	1.3.
			Speak clearly and simplify the vocabulary; it is not necessary to speak more	Language Arts teachers	Oral assessment to determine increased competency in speaking	2013 CELLA
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2. Students scoring proficient in Reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
	Lack of interest in reading by students	Choose reading and writing activities that activate the prior knowledge of the students.	Language Arts teacher	FAIR Testing & Interim Reading Benchmarks	2013 CELLA	
CELLA Goal #2: 100% of ELL students will score at proficient in Reading portion of the CELLA.	2012 Current Percent of Students Proficient in Reading :					
	0 % of current ELL students scored at proficient on 2012 CELLA					
		2.2. Resources for teachers	2.2. Present new reading vocabulary extensively, utilize props and facilitate multi-sensory formats.	2.2. Language Arts teacher	2.2 Vocabulary tests	2.2. 2013 CELLA

		2.3	2.3	2.3	2.3	2.3
		Books which match the cultures of the ELL students.	Choose literature representative of the ethnic background in the classroom	Language Arts teacher	Book reports	2013 CELLA
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Middle School Mathematics Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1		
	Performing Pre-& Post LSA's within the expected Learning Schedule timeline	Math teachers will use the LSA's and Benchmarks to help drive instruction.	Admin ELA Instructional Leader	Teachers will analyze LSA's pre-assessments results, determine which strands indicate weak performance and develop an instructional focus.	LSA post assessment		
Mathematics Goal #1a:

Students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT). | 2012 Current Level of Performance:* | 2013 Expected Level of Performance: * | | | | | |
| | **58%(458)** | 59.45(498) | | | | | |

		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		Establishing consistent conferencing time with students and teachers for analyzing data.	Conducting schoolwide data chats. Using data differentiate instruction within the class for targeted students	Admin Math Instructional Leader- I. Turner	Student understanding of analyzing personal gains and setting goals.	Weekly Lesson Plan virtual walk-through

Intervention documented in Pearson Student AIP | |
| | | 1a.3. | 1a.3. | 1a.3. | 1a.3. | 1a.3. | |
| **1b. Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |

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Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

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	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Professional Development for instructional fidelity.	2a.1. Use of Cornell Notes in order to analyze math concepts and processes. Apply AVID organizational strategies	2a.1. AVID Administrator AVID Lead Teacher	2a.1. Student work utilizing structured notetaking skills PLC collaboration and peer critiques of lesson plan development	2a.1. Student Artifact Portfolio. Student will track their own growth.	

Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the Achievement Levels 4 and 5 in mathematics on FCAT 2.0							
	9%(67)	12%(100)					
		2a.2. Meeting class-size amendment mandate.	2a.2. Raise the expectations of student achievement through rigorous coursework.	2a.2. Assistant Principal-Curriculum	2a.2. Schedule all level 3 students into Advance courses.	2a.2. District Benchmarks LSA's	

		2a.3.	2a.3.	2a.3.	2a.3.	2a.3.	
		Performing Pre-& Post LSA's within the expected Learning Schedule timeline	Math teachers will use the LSA's and Benchmarks to help drive instruction.	Admin ELA Instructional Leader	Teachers will analyze LSA's pre-assessments results, determine which strands indicate weak performance and develop an instructional focus.	LSA post assessment	
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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Mathematics Goal #2b: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. Consistent monitoring by teachers and parents to verify bubble students are making gains	3a.1. Math tutors will push-in to Bubble 3 Math students during elective and P.E. classes for targeted interventions.	3a.1. RTI Assessment Facilitator Assistant Principal Curriculum	3a.1. A targeted group will be determined based on FCAT, Benchmark. Tutors will be provided with a pull-out and push-in schedule. Classroom teachers, APC, and Tutors will collaborate on developing instructional resources on focused standards.	3a.1. District Benchmarks LSA's		

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Mathematics Goal #3a: Increase the percentage of students will make learning gains in Math on the 2013 Florida Comprehensive Assessment Test (FCAT).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	70%(554)	72% (598)				
		3a.2. Availability of computers	3a.2. Students will complete LSA's online to increase stamina and comfort level for Online FCAT.	3a.2. RTI Assessment Facilitator Assistant Principal Curriculum	3a.2. Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	3a.2. District LSA Pre and Post assessments Benchmarks

		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	
		Teacher may not have completed Student Data Dives.	Include parents in the process of monitoring student performance.	Assistant Principal Community Relations Liaison-K. Archon.	Notify parents through Parent-Link when results have been received from Benchmark and FAIR, their students should be in the process of Data Dives with their teacher.	Parent Link confirmation report Parent feedback.	
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	3b.1.	3b.1.	3b.1.	3b.1	3b.1.		
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. Provide an Intensive Math course to address the deficiencies of level 2 students	4a.1. Provide an Intensive Math course to address the deficiencies of level 1 and 2 students.	4a.1. Administration Instrudtional Leader	4a.1. Level 1 and 2 students will use Compass Odyssey to hone weaknesses based on 2012 FCAT Data.	4a.1. District LSA Pre and Post assessments Benchmarks		
Mathematics Goal #4a: Students in the Lowest 25% will make learning gains in Reading on the 2013 Florida Comprehensive Assessment Test (FCAT).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64%(122)	66% (131)					

| | | 4a.2.

None | 4a.2.

Use district LSA's to track student progress and plan student interventions through an ongoing assessment cycle. | 4a.2.

Adminstration

Instructional

Leader-I. Turner | 4a.2.

All math teachers collaborate on common assessments and lessons during common planning and early release. | 4a.2

District LSA Pre and Post assessments

Benchmarks. | |
| | | 4a.3

Implement Agile Mind curriculum with fidelity. | 4a.3.

All Level 1 and 2 students will be scheduled into Intensive Math 90 minutes per day | 4a.3.

RTI Assessment Facilitator

Assistant Principal Curriculum | 4a.3.

A targeted group will be determined based on FCAT. | 4a.3.

District Benchmarks

LSA's

Agile Minds Utilization Report | |

4b. **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		

Mathematics Goal #4b: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					

		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	50	54	59	63	67.91	72.5
	45						
Mathematics Goal #5A: Use district formatives to track student progress and plan student interventions through an ongoing assessment cycle.							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** | 5B.1.

White: 62%

Black: 27%

Hispanic: 11%

Asian: 5%

American Indian: 0%

Scheduling PLC planning time for cross-curriculum departments for analyzing individual | 5B.1.

Small group differentiated instruction | 5B.1.

RTI Assessment Facilitator

Assistant Principal Curriculum | 5B.1.

Development of Lesson plans which demonstrate differentiated instruction based on targeted student weaknesses | 5B.1.

Student Portfolios tracking performance

Benchmarks

LSA's | | |

	student weaknesses.						
Mathematics Goal #5B: In grades 6-8 on the 2013 Florida Comprehensive Assessment Test the following AYP subgroups will achieve Level 3 or above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White: 59%	White: 62%				
	Black: 24%	Black: 27%				
	Hispanic: 8%	Hispanic: 11%				
	Asian: 2%	Asian: 5%				
	American Indian: 0%	American Indian: 0%				

		5B.2	5B.2.	5B.2.	5B.2.	5B.2.	
		Computer accessibility .	Independent math practice through Compass Odyssey FCAT Learning Path monitored by the teacher.	Assistant Principal Instructional Lead- I. Turner	Assign targeted learning standards based on student need.	Student Portfolios tracking performance Benchmarks LSA's Compass Odyssey Assessment Reports	
		5B.3	5B.3	5B.3.	5B.3	5B.3	
		Availability of computers	Students will complete LSA's online to increase stamina and comfort level for Online FCAT.	RTI Assessment Facilitator Assistant Principal Curriculum	Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	District LSA Pre and Post assessments Benchmarks	

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Sufficient time allocated to provide additional time for one-on- one instruction	5D.1. ESE Paraprofessional and ESE Lead teacher will co-teach in Inclusion classes	5D.1. ESE Lead Teacher-A. Kilby Administrator Instructional Lead-K. Archon	5D.1. Develop Push-in and Pull-out schedule for SWD students	5D.1. LSA Pre and Post Assessments Benchmarks		
Mathematics Goal #5D In grades 6-8 of students with disabilities will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		27% (29).	25% (25).				
	–	5D.2 Computer accessibility	5D.2 Independent math practice through Compass Odyssey FCAT Learning Path monitored by the teacher.	5D.2. Assistant Principal Instructional Lead- I. Turner	5D.2. Assign targeted learning standards based on student need.	5D.2. Student Portfolios tracking performance Benchmarks LSA's Compass Odyssey Assessment Reports	
		5D.3 Availability of computers	5D.3 Students will complete LSA's online to increase stamina and comfort level for Online FCAT.	5D.3. RTI Assessment Facilitator Assistant Principal Curriculum	5D.3 Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	5D.3 District LSA Pre and Post assessments 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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Teachers consistently meeting with mentees.	5E.1. Teachers will select individual students in specific AYP subgroups to be continuously monitored for academic growth	5E.1. RTI Team	5E.1. Monitoring meetings will be documented in Pearson Inform AIP.	5E.1. LSA Pre and Post Assessments Benchmarks		

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Mathematics Goal #5E: Students will achieve Level 3 or above on the 2012 Florida Comprehensive Assessment Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	36% (144)	6-8 40% (170)				
		5E.2 Availability of computers	5E.2 Students will complete LSA's online to increase stamina and comfort level for Online FCAT.	5E.2 RTI Assessment Facilitator Assistant Principal Curriculum	5E.2 Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	5E.2 District LSA Pre and Post assessments Benchmarks

		5E.3.	5E.3.	5E.3	5E.3.	5E.3.	
		Teacher may not have completed Student Data Dives.	Include parents in the process of monitoring student performance.	Assistant Principal Community Relations Liaison-K. Archon.	Notify parents through Parent-Link when results have been received from Benchmark and FAIR, their students should be in the process of Data Dives with their teacher.	Parent Link confirmation report Parent feedback.	

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

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1. **Students scoring at Achievement Level 3 in Algebra.**	1.1	1.1.	1.1.	1.1.	1.1		
	Performing Pre-& Post LSA's within the expected Learning Schedule timeline	Math teachers will use the LSA's and Benchmarks to help drive instruction.	Admin Math Instructional Leader	Teachers will analyze LSA's pre-assessments results, determine which strands indicate weak performance and develop an instructional focus. Students will score a level 3 or higher on the state End of Course Exam for Algebra I.	LSA post assessment		
Algebra Goal #1: Students will score a level 3 or higher on the state End of Course Exam for Algebra I.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56%(82)	60%(90)					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		Establishing consistent conferencing time with students and teachers for analyzing data.	Conducting schoolwide data chats. Using data differentiate instruction within the class for targeted students	Admin Math Instructional Leader- I. Turner	Student understanding of analyzing personal gains and setting goals.	Weekly Lesson Plan virtual walk-through\n\nIntervention documented in Pearson Student AIP	
		1.3.\n\nTeacher may not have completed Student Data Dives.	1.3.\n\nInclude parents in the process of monitoring student performance.	1.3\n\nAssistant Principal Community Relations Liaison-K. Archon.	1.3.\n\nNotify parents through Parent-Link when results have been received from Benchmark and FAIR, their students should be in the process of Data Dives with their teacher.	1.3.\n\nParent Link confirmation report\n\nParent feedback.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of\n\nStrategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Professional Development for instructional fidelity.	2.1. Use of Cornell Notes in order to analyze literary information Apply AVID organizational strategies	2.1. AVID Administrator AVID Lead Teacher	2.1. Student work utilizing structured note-taking. PLC collaboration and peer critiques of lesson plan development	2.1. Student Artifact Portfolio. Student will track their own growth.		
Algebra Goal #2: Students will score at or above a level 4 on state End of Course Exam for Algebra I.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19%(28)	24%(28)					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		Availability of computers	Students will complete LSA's online to increase stamina and comfort level for Online EOC.	RTI Assessment Facilitator Assistant Principal Curriculum	Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	District LSA Pre and Post assessments Benchmarks	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

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Algebra Goal #3A: *Enter narrative for the goal in this box.*						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. White: 62% Black: 27% Hispanic: 11% Asian: 5% American Indian: 0% Scheduling PLC planning time for cross-curriculum departments for analyzing individual student weaknesses.	3B.1. Small group differentiated instruction	3B.1. RTI Assessment Facilitator Assistant Principal Curriculum	3B.1. Development of Lesson plans which demonstrate differentiated instruction based on targeted student weaknesses	3B.1. Student Portfolios tracking performance Benchmarks LSA's		

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Algebra Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	White: 59%	White: 62%					
	Black: 24%	Black: 27%					
	Hispanic: 8%	Hispanic: 11%					
	Asian: 2%	Asian: 5%					
	American Indian: 0%:	American Indian: 0%					

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		3B.2 Computer accessibility -	3B.2. Independent math practice through Compass Odyssey FCAT Learning Path monitored by the teacher.	3B.2. Assistant Principal Instructional Lead- I. Turner	3B.2. Assign targeted learning standards based on student need.	3B.2. Student Portfolios tracking performance Benchmarks LSA's Compass Odyssey Assessment Reports	
		3B.3. Availability of computers	3B.3. Students will complete LSA's online to increase stamina and comfort level for Online EOC.	3B.3RTI Assessment Facilitator Assistant Principal Curriculum	3B.3 Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	3B.3 District LSA Pre and Post assessments 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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra Goal #3C: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1. Teachers consistently meeting with mentees.	3D.1. Teachers will select individual students in specific AYP subgroups to be continuously monitored for academic growth	3D.1. RTI Team	3D.1. Monitoring meetings will be documented in Pearson Inform AIP.	3D.1. LSA Pre and Post Assessments Benchmarks		
Algebra Goal #3D: In grades 6-8 students with disabilities will achieve Level 3 or above on the 2013 EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	27% (29)	25% (25)				
		3D.2 Computer accessibility -	3D.2 Independent math practice through Compass Odyssey FCAT Learning Path monitored by the teacher.	3D.2. Assistant Principal Instructional Lead- I. Turner	3D.2. Assign targeted learning standards based on student need.	3D.2. Benchmarks LSA's Compass Odyssey Assessment Reports	
		3D.3. Availability of computers	3D.3. Students will complete LSA's online to increase stamina and comfort level for Online EOC.	3D.3 RTI Assessment Facilitator Assistant Principal Curriculum	3D.3 Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	3D.3 District LSA Pre and Post assessments Benchmarks	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1. Teachers consistently meeting with mentees.	3E.1. Teachers will select individual students in specific AYP subgroups to be continuously monitored for academic growth	3E.1. RTI Team	3E.1. Monitoring meetings will be documented in Pearson Inform AIP.	3E.1. LSA Pre and Post Assessments Benchmarks	
Algebra Goal #3E: In grades 6-8 an increase in Economically disadvantaged students with will achieve Level 3 or above on the 2013 EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	40% (170).	35% (165)				

		3E.2.	3E.2.	3E.2	3E.2	3E.2	
		Availability of computers	Students will complete LSA's online to increase stamina and comfort level for Online EOC.	RTI Assessment Facilitator Assistant Principal Curriculum	Administer LSA's according to District Learning Schedule and release of Pearson Insight Assessment.	District LSA Pre and Post assessments Benchmarks	
		3E.3 Teacher may not have completed Student Data Dives.	3E.3. Include parents in the process of monitoring student performance.	3E.3 Assistant Principal Community Relations Liaison-K. Archon.	3E.3.Notify parents through Parent-Link when results have been received from Benchmark and FAIR, their students should be in the process of Data Dives with their teacher.	3E.3. Parent Link confirmation report Parent feedback.	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.	1.1	1.1.	1.1.	1.1.	1.1.		
	Performing Pre-& Post LSA's within the expected Learning Schedule timeline	Geometry teachers will use the LSA's and Benchmarks to help drive instruction.	Admin Math Instructional Leader-I. Turner	Teacher will analyze LSA's pre-assessments results, determine which strands indicate weak performance and develop an instructional focus.	LSA post assessment		
Geometry Goal #1: 95% of students will achieve Level 2 or above on the 2013 Florida Geometry End-of-Course Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	92%(35)	95%(81)					
		1.2.	1.2.	1.2.	1.2.	1.2.	

		1.3.	1.3.	1.3.	1.3.	1.3.		
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							

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Geometry Goal #3A: *Enter narrative for the goal in this box.*							
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: 62% Black: 27% Hispanic: 11% Asian: 5% American Indian: 0% Performing Pre-& Post LSA's within the expected Learning Schedule timeline	3B.1. Geometry teachers will use the LSA's and Benchmarks to help drive instruction	3B.1. Admin Math Instructional Leader-I. Turner	3B.1. Teacher will analyze LSA's pre-assessments results, determine which strands indicate weak performance and develop an instructional focu**s**.	3B.1. LSA post assessment		

Geometry Goal #3B: 95% of students in ethnicity subgroup will achieve Level 2 or above on the 2013 Florida Geometry End-of-Course Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 59% Black: 24% Hispanic: 8% Asian: 2% American Indian: 0%	White: 62% Black: 27% Hispanic: 11% Asian: 5% American Indian: 0%:				

		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		Strategic support scheduled with limited staff available.	Small group differentiated instruction	Assistant Principal Curriculum	DCPS Part-time hourly Math Tutor will follow Push-in/Pull-out schedule for targeted instruction	Student Portfolios tracking performance LSA's Benchmarks	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	

		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3.D.1. Teachers consistently meeting with mentees.	3.D.1. Teachers will select individual students in specific AYP subgroups to be continuously monitored for academic growth.	3.D.1. RTI Team	3.D.1. Monitoring meetings will be documented in Pearson Inform AIP.	3.D.1. LSA Pre and Post Assessments Benchmarks		

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Geometry Goal #3D: 95% of students with disabilities will achieve Level 2 or above on the 2013 Florida Geometry End-of-Course Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	27% (29)	25% (25)				
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.

		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3.E.1. Teachers consistently meeting with mentees.	3.E.1. Teachers will select individual students in specific AYP subgroups to be continuously monitored for academic growth.	3.E.1. RTI Team	3.E.1. Monitoring meetings will be documented in Pearson Inform AIP.	3.E.1. LSA Pre and Post Assessments Benchmarks		
Geometry Goal #3E: 95% of students with Economically Disadvantage will achieve Level 2 or above on the 2013 Florida Geometry End-of-Course Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% (29)	25% (25)					

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		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

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.

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pearson Inform Progress Monitoring Plan	6-8 Math	Principal/AP		Quarterly Status Report Meeting	Monitor consistent update of student AIP Interventions	Principal
						Assistant Principal Instructional Leads- I.Turner
Develop valid assessments through PLC Plus workshops	6th Grade/ Math	Cluster 3	6th Grade mathematics team	Early Release	LSA pre and Post assessment results.	Principal
				Quarterly PLC		Assistant Principal Instructional Leads- I.Turner
	6-8 Math	District Coaches	6th Grade mathematics team	Quarterly District PLC	Agile Minds system results monitoring	Principal
Agile Minds PD						Assistant Principal Instructional Leads- I.Turner

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide individual/small group tutoring	Part-time hourly reading tutors	DoDEA Grant	$11,250
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Math Instructional Integration	Math Instructional Integration Cart Packages Technology	DoDEA Grant	$12,000.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:$24,250			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Consistent use of formative assessment to guide instruction Reading proficiency levels below the norm.	1a.1. Modify instruction based on benchmark and LSA results	1a.1. Administration Instructional Leader – K. McCray	1a.1. District Benchmark testing, LSA Science tests End of Year testing. Target standard weakness will be the topic of science PLC	1a.1. Students scoring 70% or above competency on EOC exam OnCourse Lesson Plans		
Science Goal #1a: Increase the percentage of 8th grader who score Level 3 or above on the 2013 FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

37% (84)	42%(113)				
		1a.2.	1a.2.	1a.2.	1a.2.
		Reading proficiency levels below the norm	Use of Student Journals focused on higher order process skills and writing. Reading	Administration Instructional Leader – K. McCray	District Benchmark testing, LSA Science tests End of Year testing. Target standard weakness will be the topic of science PLC	Students scoring 70% or above competency on EOC exam OnCourse Lesson Plans
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	
Science Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. | 2a.1. Inconsistent student prior knowledge. (Tier 1 Instruction). | 2a.1. Use of hands on learning at least once a week, iincluding models, materials, kits, equipment etc. Increase inquiry labs/activities for each SSS/NGSS. Use computer programs for support, (Compass Odyssey, Gizmos). | 2a.1. Science Dept Chair-M. Menne Administrator Instructional Lead- K. McCray | 2a.1. Identify prior knowledge through the use of grade level common baseline assessments. Weekly voluntary mtgs of grade level science teachers. Weekly mtgs. of PLC during early release dates. Student Journal lab entries. Classroom observation of implementation. | 2a.1. Post-assessments given at the exit of a lesson (as structured by the district pacing guide, usually every 1-2 weeks). Growth of students through Benchmark Assessment data. District LSA's as given on Limelight. Collaborative evaluations of PLC assessments | | |

		Provide review of 6th and 7th grade science concepts. Continue to use FOIs to gain an understanding of student thinking and to support metacognitive strategies. Target non-proficient strands.		(baseline, e-slips and summatives).		

Science Goal #2a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
A minimum of 17%(46) of Mayport Middle School 8th graders will score Level 4 and 5 on the 2013 FCAT 2.0.							
	10 (23)	15(41)					

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		Tier 2 students not responding adequately to core instruction.	Use appropriate technology based instruction, use reading strategies, and provide remediation of failing labs and assessment grades. Before and after school tutoring, and during class time.	Science Dept Chair-M. Menne Administrator Instructional Lead- K. McCray	Weekly voluntary mtgs of grade level PLCs, monthly mtgs w/ Administrator Instructional Lead – K. McCray Weekly mtgs. of PLC during early release dates.	Current ongoing teacher developed assessment data. Science Benchmarks LSA Post assessments,	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		

Science Goal #2b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

Science Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pearson Inform Progress Monitoring Plan	6-8 Science	Principal/AP	6-8 Science Teachers	Quarterly Status Report Meeting	Monitor consistent update of student AIP Interventions	Principal- K. McCray

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Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving					

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

1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Availability of adequate material that relates to our multicultural environment.	1a.1. Tier 1: The revision and editing process is explicitly taught and seen in student writing drafts. Create multicultural writing assignments and use multicultural texts that reflect the diversity in the community and world.	1a.1. ELA Department Chair Administration Instructional Leader	1a.1. Student writing samples will be reviewed and scored by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by comparing writing trend data to expected rate of growth	1a.1. Scored writing samples will be used to determine progress between the Pre-test Prompt and Midyear Prompt. Student writing portfolios will be used to track growth		

Writing Goal #1a: In grade 49% (132) 8th grade students achieve Level 3.5 or above on the Florida Comprehensive Assessment Writing Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	43%(101)	45.85(124)				
		1a.2. Validity of teacher scoring of student writing prompt	1a.2. Use of State Anchor writing samples	1a.2. ELA Department Chair Administration Instructional Leader-V. Hays	1a.2. Students will peer edit Anchor papers to develop their writing toward Level 4.	1a.2. Scored writing samples will be used to determine progress between the Pre-test Prompt and Midyear Prompt. Student writing portfolios will be used to track growth
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

1b. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	
Writing Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and/or PLC Leader	PD Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pearson Inform Progress Monitoring Plan	8th/ELA	Principal/APC	School-wide	Quarterly Status Report Meeting	Monitor consistent update of student AIP Interventions	Principal- K. McCray Assistant Principal – V. Hays

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Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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1. Students scoring at Achievement Level 3 in Civics.	2a.1. Professional Development for instructional fidelity.	2a.1. Use of Cornell Notes in order to analyze literary information Apply Pre-AP Reading strategies	2a.1. AVID Administrator AVID Lead Teacher	2a.1. Student work utilizing structured notetaking. PLC collaboration and peer critiques of lesson plan development	2a.1. Student Artifact Portfolio. Excel spreadsheet per student and class. Student will track their own growth.		
Civics Goal #1: 75% of students will achieve Level 3 or above on the 2013 Florida Civics End-of-Course Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	75%(205)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2a.1. Professional Development for instructional fidelity.	2a.1. Use of Cornell Notes in order to analyze literary information Apply Pre-AP Reading strategies	2a.1. AVID Administrator AVID Lead Teacher	2a.1. Student work utilizing structured notetaking. PLC collaboration and peer critiques of lesson plan development	2a.1. Student Artifact Portfolio. Excel spreadsheet per student and class. Student will track their own growth.		
Civics Goal #2: 25% of students will achieve Level 3 or above on the 2013 Florida Civics End-of-Course Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	25%(69)					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject and/or PLC Leader	PD Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pearson Inform Progress Monitoring Plan	7th/Civics	Principal/APC	School-wide	Quarterly Status Report Meeting	Monitor consistent update of student AIP Interventions	Principal- K. McCray Assistant Principal – V. Hays

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:			
Technology				
Strategy		Description of Resources	Funding Source	Amount
	Subtotal:			
Professional Development				
Strategy		Description of Resources	Funding Source	Amount
	Subtotal:			
Other				
Strategy		Description of Resources	Funding Source	Amount
	Subtotal:			
	Total:			

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End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
	One teacher on any given day that fails to mark a child unexcused absent for his/ her period, that day does not get flagged in the system when we run a summary absence report.	If a child is absent from your class 3 days within a specific quarter, a parent call or other form of contact needs to be made by the classroom teacher and documented in Pearson/Inform.	Assistant Principal- K.Archon Attendance Clerk	Collaborate with team members regarding students repetitively missing their class before referring them to AIT.	OnCourse Attendance Summary Report Teacher Quarterly Status Report		
Attendance Goal #1: Implement a systemic attendance monitoring and accountability plan to reduce excessive absences and tardies of 10 or more.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	3%(23).	2%(16)					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	40 students had 10 or more absences	30 students will have 10 or more absences				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	24 students had 10 or more tardies	14 students will have 10 or more tardies				

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		Classroom teachers accepting absence notes from parents or any other professional.	Absence notes from parents or any other professional will be sent to the main office and routed directly to the attendance clerk.	Assistant Principal-K.Archon Foundations Team Attendance Clerk	Attendance Clerk will receive absence notes for whole system excused entry and keep on file in the attendance office.	OnCourse Attendance Summary Report	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		Accurate markings in OnCourse.	A student with unexcused absent for 5 FULL SCHOOL DAYS in one calendar month OR 10 FULL SCHOOL DAYS in a 90 day period will qualify for AIT services.	Assistant Principal-K.Archon Attendance Clerk	As students are referred to AIT, by individual student investigation, teachers are contacted to verify and confirm correct OnCourse attendance input. Conduct two sets of AIT meetings within a calendar month.	OnCourse Attendance Report	

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pearson Inform Progress Monitoring Plan	All Grades/ Subjects	Principal/AP	School-wide	Quarterly Status Report Meeting	Monitor consistent update of student AIP Interventions	Principal- K. McCray Assistant Principal – K.Archon

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Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:			
Professional Development				
Strategy		Description of Resources	Funding Source	Amount
	Subtotal:			
Other				
Strategy		Description of Resources	Funding Source	Amount
	Subtotal:			
	Total:			

End of Attendance Goals

Suspension Goal(s)

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

Suspension	**Problem-**						

Goal(s)	solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1. Suspension	1.1. Parental follow through in suggested program placement/ involvement Student compliance with program behavioral expectations Program enrollment numbers/open availability may hinder immediate student placement or involvement until	1.1. In-house Guidance Referral/ Intervention Process (academic/ behavioral) Beaches Resource Referral/ Intervention Process (social/ emotional) Administrative/ Teacher Team/Parent Conferencing Intervention Process (academic/	1.1. Foundations Committee Turner & Archon (Asst. Principals) Rady & Wakefield (Guidance Counselors) Beaches Resources ATOSS center site managers SOS center site managers	1.1. Student conferencing/mediation process. Periodic student discipline file monitoring Discipline Deal Out frequency	1.1. Action code data Analysis from Genesis Student/Parent conferencing/ referral processing notes Intervention data/frequency analysis		

	future which hinders immediate consequence	behavioral) Progressive Discipline Plan involving ATOSS & SOS referrals/ placements (behavioral) Monthly Foundations				

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal #1:	2012 Total Number of In –School Suspensions In- School Suspensions	2013 Expected Number of In- School Suspensions					
ISSP rate will decrease by 7% due to the goal to decrease in OSS by 7% in an effort to provide the most on campus restrictive environment and access to the instruction.							
	248 In-school suspensions	230 in-school suspensions					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					

	119 student suspended in-school _	110 students suspended in-school					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	10 out-of-school suspensions	9 out-of school suspensions					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	5 Students OSSP	4 Students OSSP					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		A critical component to the peer mediation process is the selection of the peer mediators. The mediators in training (MIT) should be representative of the school's demographics and culture.	Peer mediation is process in which students of the same age-group work to resolve disputes between two or more people.	Assistant Principal- Archon Guidance Counselor-A.Wakefield	Students learn to resolve issues independent of adults and learn communication and negotiation skills that are transferrable into other aspects of their lives.	Action code data Analysis from Genesis Student/Parent conferencing/referral processing notes Intervention data/frequency analysis	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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 and/or PLC Leader	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pearson Inform Progress Monitoring Plan	All Grades/ Subject	Principal/AP	School-wide	Quarterly Status Report Meeting	Monitor consistent update of student AIP Interventions	Principal- K. McCray Assistant Principal – K.Archon

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

	Subtotal:		
	Total:		

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement					

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Scheduling conflicts (w/spring sports/clubs schedules & elementary school events) Lack of interest or time by military families to attend	Implementati on of a Military Family Resource Fair that will offer support for military families new to Jacksonville, helping them locate and access community resources such as counseling, financial	Mike Rady	Compare number in attendance with number of military families enrolled Analyze survey of attendees to determine if perceived needs of families are met	Parent climate survey results		

		services, and legal assistance Junior S2S: Military funded child education program to promote positive intake and release of students into school population				

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
The parental needs assessment indicates that Mayport Middle School needs to continue its rituals and routines of bringing positive perspective and morale towards Mayport Middle's surrounding business and neighborhood communities.							
	250 parent volunteers.	275 parent volunteers					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Scheduling conflicts	Mid-Year Stakeholder Luncheon on Mayport's Campus	SAC chairperson	Review of school academic/ behavioral goals Brainstorming and implementation/ monitoring of stakeholder involvement in small groups	Stakeholder survey conducted at end of luncheon for immediate and confidential personal/professional feedback	

| | | 1.3.

Scheduling conflicts

(w/ elementary school

events in both fall &

spring for dual student

parents) | 1.3.

Fall Open House &

Spring Shark

Showcase events | 1.3. Assistant Principal – V. Hays

Guidance Dept. | 1.3.

Program attendance | 1.3.

Parent involvement

on school based

committees,

conferencing, &

special activities | |

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

(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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SIP Review	School wide	McCray/SAC	SAC Chair	SAC Meeting	Agenda and Minutes	McCray/SAC Chair

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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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 next to the percentage (e.g. 70% (35)).

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Integration of technology in classrooms to support student learning of coastal sciences curriculum, with frequent opportunities for students to use technology for research, data gathering, data analysis, and communication. Science: Increase the percentage of 8th grader who score Level 3 or above on the 2013 FCAT 2.0 to 42%(113) Technology: Increase the student to computer ratio to 2:1 by Spring of 2013. Math: 60%(498) students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).	Availability of Professional development on new technology.	Improve the quality of integrated science and mathematics instruction in middle schools.	Assistant Principal – I. Turner	Specialized tutor during morning program targeting FCAT Math Skills.	Mathematic FCAT 2.0

		1.2.	1.2.	1.2.	1.2.	1.2.
		Any devices students bring to school are their sole responsibility.	The DCPS-BYOD network is a **wireless** network that allows filtered internet access on a personal device.	Classroom teacher	Students may use devices that fall into the following categories: 1) laptops, 2) netbooks, 3) tablets, and 4) e-Readers.	Any equipment attached to the Duval Schools network or property is subject to be scanned, monitored, captured, and physically and electronically searched
		1.3.	1.3.	1.3.	1.3.	1.3.
		Availability of professional development on new technology.	Pilot iPad use among a small group of faculty and administrators.	K. McCray	Teachers will attend Professional Development on utilizing iPads for classroom instruction	OnCourse Lesson Plans

STEM Professional Development

**Professional
Development
(PD) aligned with
Strategies through
Professional**

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bioscopes	6th /7th Grade/ Science	FCR-STEM conference	6th /7th Grade/Science Teachers	12/6 - 12/8.	Establish Lesson Study as a systemic model for middle grades science teacher.	Principal – K. McCray
District Administrator views on iPads in the classroom	Administrators	Webinar	Administrators and TNT members	Thursday, Oct 11, 2012 1:00 PM - 2:00 PM EDT	iPad Integration Plan	Principal – K. McCray

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Improve the quality of integrated science and mathematics instruction in middle schools.	BIOSCOPES Science Teachers	FCR-STEM	BIOSCOPES Science Teachers	December 2012	Complete Lesson Study	Principal – K. McCray
			Science Administrative Instructional Leader-K. McCray.		Develop Long-term STEM goals	

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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iPad instructional integration	iPad Technology Cart	DoDEA Grant	$22,000
iPad instructional integration	iPad Technology Cart	MSAP Grant	$50,000
Subtotal: $72,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Improve the quality of integrated science and mathematics instruction in schools.	FCR-STEM Conference	DoDEA Grant	$2,000
Subtotal: $2,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Total: $74,000			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide The content includes but is not limited to Ocean literacy, importance of aquaculture, role of science, math, reading, writing, geography, history, and technology in aquaculture, production of sea life and plants in aquaculture.		Students will gain information regarding careers in the Aquaculture, Food, and Natural Resources career cluster.	K. McCray A. TenBroeck	8th Grade course Intro to marine sciences 1	Student Portfolios
CTE Goal #2: The purpose of this course is to integrate, project-based tasks that introduce students to (Microsoft Office 2007): Word, Excel, Publisher, and PowerPoint.. The opportunities presented in this course will prove to be transformative, helping students to communicate through technological skills in the real world					
CTE Goal #3 The purpose of this course is to reinforce critical thinking, communication and team building skills through the use of application software.. Students also explore career options. This helps them make more informed decisions regarding their future academic and					

occupational goals and to provides valuable information regarding careers in the real world.				
	1.2. Availability of computers	1.2. Students will research various topics and use the appropriate software to present their findings	1.2. T. Polhemus	1.2. 7th grade Computer Applications I (approximately 10% student population	1.2. Student Portfolios
	1.3. Availability of computers	1.3.Students integrate project-based tasks that use Office 2007 software and internet research strategies to help advance their knowledge of (Word, Excel, Publisher, PowerPoint) to create presentations and projects	1.3. T. Polhemus	1.3. 8th grade Computer Applications I I (approximately 10% student population	1.3. Student Portfolios

CTE Professional Development

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Vision Software	NetTop	DoDEA grant	$1400
Subtotal: $1,400			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

198

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $1,400			

End of CTE Goal(s)

Additional Goal(s)

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

	Problem-Solving Process to Increase Student Achievemen					
Additional Goal(s)						

	t						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mobility of military personnel.	The Junior Student 2 Student program will address the needs of new students by introducing them to student liaisons who are trained to welcome military students to a new school community.	Curriculum Integration Specialist - A. TenBroeck Guidance Counselor-A.Wakefield	Systemic Reform Documentation in MSAP and DoDEA grants quarterly reports.	Participation Logs Annual Grant Evaluations		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*				
To increase the percentage of military families with students enrolled at Mayport Coastal Sciences Middle School who are satisfied with the services they and their children receive.						
	245	10%				
		1.2. None	1.2. Development of school promotional and welcoming materials for incoming students and their families	1.2. Assistant Principal – V. Hays Guidance Counselor-A.Wakefield	1.2. System Reform Documentation in MSAP and DoDEA grants quarterly reports.	1.2. Annual Grant Evaluations

		1.3.	1.3.	1.3.	1.3.	1.3.	
		None	Continued development of an advanced Coastal Sciences curriculum	Curriculum Integration Specialist - A. TenBroeck	Coastal Sciences Curriculum Learning Unit Plan Design and Learning Schedule	Grant Evaluations Coastal Sciences Peer Critique	
Additional Goal #2:	2012 Current Level :	2013 Expected Level :	2.1 Scheduling students to avoid conflicts during core subject.	2.1 Utilize the De-escalation Cycle to decrease triggers and agitation through Peer Mediation	2.1 Assistant Principal- K. Archon Foundations Team Guidance Counselor-A. Wakefield	2.1 Foundations team will develop a school-wide Peer Mediation program to address student conflict in its initial stage.	2.1 Peer Mediation survey of student participation. Foundations Survey

Decrease the percent of student's perception that students are physically hurting (e.g., hitting, pushing, grabbing, kicking) other students.	*6th Grade 76%(186)* *7th Grade 58%(142)* *8th Grade 33%(76)*	*6th Grade 71%(200)* *7th Grade 53%(140)* *8th Grade 28%(75)*					

Additional Goals Professional Development

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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject and/or PLC Leader	PD Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on military family student issues.	Guidance counselor		district level guidance counselor PLC	Early Release Guidance PLC	Agenda and Minutes	M. Rady
Coastal Science Topics	All	PLC Leader	All classroom instructors	Planning & TDE	Curriculum Integration	A. TenBroeck

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Coastal Sciences Curriculum Integration	Substitute, Stipends, and Instructional Contractors	MSAP Grant	$88,113

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Subtotal: $88,113			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Curriculum Integration Specialist Position	Salary	MSAP Grant	$67,000
Subtotal: $88,113			
Total: $88,113			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $81,250
Mathematics Budget	
	Total: $24,250
Science Budget	
	Total:$74,000
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget	
	Total:
Additional Goals	
	Total: $88,112
	Grand Total: $267,612

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

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 members 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   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Work with the school's leadership team to develop the School Improvement Plan.	
Monitor the implementation of the School Improvement Plan.	

Describe the projected use of SAC funds.	Amount
Fund Saturday School	$2,800.00