2013-2014 SCHOOL IMPROVEMENT PLAN

Fort King Middle School
545 NE 17TH AVE
Ocala, FL 34470
352-671-4725

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	46%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Ft. King Middle School

Principal
Renee Dudley

School Advisory Council chair
Robin Thomas

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Renee Dudley	Principal
Renee Jones	Assistant Principal, Curriculum
Heath Kennie	Assistant Principal, Discipline
Carl Bingman	Social Studies Chair
Julian Cameron	Enrichment Chair
Joyce DeJarnett	Math Chair
Daniel Dube	Science Chair
Bettye Florio	ESE Chair
Katherine Hawkins	Remediation Chair
Nicole Werhner	Reading Chair
Alice Kennedy	Language Arts Chair
Shelley Greer	Non-Instructional Representative

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The purpose of the Ft. King Middle School School Advisory Council is to act as the governing body to develop procedures to ensure that all state and district goals are met. The Council shall assist in the preparation and evaluation of a school improvement plan that is designed to achieve improved student

performance standards. The school improvement plan will be based on an analysis of student achievement and other school performance data. The Council also serves as a resource for the principal, assists in the preparation of the school annual budget, and offers advice pertaining to the school program while acting as a liaison between the school and community.

Involvement of the SAC in the development of the SIP

The SAC committee is instrumental in helping allocate funds that support teacher goals that are based on the needs of School Improvement Plan. These funds support student learning and our focused on developing the areas documented by our AMO's. Our SAC reviews each goal and adds input according to their perspective as stakeholders. SAC is comprised of parents, students, teachers, and community members that will ensure alignment of funding to the goals of the School Improvement Plan.

Activities of the SAC for the upcoming school year

Participate in our PBS initiatives, school assemblies, parent nights, and recognition activities. The SAC will actively recruit members to support the needs of the school and promote pride in Fort King Middle School. The SAC President will help count ballots for Rookie and Teacher of the year for FKMS. The members of SAC will volunteer to support teacher appreciation week. The officers will participate in school functions in the capacity of chaperones and volunteers in order to support the goal of parental involvement. They will also actively recruit other parents to participate.

Projected use of school improvement funds, including the amount allocated to each project

The SAC committee plans to resurrect the school-wide read program. Cost estimated at $2500 to purchase grade level readers for grade 6-8th. The committee also plans to support the student and staff pride around campus by being active in our beautification project in the courtyard as well as in front of the gym. Cost estimated at $800.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Alert Now Advertisements
Marquis postings
Website postings
Newsletters
Morning Show Announcements
Orientation/Open House information
Teacher Challenged to find a homeroom representing parent

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Renee Dudley		
Principal	Years as Administrator: 7	Years at Current School: 0
Credentials	BA in Business Administration at University of Florida MA in Educational Leadership at University of Forida	
Performance Record	FKMS school grade of "A" SY2005-06; High standards in reading-70%, in math-66%, in writing-96%; Learning gains in reading-72%, in math-75%; Adequate progress for Lowest 25% in reading-80%(YES) FKMS school grade of "A" SY2006-07; High standards in reading-68%, in math-64%, in writing-97%, in science-49%; Learning gains in reading-56%, in math-69%; Adequate progress for Lowest 25% in reading-61%(Yes), in math-63%(Yes) FKMS school grade of "A" SY2007-08; High standards in reading-69%, in math-68%, in writing-93%, in science-45%; Learning gains in reading-62%, in math-74%; Adequate progress for Lowest 25% in reading-60%(Yes), in math-70%(Yes) FKMS school grade of "A" SY2008-09; High standards in reading-66%, in math-65%, in writing-92%, in science-43%; Learning gains in reading-61%, in math-67%; Adequate progress for Lowest 25% in reading-72%(Yes), in math-66%(Yes) FKMS school grade of "A" SY2009-10; High standards in reading-69%, in math-68%, in writing-87%, in science-47%; Learning gains in reading-64%, in math-74%; Adequate progress for Lowest 25% in reading-62%(Yes), in math-74%(Yes) SDE school grade of "B" SY2010-11; High standards in reading-80%, in math-84%, in writing-67%; Learning gains in reading-68%, in math-66%; Adequate progress for Lowest 25% in reading-59%(Yes), in math-58%(Yes) EME school grade of "B" SY2011-12; High standards in reading-52%, in math-54%, in writing-80%, in science-39%; Adequate progress for Lowest 25% in reading-68%, in math-66%; AMOs not met in reading: White, SWD, ED; AMOs not met in math: White, SWD, ED; EME school grade of "C" SY2012-13; High standards in reading-47%, in math-50%, in writing-27%; Adequate progress for Lowest 25% in reading-60%, in math-58%; AMOs not met in reading: Hispanic, White, SWD, ED; AMOs not met in math: Whitem, SWD, ED;	

Renee Jones		
Asst Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	Specialist in Educational Leadership Masters in Education, Curriculum & Instruction Bachelor of Science- English at Florida State University
Performance Record	NMHS school grade of "B" SY2009-10; High standards in reading-35%, in math-65%, in writing-73%, in science-30%; Learning gains in reading-41%, in math-71%; Adequate progress for Lowest 25% in reading-39%(No), in math-74%(Yes) FKMS school grade of "B" SY2010-11; High standards in reading-68%, in math-63%, in writing-79%, in science-49%; Learning gains in reading-60%, in math-63%; Adequate progress for Lowest 25% in reading-65%(Yes), in math-66%(Yes) FKMS school grade of "C" SY2011-12; High standards in reading-53%, in math-50%, in writing-68%; Adequate progress for Lowest 25% in reading-61%, in math-64%; AMOs not met in reading: Asian, Black/African American, Hispanic, White, SWD, ELL, ED; AMOs not met in math: Asian, Black/African American, Hispanic, White, SWD, ELL, ED; FKMS school grade of "D" SY2012-13; High standards in reading-49%, in math-49%, in writing-36%; Adequate progress for Lowest 25% in reading-62%, in math-57%; AMOs not met in reading: Asian, Black/African American, Hispanic, White, SWD, ELL, ED; AMOs not met in math: Asian, Black/African American, Hispanic, White, SWD, ELL, ED;

Heath Kennie		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelors in Secondary Education/Social Science Bachelors in History Mastres in Educational Leadership
Performance Record	Emerald Shores Elementary School (Dean) school grade of "B" in 2010-11; High standards in reading-68%, in math-72%, in writing-78%, in science-40%; Learning gains in reading-56%, in math-637%; Adequate progress for Lowest 25% in reading-64%(Yes), in math-74%(Yes) Emerald Shores Elementary School (Dean) school grade of "C" in 2011-12; High standards in reading-41%, in math-44%, in writing-55%; Adequate progress for Lowest 25% in reading-65%, in math-55; AMOs not met in reading: Black/African American, Hispanic, White, SWD, ELL, ED; AMOs not met in math: Black/African American, Hispanic, White, SWD, ELL, ED; Emerald Shores Elementary School (Dean) school grade of "D" in 2012-13; High standards in reading-39%, in math-44%, in writing-23%; Adequate progress for Lowest 25% in reading-56%, in math-64; AMOs not met in reading: Black/African American, Hispanic, White, SWD, ED; AMOs not met in math: Black/African American, Hispanic, White, SWD, ED;

Instructional Coaches

# of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Lindsey Hampton		
Part-time / District-based	Years as Coach: 3	Years at Current School: 0

Areas	Reading/Literacy, RtI/MTSS
Credentials	BA -History M.Ed. Educational Leadership
Performance Record	District school grade of "C" for 2012-13; High standards in reading-53%, in math-55%, in writing-47%; Adequate progress for Lowest 25% in reading-60%, in math-57%; AMOs not met in reading: American Indian, Asian, Black/African American, Hispanic, White, SWD, ELL, ED; AMOs not met in math: American Indian, Asian, Black/African American, Hispanic, White, SWD, ELL, ED;

Classroom Teachers

# of classroom teachers
63

 # receiving effective rating or higher
63, 100%

 # Highly Qualified Teachers
86%

 # certified in-field
60, 95%

 # ESOL endorsed
38, 60%

 # reading endorsed
12, 19%

 # with advanced degrees
17, 27%

 # National Board Certified
1, 2%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
11, 17%

 # with 6-14 years of experience
21, 33%

 # with 15 or more years of experience
31, 49%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified
12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Conduct a school orientation for curriculum materials and school policies and procedures (Admin responsible)
Appoint a mentor teacher (Admin responsible)
Arrange for classroom visitations to observe exemplary strategies and techniques (Admin responsible)
Provide necessary training for technology and instructional programs (Admin responsible)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Upon the need for a new teacher we would do the following things to retain and educate the incoming faculty member:
Pairing of the new teacher with an experienced teacher will be used in conjunction with the district program
(MCIES) Marion County Instructional Evaluation System, to facilitate learning of the grade book, lesson planning, schedules, and any best practices.
An administrator is selected to work with these beginning teachers to ensure their assimilation into the culture of learning at FKMS. Walkthroughs, conversations, documentation and other means of monitoring will be used to ensure fidelity of the mentoring.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Develop a school based leadership team of representatives of all core instructional groups. The team then uses the available assessment systems to analyze key instructional and behavior data. Resources and action plans are then created as to how to problem solve the critical issues. Professional development and coaching are provided. Continuous monthly meetings occur to provide feedback as well as reassign resources as needed. This progress monitoring and intervention will support student growth data.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal is responsible for facilitating the leadership meetings. The curriculum Assistant Principal informs the committee regarding key data generated by students. The discipline AP informs the committee regarding key behavioral data generated by students. Guidance Counselors, School Psychologist, and Department chairs are responsible for channeling the action plan and on going monitoring to/from their departments. The non-instructional representative is the team's note-taker. These Synergy team participants are all responsible to help ensure that students needing interventions are targeted and resources assigned to these areas of need. Direct instruction programs will be used as needed. The Guidance Counselor's and Deans will monitor the students' behavior and attendance and frequent parent conferences when deemed necessary.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Through the use of walk thrus and evaluations, the principal and assistant principals monitor the fidelity of the instruction on a weekly basis. Additionally, accumulated data reflects the absence of core assessments and instruction in the classroom. The action plan from the SIP is addressed when the team meets periodically to set individual goals and progress monitor student growth. Teachers are included in the conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Marion County uses a variety of source data to progress monitor students. Successsmaker, I-Ready, Aimsweb, Perfomance Matters and TrueNorthLogic are all distict data sources available for analyzing data. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, AIMsWeb, and EOC's) as well as local assessements (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, Etc.) Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Adminstration and Synergy Team members will provide professional development to all staff through use of emails, in-services, faculty meetings, and bulletins. Parents and community members will also be informed of the on-going MTSS process through monthly school newsletters, SAC meetings, Connect5 messages, Parent/Teacher conferences, FKMS website, and various curriculum nights. On-going data (ex. attendance, unit deficiency numbers, discpline data, AIMsweb, and various other curriclum data will be shared in at our monthly department and grade level meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year: 5,900

Homework assistance and unit reviews occur weekly on Mondays and Wednesdays from 3:30-5:00. Tutoring sessions are staffed by Math and Language Arts teacher volunteers.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Homework tutors monitor student grades through open communication with Language Arts and Math teachers.

Who is responsible for monitoring implementation of this strategy?

Homework tutors

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Renee Dudley	Principal
Renee Jones	Assistant Principal, Curriculum
Heath Kennie	Assistant Principal, Discipline
Keith DeVilling	Guidance Counselor
Cheryl Moody	Guidance Counselor
Tamara Tucker	Dean of Students
Patrick Sasnett	Dean of Students
Deanna Bonnell	Behavioral Specialist
Nichole President	School Psychologist
Nadine Stokes	Resource Compliance Specialist
Lindsey Hampton	Reading Coach

How the school-based LLT functions

The LLT meets on the second monday of every month to discuss the needs of the school. Functions include determining school-wide learning and development areas in need of improvement, identifying barriers which have or could prohibit the school from meeting improvement goals, developing action plans to meet the school improvement goals, distributing and assigning resouces to implement plans, monitoring fidelity and effectiveness of core and tier 2 instruction, managing and coordinating efforts between all school teams, and supporting the problem solving efforts of other school teams.

Major initiatives of the LLT

The LLT will address attendance, school pride, and the writing curriculum across all school disciplines for this school year.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

During staff pre-planning week, teachers identified their students' state assessment scores in reading. Teachers utilize this data on an on-going basis in their instruction to align resources wisely to promote student success. Additionally, through the use of the school-wide read program, every homeroom teacher will participate in the correlating grade level book with integrate activities throughout all core classes.
Through the promotion of lexile scores and a new literacy program in the media center, all teachers will support our AR program.
Student data will be shared and analyzed in monthly grade level meetings. Core instruction will be modified as the data inidicates a need.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Vocational courses are aligned to promote relevance to the real world. Examples of this are:
• Agriscience imbeds the agronomy and how it is tied directly to our economy in food production resources and how our livestock production and research efforts align with supporting the needs of our future environment.
• Business Systems is aligned with Microsoft certification needs and business skills that students will need in both the academic and work environment.
• Technology has applications in plumbing, electronics, and other hands on applications of physics and math concepts.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Academic and career planning happens through the 8th grade social studies curriculum by utilizing the CHOICES program and Career and Education Planning coursework. By completing the interest profile students are given possible career opportunities and paths that promote successful completion of those vocational goals. All teachers participate in academic advising and course selection in the following ways:
1. Registration Presentations:
• Presentations will happen in the class rooms with teachers as a follow up to what is stated on the morning announcements. Please set aside some class time to review registration forms with your students and to make recommendations.
• Discuss the course offerings with students.
2. Proper placement of students:
• Encourage students to return their forms with signatures by the due dates. Choosing proper classes is critical to students' success. It is our responsibility to do everything we can to ensure that all students are placed in the proper classes.
3. Teacher recommendations are required for students to take a class marked with a "TR".
• If you are initialing the TR spot, you are stating that in your professional opinion the student is capable of succeeding in that class.
• Elective teachers should initial if their class has a prerequisite or application (Journalism, Computing for Colleges and Careers, and Ag officers). Critical Thinking students should see guidance for an application before turning in their request sheet because they will want their application complete when they turn in their request.

• Students with any D or F in your class should not be recommended.
• Sign only in your subject area (English to English, Math to Math etc). Teachers may not recommend outside of their subject area.

Strategies for improving student readiness for the public postsecondary level

With the implementation of the Common Core Curriculum it is our endeavor to incorporate writing strategies that will improve post- secondary readiness. Math practices have been implemented and the Core standards are being incorporated at all grade levels.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	48%	No	67%
American Indian				
Asian	73%	63%	No	75%
Black/African American	48%	27%	No	54%
Hispanic	60%	50%	No	64%
White	69%	47%	No	72%
English language learners	33%	15%	No	39%
Students with disabilities	39%	17%	No	45%
Economically disadvantaged	58%	34%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	310	28%	35%
Students scoring at or above Achievement Level 4	216	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		33%
Students scoring at or above Level 7	13	52%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	622	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	677	62%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	127	34%	39%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	49%	No	63%
American Indian				
Asian	78%	74%	No	80%
Black/African American	42%	23%	No	48%
Hispanic	60%	58%	No	64%
White	64%	72%	Yes	68%
English language learners	38%	5%	No	44%
Students with disabilities	37%	18%	No	43%
Economically disadvantaged	53%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	307	28%	33%
Students scoring at or above Achievement Level 4	160	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	54%	59%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	610	56%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	545	50%	55%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	46	4%	9%
Middle school performance on high school EOC and industry certifications	45	98%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	24%	29%
Students scoring at or above Achievement Level 4	35	76%	81%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	17%	22%
Students scoring at or above Achievement Level 4	57	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		72%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		38%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		15
Participation in STEM-related experiences provided for students	1090	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	533	48%	53%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	45	4%	9%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	67%	67%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	141	13%	8%
Students who fail a mathematics course	67	6%	3%
Students who fail an English Language Arts course	90	8%	4%
Students who fail two or more courses in any subject	71	7%	4%
Students who receive two or more behavior referrals	174	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	94	9%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will increase parental involvement in FKMS curriculum based activities from 3 events to 4 events this school year by hosting our Social Studies Countries Around the World, Science Night, Middle to High school transitional night, as well as our annual Open House.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent night opportunity	3	75%	100%

Goals Summary

G1. Students scoring at Level 3 and/or above will increase by 19%; Asian by 12%; African-American by 27%; Hispanic by 14%; White students by 25%; ELL by 24%; SWD by 28%; and ED by 29% in Reading.

G2. Students scoring at Level 3 and/or above in science will increase from 32% to 42%.

G3. Students scoring a 4.0 and/or above on FCAT writing will increase by 20% from 36% to 56%

G4. Students scoring at Level 3 and/or above will increase by 14%; Asian by 6%; Aftrican-American by 25%; Hispanic by 6%; ELL by 39%; SWD by 25%; and ED by 16% in Math.

Goals Detail

G1. Students scoring at Level 3 and/or above will increase by 19%; Asian by 12%; Aftrican-American by 27%; Hispanic by 14%; White students by 25%; ELL by 24%; SWD by 28%; and ED by 29% in Reading.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Curriculum curriculum: Rread to Achieve, Read180, Expert21, Successmaker 2.0, Wildside Chats
- Common Core Professional Development resources

Targeted Barriers to Achieving the Goal

- Lack of reading comprehension and vocabulary acquisition
- Lack of motivation for students to read

Plan to Monitor Progress Toward the Goal

Analyze AIMSweb data and adjust student placement and instructional resources as needed

Person or Persons Responsible
Reading Coach and Administrators

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Compare the improvement made between all three screenings as well as the growth in FCAT DSS level between this year and last year.

G2. Students scoring at Level 3 and/or above in science will increase from 32% to 42%.

Targets Supported
- Science - Middle School

Resources Available to Support the Goal
- Common Core Lead Teachers, Increased Hands on labs, Vocabulary building intergration into curriclum, Inquiry strategies, FCAs with written responses

Targeted Barriers to Achieving the Goal
- Lack of student motivation and ownership of learning
- Lack of grade level vocabulary

Plan to Monitor Progress Toward the Goal

On-going comparison of FCA science dats

Person or Persons Responsible
teachers and administrators

Target Dates or Schedule:
Monthly department meetings

Evidence of Completion:
FCA data results

G3. Students scoring a 4.0 and/or above on FCAT writing will increase by 20% from 36% to 56%

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal
- Professional Development on Instructional Writing Practices
- Document Based Questions
- Closed Reading Lessons
- Exit slips and summative writing
- Writing program from Language Arts classes

Targeted Barriers to Achieving the Goal
- Lack of instruction in new style of writing
- Lack of analytical thinking skills

Plan to Monitor Progress Toward the Goal

Compare QWA, RWAs, Demand Writings and FCAT Writes 2014

Person or Persons Responsible
Social Studies, Language Arts and Reading teachers; Administrators

Target Dates or Schedule:
End of Semester 1 and 2; End of the year

Evidence of Completion:
Performance Matters reports and department notes to show growth of writing techinique in answering DBQ prompts

G4. Students scoring at Level 3 and/or above will increase by 14%; Asian by 6%; Aftrican-American by 25%; Hispanic by 6%; ELL by 39%; SWD by 25%; and ED by 16% in Math.

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal
- Professional Development on Websites, tutorials, checklists, rubrics and surveys.

Targeted Barriers to Achieving the Goal
- Lack of Basic Math Skills

- Lack of Student Motivation

Plan to Monitor Progress Toward the Goal

Analyze instruction by performance data (FCA, FCAT, CEOCE, EOCs)

Person or Persons Responsible
Math teachers and administrators

Target Dates or Schedule:
Monthly at department and synergy meetings

Evidence of Completion:
Data and grades

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Students scoring at Level 3 and/or above will increase by 19%; Asian by 12%; Aftrican-American by 27%; Hispanic by 14%; White students by 25%; ELL by 24%; SWD by 28%; and ED by 29% in Reading.

G1.B1 Lack of reading comprehension and vocabulary acquisition

G1.B1.S1 All Level 1 and Level 2 studenst will receive intensive reading instruction through a corrective reading course or through their CAR-PD Social Studies curriculum.

Action Step 1

Assistant Principal for Curriculum and Reading coach will ensure that every student who is either a Level 1 or 2 reader according to the FCAT, will be appropriately placed in either an Intensive Reading or CAR-PD course.

Person or Persons Responsible

Assistant Principal for Curriculum and Reading Coach

Target Dates or Schedule

Start of school or the first day of a student's enrollment

Evidence of Completion

student class schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Conduct walk-thrus, monitor reading notebooks, provide feedback to instructional delivery

Person or Persons Responsible

Assistant Principals, Principal, Reading Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

agenda, feeback messages, evaluations

Plan to Monitor Effectiveness of G1.B1.S1

Analyze AIMSweb data as well as the Reading FCAT results

Person or Persons Responsible

Reading teachers, Reading Coach, Assistant Principals, Principal

Target Dates or Schedule

AIMSweb- 3 times a year; FCAT- at the end of the year

Evidence of Completion

AIMSweb reports, FCAT reports

G1.B2 Lack of motivation for students to read

G1.B2.S1 Teachers and Staff members will increase the school-wide particpation of the Accelerated Reader Program

Action Step 1

Maintain structured, well-publicized Accelerated Reader point reward system

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Increase in the number of AR tests administered and passed by students

Facilitator:

Media Specialists

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Run reports of student progress on AR tests

Person or Persons Responsible

Media Specialist and Library Committee

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Reports detailing student AR progress, Library Committee Notes

Plan to Monitor Effectiveness of G1.B2.S1

Analyze and compare FCAT Reading data

Person or Persons Responsible

Media Specialist, Library Committee, Principal

Target Dates or Schedule

End of the School year when FCAT results are published

Evidence of Completion

Comparison chart of both AR usages from last year and current year; Comparison of FCAT data from last year and current year

G2. Students scoring at Level 3 and/or above in science will increase from 32% to 42%.

G2.B1 Lack of student motivation and ownership of learning

G2.B1.S1 Students will participate in teacher-led Science Fun Nights

Action Step 1

By teaching thier parents during the Science Fun Night's, students will demonstrate the benchmarks learned in the classroom.

Person or Persons Responsible

Teachers, students, parents

Target Dates or Schedule

Once a sememster

Evidence of Completion

Parent sign-in log

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Attend department meetings to discuss the progression of the Science Fun Nights to ensure a successful program. After each event, feedback will be collected for possible improvements.

Person or Persons Responsible

Department Chair and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Department Notes,Parent/Student/Teacher feeback surveys

Plan to Monitor Effectiveness of G2.B1.S1

Analyze Science FCA results, CEOCE, and 8th grade FCAT results

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

monthly at department meetings and when the FCAT results are posted

Evidence of Completion

Comparison chart of FCA results compared to last year.

G2.B2 Lack of grade level vocabulary

G2.B2.S1 Implement weekly science reflections with grade level vocabulary

Action Step 1

Professional Development in how to Integrate Inquiry Reflection activity into the student's science journal

Person or Persons Responsible

science teachers

Target Dates or Schedule

monthly

Evidence of Completion

science journal entry

Facilitator:

Science Lead Teacher

Participants:

Science department members

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Grade and provide student feedback; share out at department meetings progression with student samples

Person or Persons Responsible

science teachers

Target Dates or Schedule

monthly

Evidence of Completion

Student Samples, FCA sort and long writing responses, quarterly FCA writing prompt

Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the writing rubric scores and compare them to the CEOCE and 8th grade FCAT science results

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

end of the year

Evidence of Completion

writing rubric scores with CEOCE and FCAT comparisions

G3. Students scoring a 4.0 and/or above on FCAT writing will increase by 20% from 36% to 56%

G3.B1 Lack of instruction in new style of writing

G3.B1.S1 Eliminate formula writing and incorporate DBQs (Document Based Question) strategies into Social Studies and Reading subject areas

Action Step 1

Align scoring rubric with FCAT writes

Person or Persons Responsible

Social Studies and Reading teachers

Target Dates or Schedule

Early Release Days

Evidence of Completion

Training rosters and MIP

Facilitator:

Common Core Lead Teachers, and Reading coach

Participants:

all social studies and reading teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Teachers will monitor students' participation in six DBQs during the school year and share out on-giong progress at deparment meetings

Person or Persons Responsible

teachers

Target Dates or Schedule

every six to eight weeks

Evidence of Completion

completed DBQs, department meeting notes

Plan to Monitor Effectiveness of G3.B1.S1

Student's individual DBQ scores will be compared with the corresponding FCAT Writes score to determine growth

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

End of the School Year

Evidence of Completion

Comparision of DBQ scores with FCAT Writes scores at the end of the year

G3.B2 Lack of analytical thinking skills

G3.B2.S1 Direct instruction in analysis of text

Action Step 1

Collaborate on text strategies

Person or Persons Responsible

All Language Arts and Social Studies teachers

Target Dates or Schedule

Monthly grade level meetings, department meetings, writing meetings

Evidence of Completion

student samples of proficient writings

Facilitator:

Common Core Lead teachers, administrators

Participants:

all Language Arts and Social Studies teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Verify that strategies are shared and implemented

Person or Persons Responsible

Language Arts and Social Studies Department Chairs

Target Dates or Schedule

End of Semester 1 and 2

Evidence of Completion

Lesson plans of all individuals

Plan to Monitor Effectiveness of G3.B2.S1

Analysis of QWA, Demand Writings, and FCAT Writes

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Quarterly and End of Year

Evidence of Completion

Performance Matters data compared to from last year and this year

G4. Students scoring at Level 3 and/or above will increase by 14%; Asian by 6%; Aftrican-American by 25%; Hispanic by 6%; ELL by 39%; SWD by 25%; and ED by 16% in Math.

G4.B1 Lack of Basic Math Skills

G4.B1.S1 Parent Involvement and education to support student needs.

Action Step 1

Stakeholders will work together to learn about computer resources, games, and tutorials to build basic math skills at the Math Night Open House

Person or Persons Responsible

The administration, faculty, staff, parents and students will

Target Dates or Schedule

Twice a year

Evidence of Completion

attendance rosters and published calendar

Facilitator:

Math department and administration

Participants:

Parents and students

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Rubrics and pre planning fidelity check lists

Person or Persons Responsible

Administrators, lead teachers, and math department

Target Dates or Schedule

Twice a year

Evidence of Completion

Surveys

Plan to Monitor Effectiveness of G4.B1.S1

Data from survey reflecting math skills improved

Person or Persons Responsible

Students and parents

Target Dates or Schedule

End of year

Evidence of Completion

Survey data compared to student results and data from testing

G4.B1.S2 Integrate Common core Math writing elements into instruction

Action Step 1

Provide professional development to our common core math lead teacher

Person or Persons Responsible

District curriculum team

Target Dates or Schedule

Monthly

Evidence of Completion

TDE's and action plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Observations of classroom instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Intensive Professional Development-Summer 2013 Ongoing in-service occurs monthly

Evidence of Completion

District Assessments, FCA's and FCAT results

Plan to Monitor Effectiveness of G4.B1.S2

Analyze instruction by perfomance data accumulated throughout the unit as well as culminating tests and quizzes

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Exit slips, homework, test/quiz/FCA grades

G4.B2 Lack of Student Motivation

G4.B2.S1 Modifying the Positive Behavior Support System to increase attendance and student school spirit at FKMS

Action Step 1

Develops, applies, modifies, and reflects upon the Positive Behavior Support strategy as it is rolled out

Person or Persons Responsible

PBS committee

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Committee Notes

Facilitator:

Assistant Principal for Discipline

Participants:

All math teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Attend committee meetings, conduct formal and informal inquiries of staff and student interest and opinion of strategy, analyze attendance data

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly agendas and notes, attendance rates, survery results

Plan to Monitor Effectiveness of G4.B2.S1

Compare attendance percentages rates with last year's data to show growth.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Chart comparision of last year's quarterly attendance rates with this year's rates

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Through Title l dollars, Ft. King Middle School coordinates with our district's migrant program for district funded school supplies and to utilize the district funded migrant liaison. The Migrant liaison works with our school and our families to identify students and provide needed referrals for families.

Through Title III dollars, services are provided by the district for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Through Title X dollars, the district homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students scoring at Level 3 and/or above will increase by 19%; Asian by 12%; Aftrican-American by 27%; Hispanic by 14%; White students by 25%; ELL by 24%; SWD by 28%; and ED by 29% in Reading.

G1.B2 Lack of motivation for students to read

G1.B2.S1 Teachers and Staff members will increase the school-wide particpation of the Accelerated Reader Program

PD Opportunity 1

Maintain structured, well-publicized Accelerated Reader point reward system

Facilitator

Media Specialists

Participants

All instructional staff

Target Dates or Schedule

On-going

Evidence of Completion

Increase in the number of AR tests administered and passed by students

G2. Students scoring at Level 3 and/or above in science will increase from 32% to 42%.

G2.B2 Lack of grade level vocabulary

G2.B2.S1 Implement weekly science reflections with grade level vocabulary

PD Opportunity 1

Professional Development in how to Integrate Inquiry Reflection activity into the student's science journal

Facilitator

Science Lead Teacher

Participants

Science department members

Target Dates or Schedule

monthly

Evidence of Completion

science journal entry

G3. Students scoring a 4.0 and/or above on FCAT writing will increase by 20% from 36% to 56%

G3.B1 Lack of instruction in new style of writing

G3.B1.S1 Eliminate formula writing and incorporate DBQs (Document Based Question) strategies into Social Studies and Reading subject areas

PD Opportunity 1

Align scoring rubric with FCAT writes

Facilitator

Common Core Lead Teachers, and Reading coach

Participants

all social studies and reading teachers

Target Dates or Schedule

Early Release Days

Evidence of Completion

Training rosters and MIP

G3.B2 Lack of analytical thinking skills

G3.B2.S1 Direct instruction in analysis of text

PD Opportunity 1

Collaborate on text strategies

Facilitator

Common Core Lead teachers, administrators

Participants

all Language Arts and Social Studies teachers

Target Dates or Schedule

Monthly grade level meetings, department meetings, writing meetings

Evidence of Completion

student samples of proficient writings

G4. Students scoring at Level 3 and/or above will increase by 14%; Asian by 6%; Aftrican-American by 25%; Hispanic by 6%; ELL by 39%; SWD by 25%; and ED by 16% in Math.

G4.B1 Lack of Basic Math Skills

G4.B1.S1 Parent Involvement and education to support student needs.

PD Opportunity 1

Stakeholders will work together to learn about computer resources, games, and tutorials to build basic math skills at the Math Night Open House

Facilitator

Math department and administration

Participants

Parents and students

Target Dates or Schedule

Twice a year

Evidence of Completion

attendance rosters and published calendar

G4.B2 Lack of Student Motivation

G4.B2.S1 Modifying the Positive Behavior Support System to increase attendance and student school spirit at FKMS

PD Opportunity 1

Develops, applies, modifies, and reflects upon the Positive Behavior Support strategy as it is rolled out

Facilitator

Assistant Principal for Discipline

Participants

All math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Committee Notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring at Level 3 and/or above will increase by 19%; Asian by 12%; African-American by 27%; Hispanic by 14%; White students by 25%; ELL by 24%; SWD by 28%; and ED by 29% in Reading.	$200
G2.	Students scoring at Level 3 and/or above in science will increase from 32% to 42%.	$300
G3.	Students scoring a 4.0 and/or above on FCAT writing will increase by 20% from 36% to 56%	$200
G4.	Students scoring at Level 3 and/or above will increase by 14%; Asian by 6%; Aftrican-American by 25%; Hispanic by 6%; ELL by 39%; SWD by 25%; and ED by 16% in Math.	$300
	Total	$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School Improvement Account	$700	$700
School Improvement	$300	$300
Total	$1,000	$1,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students scoring at Level 3 and/or above will increase by 19%; Asian by 12%; African-American by 27%; Hispanic by 14%; White students by 25%; ELL by 24%; SWD by 28%; and ED by 29% in Reading.

G1.B2 Lack of motivation for students to read

G1.B2.S1 Teachers and Staff members will increase the school-wide particpation of the Accelerated Reader Program

Action Step 1

Maintain structured, well-publicized Accelerated Reader point reward system

Resource Type

Professional Development

Resource

Paper

Funding Source

School Improvement Account

Amount Needed

$200

G2. Students scoring at Level 3 and/or above in science will increase from 32% to 42%.

G2.B2 Lack of grade level vocabulary

G2.B2.S1 Implement weekly science reflections with grade level vocabulary

Action Step 1

Professional Development in how to Integrate Inquiry Reflection activity into the student's science journal

Resource Type

Professional Development

Resource

Paper

Funding Source

School Improvement

Amount Needed

$300

G3. Students scoring a 4.0 and/or above on FCAT writing will increase by 20% from 36% to 56%

G3.B1 Lack of instruction in new style of writing

G3.B1.S1 Eliminate formula writing and incorporate DBQs (Document Based Question) strategies into Social Studies and Reading subject areas

Action Step 1

Align scoring rubric with FCAT writes

Resource Type

Professional Development

Resource

Paper

Funding Source

School Improvement Account

Amount Needed

$200

G4. Students scoring at Level 3 and/or above will increase by 14%; Asian by 6%; Aftrican-American by 25%; Hispanic by 6%; ELL by 39%; SWD by 25%; and ED by 16% in Math.

G4.B1 Lack of Basic Math Skills

G4.B1.S1 Parent Involvement and education to support student needs.

Action Step 1

Stakeholders will work together to learn about computer resources, games, and tutorials to build basic math skills at the Math Night Open House

Resource Type

Professional Development

Resource

Paper

Funding Source

School Improvement Account

Amount Needed

$300