

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROBERT H. JENKINS, JUNIOR MIDDLE

District Name: Putnam

Principal: Rick Surrency

SAC Chair: Alison Coyle

Superintendent:

Date of School Board Approval:

Last Modified on: 11/9/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rick Surrency	*BS in Social Studies; Masters Degree in Administration and Supervision; Doctorate Degree in Educational Leadership Certifications: Social Studies, Middle Grades, Educational Leadership	7	19	*2007 – C, AYP – No *2008 – B, AYP –No *2009 – B, AYP - No *2010 - B, AYP - No *2011 - B, AYP - No *2012 - C
Assis Principal	Tonya Whitehurst	BA in Math Education; Masters of Arts in Teaching, Additional coursework for Ed Leadership / Certifications: Mathematics 6-12, Middle Grades	4	7	Jenkins Middle School *2010 - B, AYP - No *2011 - B, AYP - No *2012 - C

43	2.3%(1)	18.6%(8)	48.8%(21)	27.9%(12)	41.9%(18)	93.0%(40)	16.3%(7)	0.0%(0)	27.9%(12)
----	---------	----------	-----------	-----------	-----------	-----------	----------	---------	-----------

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amber Symonds	Aris Tyler West	Common subject area / Experience with helping teachers getting oriented to the beginning teacher process	Ongoing meetings, classroom observations, check sheets for awareness, planning together
Lisa Giddings	Rebecca Thompson	Common subject area / Experience with helping teachers getting oriented to the beginning teacher process	Ongoing meetings, classroom observations, check sheets for awareness, planning together

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C- Migrant

In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D

See Title I, Part A. In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II

Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III

The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year by the IT;
- (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each school.
- (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;
- (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

Title X- Homeless

The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through SES or 21st Century are provided a nutritional snack.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the the Director of Professional Development.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration – Rick Surrency & Tonya Whitehurst, Guidance – Sandy Hurst & Marlene Ogle, CRT – Veronica Overturf, Staffing Specialist – Susan Wilkes, School Psychologist – Julie Sloan, Dean – Kenny Isom

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 MTSS Leadership Team will meet monthly to review individual student's intervention data. SWIS data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based MTSS team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. MTSS is a regular education initiative.

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 MTSS Leadership Team will work with the School Improvement Team to make sure that the RtI process is thoroughly integrated into the plan.

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.

- DIA (District Interim Assessments) for Reading, Math & Science
- PMP via online DATA STAR system
- FAIR & SRI for Reading
- Skyward for tracking behavior patterns and trends
- FCAT & Putnam Writes via online DATA STAR system
- Grades & attendance via SKYWARD (online gradebook)

Describe the plan to train staff on MTSS.

All MTSS processes are thoroughly discussed in faculty meetings as well as grade level team meetings.

Describe the plan to support MTSS.

During weekly leadership team meetings, the MTSS process is discussed and monitored.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Gale Overturf, Debra Gastelum, Renee Wright, Sherri Fields, Cynthia Leary, Lisa Giddings, Tonya Whitehurst, Rick Surrency

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

Meets monthly as part of the leadership team / develops plans for school wide reading programs and writing integration

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

Silent Sustained Reading, Summer Reading Projects, School Wide Red, Writing across the Content Areas

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 11/9/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

- * All teachers are trained with SFA for Reading Edge
- * All teachers are required to document literacy strategies within lesson plans
- * Use of reading strategies are monitored with Classroom Walkthroughs and observations
- * All teachers have been trained in Cooperative Learning strategies.
- * Each teacher will teach either Intensive Reading, Reading 1 or Critical Thinking.
- * Classroom Walk-throughs are conducted by the Administration and Curriculum Resource Teacher.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the end of the 2012-2013 school year there will be a 10% (36 students) decrease in the number of students scoring below LEVEL 3 in FCAT Reading at all grade levels for every subgroups which will result in an increase of 5% proficiency (from 52% to 57%) of the total population.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
Total: 52% (390)	Total: 57% (429)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	1. Attendance Incentives 2. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)
4	Consistent follow-through with the monitoring process	SFA Reading Edge, RTI, District curriculum alignment	Principal, Assistant Principal, CRT, District, Teacher,	Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT

			SFA/SREB coaches		
5	Consistent follow through with the monitoring process	Reading Edge in all classes – 60 minute daily reading block	Administration CRT Teacher	District Interim Assessments FAIR SRI	FCAT
6	Black subgroup and Students with Disabilities subgroup	Reading Edge for all students	Administration CRT Teacher	District Interim Assessments FAIR SRI	FCAT
7	Students regressing from Level 3 to Level 1 or 2	Intervention Teacher will target the students who are in danger of regressing for specific interventions	Intervention Teacher Administration	District Interim Assessments FAIR DAR SRI	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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	All students with an FAA score in reading scored above a Level 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	A. Attendance Incentives B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)

				organize various activities for students who are maintaining good grades in all classes	
4	Consistent follow-through with the monitoring process	SFA Reading Edge, RTI, District curriculum alignment	Principal, Assistant Principal, CRT, District, Teacher, SFA/SREB coaches	Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the end of the school year there will be 30% (5% increase) of our students will be level 4 & 5's.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total: 23% (173 students)	30% (226 students -- an increase of 53 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of low level questioning	Increase rigor and level of questioning	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT
2	Student engagement	Increase level of student engagement in classrooms	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT
3	Consistent monitoring	* Advanced Reading Classes * Highest level students are in 2 electives * Individual student data conferences * Gifted students are being served through Language Arts * New Language Arts curriculum (SpringBoard) to focus on higher cognitive complexity questioning	Administration, CRT, Teachers	District Interim Assessments SRI FAIR	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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	100% of students will continue to be at or above a Level 7 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of low level questioning	Increase rigor and level of questioning	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FAA
2	Student engagement	Increase level of student engagement in classrooms	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of the school year there will be an increase from 58% to 63% of the students showing learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (436)	63% (474)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / GRADE LEVELS meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievement	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring.	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports

				C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	from Skyward)
4	Consistent follow-through with the monitoring process	SFA Reading Edge, RTI, District curriculum alignment	Principal, Assistant Principal, CRT, District, Teacher, SFA/SREB coaches	Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT
5	Consistent follow through with monitoring	*Reading Edge *SpringBoard Language Arts Curriculum	Administration, CRT, Teacher	District Interim Assessment SRI FAIR	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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	A. Attendance Incentives B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)

			Committee will plan and organize various activities for students who are maintaining good grades in all classes	
--	--	--	---	--

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the end of the school year there will be an increase from 49% to 54% of the students in the lowest 25% making learning gains in Reading. At this time we have 120 students in our lowest quartile for reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (59)	54% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievement	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)
4	5. Below grade level in reading	All intensive reading classes will have a assigned instructional assistant or reading tutor to assist with fluency, vocabulary and	Instructional Assistant / Reading Tutor	SRI, FAIR, Fluency Timings	FCAT

		comprehension			
5	Consistent follow through with the monitoring process	*Reading Edge for all students in the lowest quartile with aggressive placement *Springboard Curriculum for Language Arts	Administration CRT Teacher	District Interim Assessments SRI FAIR	FCAT
6	Need for additional resources	Target students in lowest quartile for additional intervention strategies	Administration CRT Intervention Teacher	Use of Intervention teacher to provide additional time and resources for lower level students	FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By 2017, we will see a reduction in our achievement gap by increasing our %proficient each year by 4% points. This will allow us to go from 52% proficient to 78% proficient thus reducing our 48% non-proficient by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By the end of the year, the White & Black subgroups will show a 10% decrease in the number of students not proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% (328) / Black: 33% (81)	White: 77% (347 out of 450 students) / Black: 40% (98 out of 244 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Eagles Fly on Time - School Wide Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms meeting attendance goals B. Rtl meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings E. Eagle Patrol	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. Rtl Team E. Guidance	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. Rtl meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings

				E. Students are assigned to various locations of school to help monitor transition behavior	E. Guidance Documentation & Discipline Records on Skyward
3	3. Student Achievement	A. Academic Lunch Bunch B. Scales / rubrics in all classrooms to identify levels of performance on learning goals	A. Asst. Principal, Lunch Bunch Instructional Assistant B. Teachers / Administration	A. Students not completing classwork/homework are assigned to Academic Lunch Bunch on a daily basis until work is completed. B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring.	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano)
4	Consistent follow through of monitoring process.	*Reading Edge for all students *All teachers will complete a class dashboard to identify their students within each subgroup.	Administration CRT Teachers	ThinkGate SRI FAIR	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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By the end of the school year, there will be a 10% decrease in the number of non-proficient students with the Economically Disadvantaged subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (190 out of 474 students)	46% (218 out of 474 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Eagles Fly on Time - School Wide Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings E. Eagle Patrol	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team E. Guidance	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns E. Students are assigned to various locations of school to help monitor transition behavior	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings E. Guidance Documentation & Discipline Records on Skyward
3	3. Student Achievement	A. Academic Lunch Bunch B. Scales / rubrics in all classrooms to identify levels of performance on learning goals	A. Asst. Principal, Lunch Bunch Instructional Assistant B. Teachers / Administration	A. Students not completing classwork/homework are assigned to Academic Lunch Bunch on a daily basis until work is completed. B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring.	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano)
	Consistent follow through of the monitoring process	*Reading Edge for all students *All teachers will	Administration CRT Teacher	ThinkGate SRI FAIR	FCAT

4		complete a class dashboard to identify their students within each subgroup.		
---	--	---	--	--

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TIF Sessions for Planning and data analysis of benchmarks	6-8	District DDI Team	Language Arts, Reading, Science & Social Studies teachers	Monthly	Lesson Plans	DDI Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental material for Intensive Reading Classes	REWARDS (Sopris West)	Textbook Funds	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	For 2013 we expect a 10% increase in the number of ESOL students (8 out of 13) proficient on Listening & Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

57% (4 out of 7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring.	CELLA FCAT

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	CELLA FCAT

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

3. Students scoring proficient in writing.

CELLA Goal #3:

For 2013 we expect a 10% increase in the number of ESOL students (8 out of 13) proficient in Writing.

2012 Current Percent of Students Proficient in writing:

57% (4 out of 7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	CELLA FCAT

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By the end of the school year, there will be a 10% decrease in the total number of non-proficient students in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (376)	55% (414)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	1. Attendance Incentives 2. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. Rtl meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. Rtl Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss individual student needs D. Rtl meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)
4	Consistent follow-through with the monitoring process	SFA Reading Edge, RTI, District curriculum alignment	Principal, Assistant Principal, CRT, District, Teacher, SFA/SREB coaches	Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT
5	*Consistent follow through of monitoring process	Power Teaching in all classes	Administration CRT Teacher	District Interim Assessments	FCAT
	*Covering all benchmarks	*Use of district pacing guides & curriculum maps	Administration CRT	District Interim Assessments Walkthroughs	FCAT

6		*Continuous Improvement Model for reteaching and enrichment of benchmarks *Model lesson plans on district WIKI website	District Teacher	Monitoring of Lessons	
7	Lowest Quartile students in Intensive Math	*All 6th & 7th grade lowest quartile students will be enrolled in an intensive math class during the 1st semester in place of an elective. *8th grade lowest quartile students will be pulled during 3rd 9 weeks for remediation	Intensive Math Teacher Administration	Accelerated Math	Accelerated Math Reports 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	For the 2012-2013 school year, there will be a decrease of 20% of students scoring at Levels 4, 5 or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6 out of 13 students)	35% (5 students out of 13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	A. Attendance Incentives B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying

				monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	students (reports from Skyward)
4	Consistent follow-through with the monitoring process	SFA Reading Edge, RTI, District curriculum alignment	Principal, Assistant Principal, CRT, District, Teacher, SFA/SREB coaches	Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the end of the year, 30% of students (226) will score Level 4 & 5 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (166)	30% (226)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of low level questioning	Increase rigor and level of questioning	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT
2	Student engagement	Increase level of student engagement in classrooms	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT
3	*Challenging high level learners	Increase number of advanced math classes for all grade levels	Administration CRT Teacher	District Interim Assessments	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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By the end of the year there will be an increase of 20% of the FAA students scoring a Level 7 or above in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (7 out of 13)	65% (8 out of 13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
--	---------------------	----------	---	---	-----------------

1	The amount of low level questioning	Increase rigor and level of questioning	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FAA
2	Student engagement	Increase level of student engagement in classrooms	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the end of the year, there will be a 10% decrease in students not making Learning Gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (444)	63% (474)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / GRADE LEVELS meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievement	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)
	Consistent follow-through	SFA Reading Edge, RTI,	Principal, Assistant	Interim Assessments,	FCAT

4	with the monitoring process	District curriculum alignment	Principal, CRT, District, Teacher, SFA/SREB coaches	FAIR, SRI, Cyle tests, FCAT, iObservation	
5	Covering all benchmarks for mastery	*District pacing guides and curriculum maps *PowerTeaching	Administration CRT Teacher	District Interim Assessments WalkThroughs Monitoring of lessons	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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	A. Attendance Incentives B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the end of the year, there will be a 5% increase in the overall number of students in the lowest quartile making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (58 out of 115 students)	55% (64 out of 115 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievement	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)
4	4. Lack of basic skills	A. Intensive Math class for lowest quartile for 6th & 7th grade during 1st semester B. Weekly pull outs for 8th grade lowest quartile	A. Intensive Math Teacher B. Math Tutor	A. Accelerated Math Data B. Classroom grades	FCAT
5	Need for additional resources	Intervention resources	Administration CRT Intervention Teacher	District Interim Assessments	FCAT
	Lowest Quartile students in Intensive Math	*All 6th & 7th grade lowest quartile students	Intensive Math Teacher	Accelerated Math	Accelerated Math Reports

6	will be enrolled in an intensive math class during the 1st semester in place of an elective. *8th grade lowest quartile students will be pulled during 3rd 9 weeks for remediation	Administration	FCAT
---	---	----------------	------

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # By 2017, we will see a reduction in our achievement gap by increasing our %proficient each year by 4% points. This will allow us to go from 50% proficient to 75% proficient thus reducing our 50% non-proficient by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	58	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By the end of the school year there will be a 10% decrease in non-proficient students in math for the White & Black subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 59% (266 out of 450) / Black - 33% (81 out of 244)	White - 63% (284) / Black - 40% (98)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Eagles Fly on Time - School Wide Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings E. Eagle Patrol	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team E. Guidance	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns E. Students are assigned to various locations of school to help monitor transition behavior	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings E. Guidance Documentation & Discipline Records on Skyward
	3. Student Achievement	A. Academic Lunch Bunch	A. Asst. Principal,	A. Students not	A. Check list of

3		B. Scales / rubrics in all classrooms to identify levels of performance on learning goals	Lunch Bunch Instructional Assistant B. Teachers / Administration	completing classwork/homework are assigned to Academic Lunch Bunch on a daily basis until work is completed. B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring.	students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano)
4	Identification of students in sub-groups	All teachers will complete an individual dashboard to identify students in targeted subgroups for each class	Administration CRT Teacher	District Interim Assessments	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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By the end of the school year there will be a 10% decrease in non-proficient students in math for the Economically Disadvantaged subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (185 out of 474)	45% (213 out of 474)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	A. Eagles Fly on Time - School Wide Attendance Incentive B. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings E. Eagle Patrol	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team E. Guidance	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly tome to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns E. Students are assigned to various locations of school to help monitor transition behavior	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings E. Guidance Documentation & Discipline Records on Skyward
3	3. Student Achievement	A. Academic Lunch Bunch B. Scales / rubrics in all classrooms to identify levels of performance on learning goals	A. Asst. Principal, Lunch Bunch Instructional Assistant B. Teachers / Administration	A. Students not completing classwork/homework are assigned to Academic Lunch Bunch on a daily basis until work is completed. B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring.	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano)
4	Identification of students in sub-groups	All teachers will complete an individual dashboard to identify students in targeted subgroups for each class	Administration CRT Teacher	District Interim Assessments	FCAT

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In 2012-2013 we will maintain 100% of our Algebra students scoring at a level 3 or higher on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (66 students)	100% (77 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student Attendance	1. Attendance Incentives 2. Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	A. Monitor attendance records through Skyward -- incentives rewarded to classrooms / grade levels meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns	A. Skyward B. Skyward & Follow-up Meetings
2	2. Student Behavior	A. Eagles with Excellence B. Class Councils C. Advisor / Advisee D. Behavior Child Study Meetings	A. Teachers B. 1st Period Teachers C. 1st Period Teachers, Guidance, Administration D. RtI Team	A. Weekly certificates to students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss individual student needs D. RtI meetings to discuss individual strategies for behavior concerns	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievement & Motivation	A. Lunch Remediation & Homework Ave B. Scales / rubrics in all classrooms to identify levels of performance on learning goals C. Periodic incentives for C's & above	A. Classroom Teachers B. Teachers / Administration C. Celebrations Committee	A. Students not completing classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance through frequent monitoring. C. Celebrations Committee will plan and organize various activities for students who are maintaining good grades in all classes	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying students (reports from Skyward)
4	Consistent follow-through with the monitoring process	SFA Reading Edge, RTI, District curriculum alignment	Principal, Assistant Principal, CRT, District, Teacher, SFA/SREB coaches	Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	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 group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2012-2013 there will be a 10% increase in the number of students scoring a Level 4 or higher on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (21 out of 66 students)	34% (26 out of 77 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of low level questioning	Increase rigor and level of questioning	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT
2	Student engagement	Increase level of student engagement in classrooms	Teachers / Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation	FCAT

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	
---	--

Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TIF Sessions for Planning and data analysis of benchmarks	6-8	DDI Team	All math teachers	Monthly	Lesson Plans	DDI Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with workbooks	Student workbooks	textbook funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
All math teachers to have a smart board to increase student engagement	Smartboards	Title 1	\$7,500.00
			Subtotal: \$7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TIF Sessions	Subs for teachers	District	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,000.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		By the end of the school year there will be at least a 10% increase in the number of 8th graders scoring a Level 3 or above on FCAT Science.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
38% (87 out of 227 students)			48% (122 out of 254 students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Having all students engaged	Project Lead The Way for all students in all grade levels	Administration CRT Science Teachers	District Interim Assessments Walk Throughs	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 group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		NA			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of the school year, the percent of 8th grade students scoring a Level 4 or 5 on FCAT Science will increase from 8% to 10%.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
8% (18 out of 227)			10% (23 out of 227)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenging high level learners	*Cooperative Learning *Project Lead The Way	Administration CRT	District Interim Assessments Walk Throughs	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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NEFEC BRIDGES team	6-8	NEFEC	Renee Wright, Sherri Fields, Amanda Bennett, Tonya Whitehurst, Rick Surrency	Every other month	Action Plan of integrating Math CCSS	Administration
TIF Session	6 - 8	DDI Team	Science teachers	Quarterly	Lesson Plans	DDI team

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the end of the year, there will be a 2% increase in 8th grade students scoring Level 3 and above on FCAT writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (177 out of 227 students)	80% (203 out of 254 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent follow through	*All students will participate in Putnam Writes 4 times / year *8th Grade students will participate in an intensive Writing Workshop *All students will be required to complete reseach papers/projects *Writing across the content area with CCSS integration	Administration CRT Teacher	Putnam Writes	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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA - no 8th graders for 2012-2013 school year.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Students will demonstrate proficiency on the 2012-13 End of Course Exam in Civics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	Students will meet or exceed the district average for the Civics EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Content Complexity	1.1 Aligning engaging instruction with standards.	1.1. Administration, Civics teachers, Social Studies Department Chair.	1.1. Teacher Observations, District Interim Assessments and End of Course Exam.	1.1. End of Course Exam

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Proper placement of Civics students.	2.1. Reviewing FCAT data and reviewing reading data.	2.1. Administration	2.1. District Interim Assessments and End of Course Exam.	2.1. End of Course Exam.

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pacing guides-Civics	7th gr. Civics	Teacher Incentive Fund (TIF) leader - District DDI team	Cross curricular teams attending TIF sessions.	Monthly	Teacher are doing lesson plans based on information from sessions.	Administration

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By the end of the year, there will be a 10% decrease in the number of students with excessive absences and a 10% decrease in the number of students with excessive tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (663)	95% (724)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
149	110

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
134	100

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming to school consistently and on time	*Implementation of a schoolwide attendance & tardy incentive -- Eagles Fly On Time *Implementation of a Sunshine Club for targeted students with potential excessive tardies * Implementation of Advisor / Advisee program	Administration Guidance	Monthly monitoring of attendance and tardy rates	Attendance & tardy Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:	In 2012-13, no more than 158 students will be assigned to ISS and no more than 133 will be OSS.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
1024 days of In School Suspension	Will reduce number of In School Suspensions by 5% (973)				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
166 students were assigned to In School Suspension	Will reduce number of students assigned to In School Suspension by 5%. (158)				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
822 days of Out of School Suspension	Will reduce number of Out of School Suspensions by 5% (781)				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
140 students were suspended Out of School	Will reduce number of students suspended Out of School by 5% (133)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with repeated discipline problems.	*Use of Solutions Plus * Incentives for positive behavior * Advisor / Advisee program *RtI	*Dean - Kenny Isom *Assistant Principal - Tonya Whitehurst	*Progress monitoring of discipline reports on Skyward	Final reports from Skyward

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review school wide discipline plan.	6-8	Team Leaders	Grade level Meetings	Bi-Weekly (1st & 3rd Mondays)	Team meeting notes.	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By the end of the year there will be a 3% increase in the total number of parents that participate in parent activities through-out the year (not including Open House).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (75)	13% (100)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	*Grade Level Parent Sessions *Parent Volunteers *Newsletter *Website *Neighborhood Blitz *Parking Lot Blitz	Administration Guidance	Monitor sign-in sheets at all activities	Sign-In Sheets Parent Surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:		All students will be enrolled in a science course with Project Lead the Way curriculum for at least one quarter.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resources for modules	Ensure that all teachers have appropriate resources for each of the PLTW modules	District Science Contact		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE CTE Goal #1:		During the 2012 - 2013 school year, we will be implementing a Health Science career academy starting with one group of 6th graders.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of smart boards to enhance student engagement	Smart Boards for both classrooms	Perkins Grant - CTE (District level)	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance at Model Schools Conference to learn about small learning communities	Model Schools Conference	Perkins Grant - CTE (District level)	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Grand Total: \$6,000.00

End of CTE Goal(s)

Additional Goal(s)

Technology Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Technology Goal Technology Goal #1:		To increase the level of technology use by students with project based learning.		
2012 Current level:		2013 Expected level:		
50% (357) of students used technology for class assignments at a proficient level		80% (571) of students will use technology for class assignments at a proficient level.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

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

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

End of Technology Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental material for Intensive Reading Classes	REWARDS (Sopris West)	Textbook Funds	\$4,000.00
Mathematics	Provide students with workbooks	Student workbooks	textbook funds	\$2,000.00
				Subtotal: \$6,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	All math teachers to have a smart board to increase student engagement	Smartboards	Title 1	\$7,500.00
CTE	Use of smart boards to enhance student engagement	Smart Boards for both classrooms	Perkins Grant - CTE (District level)	\$3,000.00
				Subtotal: \$10,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	TIF Sessions	Subs for teachers	District	\$2,500.00
CTE	Attendance at Model Schools Conference to learn about small learning communities	Model Schools Conference	Perkins Grant - CTE (District level)	\$3,000.00
				Subtotal: \$5,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$22,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 11/2/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Meet monthly to monitor school wide data

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Putnam School District ROBERT H. JENKINS, JUNIOR MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	63%	85%	43%	255	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	65%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	64% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					508	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Putnam School District ROBERT H. JENKINS, JUNIOR MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	64%	95%	40%	266	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	64%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	60% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					510	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested