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

Endorsement; Educational Leadership	
Leadership	

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All Content Areas	Veronica Overturf	BA - Elementary Education Certifications: ESOL, Reading Endorsement	1	7	District coach for last 3 years

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	All teachers interviewed and hired for the 2011 - 2012 school year were Degreed and every effort was made to insure that they were hired in their field of certification.			
2		Administration / Human Resources	Ongoing	
3	New Teacher Mentor Program	Administration / District / Mentor Teachers	Ongoing	
4	Common Core Training through TIF Sessions	Administration / DDI team	Ongoing	
5	Literacy Design Collaborative Training	Administration / SREB / CRT	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7% (3 out of 43 instructional positions)	Time provided to take appropriate certification exams; district reimburses for courses completed for required endorsements

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	Effective	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers

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		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		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.

-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 applicable.	school programs as
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	v of every teacher
	y or 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	
lote: Required for High School - Sec. 1003.413(g)(j) F.S.	
low does the school incorporate applied and integrated courses to help students see the relationships between the course to their future?	een subjects and
How does the school incorporate students' academic and career planning, as well as promote student course students' course of study is personally meaningful?	selections, so that
Postsecondary Transition	
lote: Required for High School - Sec. 1008.37(4), F.S.	
Describe strategies for improving student readiness for the public postsecondary level based on annual analys reedback Report	sis of the <u>High Schoo</u>

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* Whei	n using percentages, include	the number of students the p	percentage represents	(e.g., 70% (35)).			
	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and c	define areas in need		
readi		g at Achievement Level ((36 students) d below LEVEL 3 i subgroups which	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 Perforn	nance:	2013 Expected	Level of Performance:			
Total:	52% (390)		Total: 57% (429	9)			
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	1. Student Attendance	Attendance Incentives Attendance Child Study Meetings	Teachers B. Guidance	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	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	students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings		
3	3. Student Achievment & 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, CRT,	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		District Interim Assessments FAIR SRI	FCAT
6	Black subgroup and Students with Disabilities subgroup	5 5	CRT	District Interim Assessments FAIR SRI	FCAT
7	0 0	9	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. All students with an FAA score in reading scored above a Level 6. Reading Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: NA NA Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Student Attendance A. Attendance Incentives A. 1st Period A. Skyward A. Monitor attendance B. Attendance Child Teachers records through Skyward B. Skyward & Study Meetings B. Guidance -- incentives rewarded to Follow-up Meetings Counselors & Data classrooms / grade levels Clerk meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns Student Behavior A. Eagles with Excellence A. Teachers A. Weekly certificates to A. Record of B. 1st Period B. Class Councils students with improved Certificates C. Advisor / Advisee Teachers behavior B. Walk-through D. Behavior Child Study C. 1st Period B. Weekly meetings to observations, Meetings Teachers, discuss class concerns, teacher Guidance, rules, procedures documentation 2 Administration C. Weekly time to discuss C. Walk-through D. RtI Team observations, individual student needs D. RtI meetings to teacher discuss individual documentation strategies for behavior D. Skyward & concerns Follow-Up meetings Student Achievment & A. Lunch Remediation & A. Classroom A. Students not A. Check list of Motivation Teachers students Homework Ave completing B. Scales / rubrics in all B. Teachers / classwork/homework are attendance and classrooms to identify Administration completion of work assigned to Lunch levels of performance on C. Celebrations Remediation (student grades) Committee B. iObservations learning goals B. All teachers use C. Periodic incentives for Feedback Results scales/rubrics for all C's & above lessons to determine (Marzano) 3 level of performance C. Grade level lists through frequent of qualifying monitoring. students (reports

C. Celebrations

Committee will plan and

from Skyward)

			organize various activities for students who are maintaining good grades in all classes	
	District curriculum alignment	Principal, CRT,	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:

3 3 1	
	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	

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	on the analysis of studen provement for the following		ererence to "Guiding	g Questions", identify and o	ieime areas in need	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:			By the end of the	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 Perforr	mance:	2013 Expected	d Level of Performance:		
58% (436)			63% (474)			
	Pr	roblem-Solving Process	to Increase Studer	nt 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 LEVELSmeeting attendance goals B. Rtl meetings to discuss individual strategies for attendance concerns	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. Rt1 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	Certificates B. Walk-through observations, teacher documentation C. Walk-through	
3	3. Student Achievment	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		District curriculum	Principal, CRT,	FAIR, SRI,Cyle tests, FCAT, iObservation	FCAT
5	Consistent follow through with monitoring	0 0	CRT, Teacher	District Interim Assessment SRI FAIR	FCAT

				171111	
	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
	lorida Alternate Assessn entage of students makir ng.				
Read	ing Goal #3b:				
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:	
	Pr	oblem-Solving Process t	to Increase Studer	nt 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	Teachers B. Guidance	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	Follow-up Meeting
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	Certificates B. Walk-through observations, teacher documentation
3	Student Achievment & 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)

1		
	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:

B !! 6 ! !! 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. Rtl meetings to discuss individual strategies for attendance concerns	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. 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 Achievment	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			
	students in the lowest	CRT Teacher	District Interim Assessments SRI FAIR	FCAT
Need for additional resources	7	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%.			increasing ou will allow us	will see a reduction for the second se	ch year by 4% point proficient to 78%	nts. This
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:

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	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	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	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 Achievment	B. Scales / rubrics in all classrooms to identify levels of performance on	Lunch Bunch Instructional Assistant	classwork/homework are assigned to Academic Lunch Bunch on a daily basis until work is	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano)
4	Consistent follow through of monitoring process.	0 0	Administration CRT Teachers	ThinkGate SRI FAIR	FCAT

Based on the analysis o of improvement for the		data, and refer	ence to "G	Guiding Questions", iden	tify and define areas in need	
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-Solvir	ng Process to I	ncrease S	Student Achievement		
for				Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data S	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	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. Rtl meetings to discuss individual strategies for behavior concerns E. Students are assigned to various locations of school to help monitor transition behavior	teacher documentation D. Skyward & Follow-Up meetings
3	3. Student Achievment	A. Academic Lunch Bunch B. Scales / rubrics in all classrooms to identify levels of performance on learning goals	A. Asst. Prinicpal, 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		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		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)/Materi	al(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.

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

Stude	ents read in English at gra	ade level text in a manne	r similar to non-EL	L students.	
2. Stu	udents scoring proficie	nt in reading.			
CELL	A Goal #2:				
2012	Current Percent of Stu	idents Proficient in read	ding:		
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1	Student Achievment & 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	Teachers	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	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.

classes

2012	2012 Current Percent of Students Proficient in writing:							
57%	57% (4 out of 7)							
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Student Achievment & 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	Teachers	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 Progr			Available
Strategy	Description of Resources	Funding Source	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 Developn	nent		
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. By the end of the school year, there will be a 10% decrease in the total number of non-proficient students in math. Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 50% (376) 55% (414) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy 1. Attendance Incentives A. 1st Period A. Skyward 1. Student Attendance A. Monitor attendance records through Skyward B. Skyward & 2. Attendance Child Teachers Study Meetings B. Guidance -- incentives rewarded to Follow-up Meetings Counselors & Data classrooms / grade levels Clerk meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns 2. Student Behavior A. Eagles with Excellence A. Teachers A. Weekly certificates to A. Record of B. Class Councils B. 1st Period students with improved Certificates C. Advisor / Advisee Teachers behavior B. Walk-through D. Behavior Child Study C. 1st Period B. Weekly meetings to observations, Meetings Teachers, discuss class concerns, teacher Guidance, rules, procedures documentation 2 Administration C. Weekly time to discuss C. Walk-through D. RtI Team individual student needs observations. D. RtI meetings to discuss teacher individual strategies for documentation behavior concerns D. Skyward & Follow-Up meetings 3. Student Achievment & A. Lunch Remediation & A. Classroom A. Students not A. Check list of Motivation Homework Ave Teachers completing students B. Teachers / classwork/homework are B. Scales / rubrics in all attendance and classrooms to identify Administration assigned to Lunch completion of work levels of performance on C. Celebrations Remediation (student grades) B. iObservations learning goals Committee B. All teachers use C. Periodic incentives for scales/rubrics for all Feedback Results C's & above lessons to determine level (Marzano) 3 C. Grade level lists of performance through of qualifying frequent monitoring. students (reports C. Celebrations Committee will plan and from Skyward) organize various activities for students who are maintaining good grades in all classes Consistent follow-SFA Reading Edge, RTI, Principal, Assistant Interim Assessments, **FCAT** FAIR, SRI, Cyle tests, through with the District curriculum Principal, CRT, monitoring process alignment District, Teacher, FCAT, iObservation SFA/SREB coaches *Consistent follow Power Teaching in all Administration District Interim FCAT 5 through of monitoring classes CRT Assessments process Teacher *Use of district pacing Administration District Interim *Covering all benchmarks **FCAT** quides & curriculum maps CRT **AssessmentsWalkthroughs**

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	lowest quartile students	Intensive Math Teacher Administration		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.

For the 2012-2013 school year, there will be a decrease of

Mathematics Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

20% of students scoring at Levels 4, 5 or 6.

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	Teachers B. Guidance	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	
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	students with improved behavior B. Weekly meetings to discuss class concerns, rules, procedures C. Weekly time to discuss	A. Record of Certificates B. Walk-through observations, teacher documentation C. Walk-through observations, teacher documentation D. Skyward & Follow-Up meetings
3	Student Achievment & 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	classwork/homework are assigned to Lunch Remediation B. All teachers use scales/rubrics for all lessons to determine level of performance	A. Check list of students attendance and completion of work (student grades) B. iObservations Feedback Results (Marzano) C. Grade level lists of qualifying

				0	students (reports from Skyward)
4	Consistent follow-through with the monitoring process	5 5 ,	Principal, CRT,	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. By the end of the year, 30% of students (226) will score Level 4 & 5 in math. Mathematics Goal #2a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 22% (166) 30% (226) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool** Anticipated Barrier Strategy Responsible for Effectiveness of Monitoring Strategy Increase rigor and level FCAT The amount of low level Walkthroughs, lesson Teachers / questioning of questioning Administration / plans, Interim CRT Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation Student engagement Increase level of student Teachers / Walkthroughs, lesson FCAT engagement in Administration / plans, Interim CRT 2 classrooms Assessments, FAIR, SRI, Cyle tests, FCAT, iObservation

*Challenging high level

learners

3

Increase number of

for all grade levels

advanced math classes

	on the analysis of student provement for the following		efere	ence to "Guiding	Questions", identify and o	define areas in need
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)		
	Pr	oblem-Solving Process	to I i	ncrease Studen	t Achievement	
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Administration

CRT

Teacher

District Interim

Assessments

FCAT

1	The amount of low level questioning	of questioning	Administration / CRT	Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI,Cyle tests, FCAT, iObservation	FAA
2	Student engagement	. 3.3.		Walkthroughs, lesson plans, Interim Assessments, FAIR, SRI,Cyle tests, FCAT, iObservation	FAA

				iObservation	
	I on the analysis of stude provement for the followin	nt achievement data, and rea	eference to "Guiding	g Questions", identify and o	define areas in need
3a. Fo		students making learning	By the end of the	he year, there will be a 10 aking Learning Gains in ma	
2012	Current Level of Perfor	mance:	2013 Expected	d Level of Performance:	
59% ((444)		63% (474)		
	Р	roblem-Solving Process t	to Increase Studer	nt 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 LEVELSmeeting attendance goals B. Rtl meetings to discuss individual strategies for attendance concerns	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 Achievment	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	
	Canalatant fallan, the	L CEA Deading Edge DT	Deimainal Assistant	Interior Assessment	C A T

Consistent follow-through SFA Reading Edge, RTI, Principal, Assistant Interim Assessments,

4	with the monitoring process	alignment		FAIR, SRI,Cyle tests, FCAT, iObservation	
	Covering all benchmarks for mastery	1 00	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. NA Mathematics Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: NA NA Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Student Attendance A. Attendance Incentives A. 1st Period A. Monitor attendance A. Skyward records through Skyward B. Skyward & B. Attendance Child Teachers Study Meetings B Guidance -- incentives rewarded to Follow-up Meetings classrooms / grade levels Counselors & Data Clerk meeting attendance goals B. RtI meetings to discuss individual strategies for attendance concerns A. Weekly certificates to A. Record of Student Behavior A. Eagles with Excellence A. Teachers B. Class Councils B. 1st Period students with improved Certificates C. Advisor / Advisee Teachers B. Walk-through behavior D. Behavior Child Study C. 1st Period B. Weekly meetings to observations, Meetings Teachers, discuss class concerns, teacher rules, procedures documentation Guidance. 2 Administration C. Weekly time to discuss C. Walk-through D. RtI Team individual student needs observations, D. RtI meetings to teacher discuss individual documentation strategies for behavior D. Skyward & concerns Follow-Up meetings Student Achievment & A. Lunch Remediation & A. Classroom A. Students not A. Check list of Motivation Homework Ave Teachers students completing B. Scales / rubrics in all B. Teachers / classwork/homework are attendance and Administration completion of work classrooms to identify assigned to Lunch C. Celebrations levels of performance on Remediation (student grades) learning goals Committee B. All teachers use B. iObservations C. Periodic incentives for scales/rubrics for all Feedback Results C's & above lessons to determine (Marzano) C. Grade level lists 3 level of performance through frequent of qualifying monitoring. students (reports C. Celebrations from Skyward) Committee will plan and organize various activities for students who are maintaining good

grades in all classes

	CAT 2.0: Percentage of stu					
(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	2 Current Level of Perforn	nance:	2013 Expected	d Level of Performance:		
50%	(58 out of 115 students)		55% (64 out of	115 students)		
	Pr	oblem-Solving Process t	to Increase Studer	nt 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. Rtl meetings to discuss individual strategies for attendance concerns	Follow-up Meetings	
2	2. Student Behavior	A. Eagles with ExcellenceB. Class CouncilsC. Advisor / AdviseeD. Behavior Child StudyMeetings	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 Achievment	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 dring 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		Intensive Math Teacher	Accelerated Math	Accelerated Math Reports	

6	ir d ir * q p	will be enrolled in an intensive math class during the 1st semester in place of an elective. Sath grade lowest quartile students will be bulled during 3rd 9 weeks or remediation	Administration		FCAT	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target Middle School Mathematics Goal # 5A. Ambitious but Achievable Annual By 2017, we will see a reduction in our achievement gap by Δ. Measurable Objectives (AMOs). In six year increasing our %proficient each year by 4% points. This school will reduce their achievement gap will allow us to go from 50% proficient to 75% proficient thus reducing our 50% non-proficient by 50%. by 50%. Baseline data 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2010-2011 50 63 67 71 58

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 By the end of the school year there will be a 10% decrease satisfactory progress in mathematics. in non-proficient students in math for the White & Black subgroups. Mathematics Goal #5B: 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	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. RtI meetings to discuss individual strategies for behavior concerns E. Students are assigned to various locations of school to help monitor transition behavior	teacher documentation D. Skyward & Follow-Up meetings
	3. Student Achievment	A. Academic Lunch Bunch	A. Asst. Prinicpal,	A. Students not	A. Check list of

3		B. Scales / rubrics in all classrooms to identify levels of performance on	Assistant	classwork/homework are assigned to Academic Lunch Bunch on a daily basis until work is completed.	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

3			B. Scales / rubrics classrooms to iden levels of performal learning goals	in all tify nce on	Insti Assi: B. T	ch Bunch ructional stant eachers / ninistration	C E C E S I(I(completing classwork/home assigned to Acaunch Bunch or basis until work completed. B. All teachers acales/rubrics fressons to detellie evel of perform hrough frequentionitoring.	ademic n a daily k is use for all ermine nance	compl y (stude B. iOb	dance ar letion of ent grade oservatio oack Resi
4	Identification of st in sub-groups		All teachers will co an individual dashb to identify student targeted subgroup each class	oard (CRT			District Interim Assessments		FCAT	
	d on the analysis of provement for the fo			, and re	fere	ence to "Gu	uiding (Questions", ide	entify ar	nd define	areas in
5C. E	English Language L Sfactory progress in Dematics Goal #50	earner n math	s (ELL) not makir	ig	1	N/A					
2012	2 Current Level of F	Perform	nance:		4	2013 Expe	ected	Level of Perfo	ormanc	:e:	
N/A					1	N/A					
		D.			o I n	orease St	udon+	Achiovement	+		
		Pro	oblem-Solving Pr	ocess to	0 111	ici casc st	uaent	Acmevemen	l		
Anti	cipated Barrier	Strate		Pe Po Re for	erson esitio espo	n or on onsible	Proce Deter	ess Used to mine tiveness of		valuation	n Tool
Anti	cipated Barrier			Pe Po Re for Mo	ersor esitic espo r onito	n or on	Proce Deter Effec	ess Used to mine tiveness of		valuation	n Tool
Base	cipated Barrier d on the analysis of provement for the fo	Strate	egy t achievement data	Pe Po Re for Mc	erson espo f onito	n or on onsible oring ubmitted	Proce Deter Effec Strate	ess Used to mine tiveness of egy	E		
Base of im 5D. Satis	d on the analysis of	Strate student billowing bilities n math	egy t achievement data subgroup: (SWD) not makin	Pe Po Re for Mc No Da	erson ositid osspo r onnita ta Si	n or on onsible oring ubmitted	Proce Deter Effec Strate	ess Used to mine tiveness of egy	E		
Base of im 5D. Satis	d on the analysis of provement for the fo Students with Disak sfactory progress in	student bllowing bilities n math	egy t achievement data subgroup: (SWD) not makin ematics.	Pe Po Re for Mc No Da	erson sitid sspo f pnitd ta Si	n or on onsible oring ubmitted	Proce Deter Effec Strate	ess Used to mine tiveness of egy	E entify ar	nd define	
Base of im 5D. Satis	d on the analysis of provement for the fo Students with Disal factory progress in nematics Goal #5D	student bllowing bilities n math	egy t achievement data subgroup: (SWD) not makin ematics.	Pe Po Re for Mc No Da	erson psitide espo r ponita ta Si	n or on onsible oring ubmitted	Proce Deter Effec Strate	ess Used to mine tiveness of egy Questions", ide	E entify ar	nd define	
Base of im 5D. S satis Math	d on the analysis of provement for the fo Students with Disal factory progress in nematics Goal #5D	student ollowing bilities n math	egy t achievement data subgroup: (SWD) not makin ematics.	Pe Po Re for Mc No Da	erson psitide espo r ponita ta So	n or on on sible oring ubmitted ence to "Gu	Proce Deter Effect Strate	ess Used to mine tiveness of egy	entify ar	nd define	
Base of im 5D. Satis Math 2012	d on the analysis of provement for the fo Students with Disal factory progress in nematics Goal #5D	student ollowing bilities n math	egy t achievement data subgroup: (SWD) not makin ematics. nance:	Pe Po Re for Mc No Da	erson position positi	n or on on on sible oring ubmitted ence to "Gu	Processing	ess Used to mine tiveness of egy Questions", ide Level of Performance ass Used to mine tiveness of	entify ar	nd define	areas in

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 Disab satisfactory progress in Mathematics Goal #5D:	ilities (SWD) not making mathematics.		N/A					
2012 Current Level of Pe	erformance:		2013 Expe	ected Level of Performar	nce:			
N/A			N/A					
	Problem-Solving Proces	s to L	ncrease St	udent Achievement				
Anticipated Barrier	Strategy	for		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 By the end of the school year there will be a 10% decrease satisfactory progress in mathematics. in non-proficient students in math for the Economically Disadvantaged subgroup. Mathematics Goal E: 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 Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy 1. Student Attendance A. Eagles Fly on Time -A. 1st Period A. Monitor attendance A. Skyward Teachers records through Skyward B. Skyward & School Wide Attendance Incentive B. Guidance - incentives rewarded to Follow-up Meetings B. Attendance Child Counselors & Data classrooms meeting Study Meetings Clerk attendance goals B. RtI meetings to discuss individual strategies for attendance concerns 2. Student Behavior A. Eagles with Excellence A. Teachers A. Weekly certificates to A. Record of students with improved Certificates B. 1st Period B. Class Councils Teachers B. Walk-through behavior C. Advisor / Advisee C. 1st Period B. Weekly meetings to observations, discuss class concerns, D. Behavior Child Study Teachers, teacher Meetings Guidance, rules, procedures documentation E. Eagle Patrol Administration C. Weekly tome to C. Walk-through D. Rtl Team discuss individual student observations, 2 E. Guidance needs teacher D. RtI meetings to documentation discuss individual D. Skyward & strategies for behavior Follow-Up concerns meetings E. Students are assigned E. Guidance Documentation & to various locations of Discipline Records school to help monitor on Skyward transition behavior A. Check list of 3. Student Achievment A. Academic Lunch Bunch A. Asst. Prinicpal, A. Students not Lunch Bunch completing students B. Scales / rubrics in all Instructional classwork/homework are attendance and classrooms to identify Assistant assigned to Academic completion of work levels of performance on B. Teachers / (student grades) Lunch Bunch on a daily B. iObservations learning goals Administration basis until work is 3 completed. Feedback Results B. All teachers use (Marzano) scales/rubrics for all lessons to determine level of performance through frequent monitoring. FCAT Identification of All teachers will District Interim Administration students in sub-groups complete an individual CRT Assessments dashboard to identify Teacher students in targeted subgroups for each

class

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:

2012 Current Level of Performance:

100% (66 students)

In 2012-2013 we will maintain 100% of our Algebra students scoring at a level 3 or higher on the Algebra 1 EOC.

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	1. Student Attendance	Attendance Incentives Attendance Child Study Meetings	A. 1st Period Teachers B. Guidance Counselors & Data Clerk	records through Skyward incentives	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 Achievment & 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	Teachers	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	-
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

in nee	ed of improvement for the	e following group:			
4 and	udents scoring at or ab I 5 in Algebra. ora Goal #2:	ove Achievement Leve	In 2012-2013	there will be a 10% increading a Level 4 or higher	
2012	Current Level of Perfor	rmance:	2013 Expecte	d Level of Performance	<u>;</u> :
31%	(21 out of 66 students)		34% (26 out o	f 77 students)	
	Prok	olem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	questioning of questioning Ad		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)).

when using percentages, include the number of students the percentage represents (e.g., 70% (35)).						
Based on the analysis of in need of improvement			reference to	o "Guiding Questions"	, identify and define areas	
Students scoring at Achievement Level 3 in Geometry.						
Geometry Goal #1:						
2012 Current Level of	Performance:		2013 Exp	pected Level of Perfo	ormance:	
	Problem-Solving Pr	rocess to I	ncrease S	tudent Achievemen	t	
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation Tool Strategy						
	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 Levels4 and 5 in Geometry.

Geometry Goal #2:					
2012 Current Level of Performance:			2013 Exp	pected Level of Perfor	mance:
	Problem-Solvir	ıg Process to I	ncrease S	Student Achievement	
Anticipated Barrier Strategy Posit for			son or tion ponsible itoring	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	and/or DLC	PD Participants (e.g. , PLC, subject, grade level, or school- wide)		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)/Mate	erial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with workbooks	Student workbooks	textbook funds	\$2,000.00
		-	Subtotal: \$2,000.00
Гесhnology			
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)).

	d on the analysis of studin need of improvement			Guiding Questions", ide	ntify and define	
Leve	CAT2.0: Students scor I 3 in science. nce Goal #1a:	ring at Achievement	10% increase	the school year there v in the number of 8th gr ove on FCAT Science.		
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performan	ce:	
38%	(87 out of 227 students)	48% (122 out	48% (122 out of 254 students)		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement		
Anticipated Barrier Strategy R		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 Exp	pected Level of Perfor	mance:
NA			NA		
	Problem-Solving Process	s to I	ncrease S	Student Achievement	
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy					
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:					
7.6.1.6.76.1.6.1.6.26.7.7.1.7.66.1.6.1.	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 Expecte	ed Level of Performand	ce:
8% (*	18 out of 227)		10% (23 out o	f 227)	
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement	
Anticipated Barrier Strategy Re			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			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 Proce	ess to I	ncrease S	Student Achievemer	nt
Posi Anticipated Barrier Strategy Resp for		on or tion oonsible toring	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

Evidence-based Progra	am(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 Developm	nent		
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 By the end of the year, there will be a 2% increase in 8th 3.0 and higher in writing. grade students scoring Level 3 and above on FCAT writing. Writing Goal #1a: 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 Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Strategy Monitoring FCAT Consistent follow *All students will Administration Putnam Writes CRT through participate in Putnam Writes 4 times / year Teacher *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

n 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 Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Posi for		on or tion oonsible toring	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:

	/ N / M / N		
Evidence-based Program 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 Developmer	nt		
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

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)).

1	d on the analysis of stude ed of improvement for the		nd reference to "Gi	uiding Questions", identif	y and define areas	
	udents scoring at Achie s Goal #1:	evement Level 3 in Civ	Students will d	Students will demonstrate proficiency on the 2012-13 End of Course Exam in Civics.		
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performance	e:	
NA			Students will r Civics EOC.	Students will meet or exceed the district average for the Civics EOC.		
	Prol	olem-Solving Process	to Increase Stude	ent 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.			els		
Civic	s Goal #2:				
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performanc	e:
	Prol	olem-Solving Process	to Increase Stude	ent Achievement	
Anticipated Barrier Strategy Re		Person or Position Responsible for Monitoring	Position Determine esponsible for Effectiveness of Evaluatio		
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	(TIF) leader -	Cross curricular teams attending TIF sessions.	Monthly	Teacher are doing lesson plans based on information from sessions.	Administration

Civics Budget:

Evidence-based Progra	am(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 Developm	nent		
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:			
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	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:

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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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)).

	d on the analysis of susporovement:	ension data, and referen	nce t	to "Guiding Que	stions", identify and defi	ne areas in need	
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-Sc	hool Suspensions		2013 Expecte	d Number of In-School	Suspensions	
1024	days of In School Susper	nsion		Will reduce nur	mber of In School Susper	nsions by 5% (973)	
2012	Total Number of Stude	ents Suspended I n-Sch	ool	2013 Expecte School	d Number of Students	Suspended In-	
166 s	tudents were assigned to	o In School Suspension		Will reduce number of students assigned to In School Suspension by 5%. (158)			
2012	Number of Out-of-Sch	ool Suspensions		2013 Expected Number of Out-of-School Suspensions			
822 d	lays of Out of School Sus	spension		Will reduce number of Out of School Suspensions by 5% (781)			
2012 Scho	Total Number of Stude	ents Suspended Out-of	-	2013 Expected Number of Students Suspended Out- of-School			
140 s	tudents were suspended	Out of School		Will reduce number of students suspended Out of School by 5% (133)			
	Prol	olem-Solving Process	to I r	ncrease Stude	nt Achievement		
	Anticipated Barrier	Strategy		Person or Position esponsible 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 / Advisse program *RtI	Ison * As Prin	ean - Kenny m ssistant ncipal - Tonya itehurst	*Progress monitoring of discipline reports on Skyward	Final reports from Skyward	

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		Grade level Meetings	Bi-Weekly (1st & 3rd Mondays)	Team meeting notes.	Administration

Suspension Budget:

Evidence-based Progra	am(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 Developm	nent		
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: By the end of the year there will be a 3% increase in the total number of parents that particiapte in parent *Please refer to the percentage of parents who activities through-out the year (not including Open participated in school activities, duplicated or House). unduplicated. 2012 Current Level of Parent Involvement: 2013 Expected Level of Parent Involvement: 10% (75) 13% (100) Problem-Solving Process to Increase Student Achievement Process Used to Person or

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1				Moniotor sign-in sheets at all activiites	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 Progra	am(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 Developm	ent		
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)

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

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

1. ST	EM					
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:

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 Developm	nent		
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)

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

Based on the analysis	of school data, identi	fy and define a	areas in ne	eed 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	Posi Resp for	son or tion ponsible itoring	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)/Ma	terial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		S	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
		Subto	tal: \$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
	-	Subto	tal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		S	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 To increase the level of technology use by students with Technology Goal #1: project based learning 2012 Current level: 2013 Expected level: 50% (357) of students used technology for class 80% (571) of students will use technology for class assisgnemnts at a proficient level assignments at a proficient level. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of Strategy Monitoring 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 Progr	am(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 Developn	nent		
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 Pro	ogram(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
СТЕ	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 Develo	opment			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	TIF Sessions	Subs for teachers	District	\$2,500.00
СТЕ	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

jn Priority jn Foo	us j n Prevent	jn NA	
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Are you a reward school: j'n Yes j'n No

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

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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 Distric ROBERT H. JENKINS, J 2010-2011		DLE				
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	63%	85%	43%		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)				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*					В	Grade based on total points, adequate progress, and % of students tested

Putnam School Distric ROBERT H. JENKINS, J 2009-2010		DLE				
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	64%	95%	40%	200	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)				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*					В	Grade based on total points, adequate progress, and % of students tested