

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: WOODHAM MIDDLE SCHOOL

District Name: Escambia

Principal: Marsha Higgins

SAC Chair: Jane Teets

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

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	Marsha Higgins	BS Elementary Education and Middle School Math at the University of West Florida; Master of Science – Educational Leadership, University of West Florida. Principal Certification – State of Florida	5	20	Principal of Woodham MS 2011-2012 Grade D, Reading Mastery: 38%, Math Mastery: 31%, Science Mastery: 26%, Writing: 56%, Science: 26%, Reading Gains: 56%, Math Learning Gains: 54%, Lowest Quartile Reading: 64% and Math Lowest Quartile: 64% 2010-2011 Grade C, Reading Mastery: 54%, Math Mastery: 40%, Science Mastery: 33%. AYP: 74% FRPL and SWD did not make AYP in reading or math. 2009-2010 Grade C, Reading Mastery: 52%, Math mastery: 46%, Science Mastery: 30, AYP: 76%. 2008-2009: Grade: C, Reading Mastery: 53%, Math mastery: 46%, Science Mastery: 32%, AYP: 79%, FRPL and SWD did not make AYP in reading or math. 2007-2008: Grade: C, Reading Grade: C, Reading Mastery: 51%, Math Mastery: 43%, Science Mastery: 33%, AYP: 77%, FRPL and SWD did not make AYP in reading or math.

					Principal at Brentwood Middle: 2006-2007: Grade: C, Reading Mastery: 49%, Math Mastery 43: %, Science Mastery: 30%, AYP: 79%, FRPL and SWD did not make AYP in reading or math.
Assis Principal	Margaret Warr	B.S. School of Sociology Florida State University; M.S. - Home Economic Ed; Florida State University; M.S. Certification – Educational Leadership, State of Florida	5	8	AP of Woodham MS 2011-2012 Grade D, Reading Mastery: 38%, Math Mastery: 31%, Science Mastery: 26%, Writing: 56%, Science: 26%, Reading Gains: 56%, Math Learning Gains: 54%, Lowest Quartile Reading: 64% and Math Lowest Quartile: 64% 2010-2011 Grade C, Reading Mastery: 54%, Math Mastery: 40%, Science Mastery: 33%. AYP: 74% FRPL and SWD did not make AYP in reading or math. 2009-2010: Grade: C, Reading Mastery: 52%, Math Mastery: 46%, Science Mastery: 30%, AYP: 76%, FRPL, and SWD did not make AYP in reading or math. 2008-2009: Grade: C, Reading Mastery: 53%, Math Mastery: 46%, Science Mastery: 32%, AYP: 79%, (What segment) FRPL, and SWD did not make AYP in reading or math. 2007-2008: Grade: C, Reading Grade: C, Reading Mastery: 51%, Math Mastery: 43%, Science Mastery: 33%, AYP: 77%, (What segment) FRPL, ELL and SWD did not make AYP in reading or math. Previously AP at Wedgewood Middle School for 8 years.

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)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meeting with new teachers	Principal, Assistant Principals, and Department Chairs	On-going	
2	2. Partnering new teachers with veteran staff	Principal	On-going	
3	3. New Beginnings Teacher Program: START	Escambia District Schools	On-going	

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	Provide the strategies that are being implemented to support the staff in becoming highly effective
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effective.	
There are three (3) out of field teachers. No one is deemed to be low performing.	Attending alternative certification program, participating in START and/or taking classes for certification.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	17.8%(8)	24.4%(11)	62.2%(28)	40.0%(18)	77.8%(35)	93.3%(42)	33.3%(15)	4.4%(2)	6.7%(3)

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
Marilyn Davis	Zack Dykes	Proximity to highly effective veteran teacher	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Paul Stewart	Jessica Oehmsen	Subject area	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Mollie Martin	Vithia An	Proximity to highly effective veteran teacher	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Denisha Read	Tram Vuong-Meadows	Subject area	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Cyprienne Gryskiewicz	Rebekah Campbell	Proximity to highly effective veteran teacher	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Mitch Ashford	Gary Lincoln	Subject area	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Blake Lee	John Davis	Subject area	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Whitney Meadows	Sandra Winkler	Subject area	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.

Carl Shouppe	Sondra Dempsey	Related subject area	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Alma Woods	Pam Busch	Proximity to highly effective veteran teacher	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.
Deanna Martin	Kiesha Parson	Subject area	The mentor and mentee are meeting monthly to discuss evidence based strategies for each domain. Time is given for the feedback, coaching and planning.

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

The Title One budget is \$ 253,464.00 for the 20012-2013 school year. \$111,504.00 is spent on staff for enriching the curriculum of the school.

Title I, Part C- Migrant

After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at Woodham Middle School.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

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

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, we serve 0 ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Woodham Middle School we have no identified homeless students.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand UP for All

Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has a "Bullying" Reporting website where bullies may be reported anonymously. Third year of being a Positive Behavior school with lessons developed on Accountability, Respect, and Responsibility.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is over seen by the Title I Prekindergarten Office.

Adult Education

Not Applicable

Career and Technical Education

Woodham Middle School offers the following career and technical academies: Agri-Science, Informational Technology, Health and Pre-Engineering. Students in the sixth grade are introduced to career and technical education. The CAPE Academy, offered through the Informational Technology Academy, is offered for eighth grade students to earn high school credit and industry certification.

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Marsha Higgins – Principal, and Margaret Warr – Assistant Principal, Gary Lincoln and Tammy Westmark – School Counselors, Pam Windham - Speech/Language Pathologist, Marilyn Davis - Classroom Teacher, Francis Pattison - Classroom Teacher/ Team Leader, Krysta Wilcox - Classroom Teacher/ Team Leader, Cyprienne Gryskiewicz - Classroom Teacher/Team Leader, Ryan Kerr - Classroom Teacher/Team Leader, Dorothy Najarian - Classroom Teacher/ Team Leader, Paul Stewart - Classroom Teacher/ Team Leader, Rebecca Wright - Classroom Teacher/ Team Leader, Kiesha Parsons - Classroom Teacher/ Team Leader, Denisha Read - Behavioral Specialist, Twyla Akkerman - PBS Coach/Dean and Mitch Ashford - Dean/ Positive Behavior Support Specialist.

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?

Principal/Assistant Principal/School Counselors/Deans/Behavior Specialist: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, conduct assessment of MTSS skills of the school staff, and communicates with parents regarding school-based MTSS plans and activities.

Guidance Secretary: Will schedule Tier II and Tier III parent/teacher meetings and will notify teachers/staff who will attend.

School Counselors: Will conduct Tier II parent/teacher meetings and will assist teachers in completing the ERASE form. Counselors will conduct MTSS training for teachers. At Tier III counselors will conduct FBA/PBIP assessments for non-ESE students.

Behavior Specialist: Will compile daily/weekly input provided by classroom teachers and will graph data to track progress. Will assist classroom teachers in implementing and documenting interventions with fidelity. At Tier III the Behavior Specialist will conduct FBA/PBIP assessments for ESE students.

General Education Teachers: Will provide information about the core instruction, participate in student data collection, will deliver Tier I instruction/intervention, will collaborate with other staff to implement Tier II interventions, and will integrate Tier I materials/instruction with Tier II/III activities.

Teacher Mentors: Will work with students, classroom teachers, and MTSS Committee to provide support to the students they are working with.

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teachers.

School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

Clinic Nurse/Health Technicians: Will complete health screenings and assessments at Tier III.

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 Leadership Team will meet monthly to engage in the following activities: Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), school discipline referral and attendance data are used as possible MTSS indicators of eligibility.

Progress Monitoring: Current Report Card Grades, PMRN, CIM Assessments, Tier II data summaries, attendance, PBS/SWISS data and discipline records.

Midyear: FAIR, FCAT 2.0 Simulation, 9-weeks tests, current grades.

End of Year: FAIR, FCAT 2.0, final grades, and discipline records.

Frequency of Data Days: Twice a month of data analysis with MTSS Leadership Team members.

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers planning times, school improvement days and small sessions throughout the school year. The MTSS team will also evaluate additional staff Professional Development needs during the MTSS Leadership Team Meetings. Training and support is also provided by Exceptional Student Education personnel.

Describe the plan to support MTSS.

MTSS will be used to address academic and/or behavioral concerns.

Tier I:

Behavioral Specialist, Positive Behavioral Support Specialist, Guidance Counselors, Principal and Assistant Principal will provide information to teachers regarding Tier I interventions.

Tier II:

1. Teachers will recommend students for the MTSS process by emailing the School Counselors (non-ESE) or the Behavior Coach (ESE) based on academic and/or behavior concerns. The Guidance Secretary will be contacted by email to schedule a

Tier II meeting with parents/teachers.

2. School Counselors will conduct the Tier II meeting and will assist teachers in completing the ERASE form.

3. Academic and/or behavioral progress will be tracked using the Check-in/Check-out Form. This form will be given to the student daily during homeroom. The student will give this form to each teacher, who will provide input for their class period. At the end of the day the Check-in/Check-out Form will be given to the Behavior Specialist, who will record and graph the daily data on the Tier II data summary. The student's mentor will also be given a copy of the Check-in/Check-out form so that he can review progress with the student.

4. The MTSS Leadership Team will meet monthly to review progress of each student in the Tier process.

Tier III

1. MTSS Leadership Team will make the decision to advance student interventions to Tier III based on Tier II data and progress.

2. Guidance Secretary will contact parents to schedule Tier III parent/teacher meeting.

3. School Counselors will conduct FBA/PBIP observations for non-ESE students. Behavior Specialist will conduct FBA/PBIP observations for ESE students. District Behavior Analyst will be consulted.

4. Clinic Nurse/Health Technician will complete health screenings and assessments forms.

5. MTSS Leadership Team will meet monthly to review progress of each student in the Tier process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Members of the Literacy team include the Principal and a variety of academic disciplines teachers.

Marsha Higgins, Principal; Tammy Reed, ESE; Mollie Martin, Reading; Jacqui Jensen, ESE; Joel Hollon, Tech Coordinator; Deana Martin, Language Arts; Tammy Westmark, Counselor; Paul Stewart, Reading; Blake Lee, ESE; Lolita Mitchell, Reading; Marilyn Davis, Math; Gearlene McCorvey, Reading; Hazel McCormack, Reading.

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

The team meets monthly. LLT will develop a 2 year action plan. The mission of the LLT is to develop an action plan to incorporate the goals provided by SREB...reading 25 books in a year, writing in all classrooms, and doing at least one researched paper in each grade level. This group will educate the faculty in the action plan during our school based inservice days. Professional development activities will be developed based on surveys and with input from the LLT stakeholders.

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

The major initiatives of the LLT are to involve every teacher at the school in literacy and to work toward achieving the goals of the action plan.

Scheduled literacy activities will include Parent Nights. Goals for students include reading a minimum of 25 books this year and writing in all subject areas.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Not Applicable

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

On a monthly basis, the Reading Department chairperson will present professional development on a reading strategy to the faculty. A Reading Curriculum Map will be distributed to faculty along with professional development on how to incorporate these benchmarks into their content areas. Critical benchmarks have been determined for the faculty to include in their lesson templates. Woodham Middle School will participate in a school wide read aloud, in all classes. Book studies will be offered to the faculty to build knowledge of current reading practices and strategies.

Professional development will be provided to content area teachers to include CRISS strategies and training on SREB "Literacy Across the Curriculum" materials.

*High Schools Only

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

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

Not Applicable

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

Not Applicable

Postsecondary Transition

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

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

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students in grades 6-8 achieving proficiency (Level 3) on the FCAT Reading Test will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 38% (183) of students in grades 6-8, achieved satisfactory performance, level 3, on the 2012 FCAT Reading Test.	In the 2013, at least 39% of students will achieve satisfactory performance, level 3, on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to materials that are at the level of reading complexity measured by Common Core Curriculum.	1. Incorporating Common Core instructional strategies 2. Implementation of FAIR assessments and Discovery Education Assessments (DEA)	Principal, Department Chairpersons, and Teachers	1. Review of FAIR and DEA data reports for planning 2. Administrator observations 3. Documentation of lesson planning and collaboration that incorporate the Common Core instructional standards	1. FAIR and DEA reports 2. Administrator feedback 3. Lesson Plans attendance sheets
2	Students and parents do not embrace the importance of high stakes testing.	1. FCAT Chats - teacher/student and teacher/principal and teacher/parent 2. Parental Involvement Nights	Principal, Department Chairpersons, and Teachers	Parents and students will be surveyed throughout the year.	1. Parent and student surveys 2. Parental involvement activity attendance sheets

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students in grades 6-8 achieving level 4 or 5 on the FCAT Reading Test will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 15% (107) of students in grades 6-8, achieved satisfactory performance, level 4 or 5, on the FCAT Reading Test.	In the 2013, at least 16% of students will achieve satisfactory performance, level 4 or 5, on the FCAT Reading Test.
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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 lack experience with complex reading material.	Use multiple texts and incorporate close reading strategies	Principal and Reading Teachers	1. Administrator classroom observations 2. Monitoring of lesson plans	1. Documentation of classroom observations 2. Lesson plans

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students in grades 6-8 achieving a learning gain on the FCAT Reading Test will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 56% (461) of students in grades 6-8, achieved learning gains on the FCAT Reading Test.			In 2013, at least 57% of students in 6-8, will achieve learning gains on the FCAT Reading Test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of their learning progress.	1. Progress monitoring chats with students and parents 2. Teacher web pages with posted assignments 3. Public service phone calls to parents reminding them to use the available online resources to monitor their children's progress	Principal and Teachers	1. Principal will ensure that progress monitoring chats are being conducted 2. Principal will ensure that teachers are refreshing their web pages periodically 3. Administration will maintain documentation of public service phone calls.	1.Documentation of progress monitoring chats 2.Teacher web pages 3. Record of public service phone calls
2	Parents are not aware of their children's learning progress.	1. Progress monitoring chats with students and parents 2. Teacher web pages with posted assignments 3. Public service phone calls to parents reminding them to use the available online resources to monitor their children's progress	Principal and Teachers	1. Principal will ensure that progress monitoring chats are being conducted 2. Principal will ensure that teachers are refreshing their web pages periodically 3. Administration will maintain documentation of public service phone calls.	1.Documentation of progress monitoring chats 2.Teacher web pages 3. Record of public service phone calls
3	Students and parents are not aware of past FCAT testing performance.	1. Progress monitoring chats with students and parents 2. Teacher web pages with posted assignments 3. Public service phone calls to parents reminding them to use the available online resources to monitor their children's progress	Principal and Teachers	1. Principal will ensure that progress monitoring chats are being conducted 2. Principal will ensure that teachers are refreshing their web pages periodically 3. Administration will maintain documentation of public service phone calls.	1.Documentation of progress monitoring chats 2.Teacher web pages 3. Record of public service phone calls

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains on the FCAT Reading will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 64% of students in grades 6-8, in the lowest 25% made learning gains on the FCAT Reading Test.	In 2013, 65% of students in grades 6-8, in the lowest 25% will achieve learning gains on the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low reading skills	1. IMPACT reading curriculum to provide varied lexile level reading opportunities 2. Multiple texts available at student independent reading level 3. Differentiated instruction 4. Implementation of Close Reading strategies 5. Support facilitation for SWD	Principal, Reading Department Chair, Reading Teachers and Other Subject Area Teachers	Reading department head will ensure that strategies are being implemented	1. FAIR assessment data 2. DEA data 3. Lesson plans
2	High frustration with grade level reading content	1. IMPACT reading curriculum to provide varied lexile level reading opportunities 2. Multiple texts available at student independent reading level 3. Differentiated instruction 4. Support facilitation for SWD	Principal, Reading Department Chair, Reading Teachers and content teachers	Reading department Chair will ensure that strategies are being implemented	1. FAIR assessment data 2. DEA data 3. Lesson plans

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Woodham Middle School will reduce the achievement gap by 50% over the next six year period, ending in 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	38	51	56	61	66	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students in each subgroup scoring at or above level 3 will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Reading FCAT satisfactory progress for each ethnicity was: Asian 58% Black 27% Hispanic 75% White 54%	In 2013, each ethnicity subgroup area should will increase the following improvement on the Reading FCAT or at least by one percentage point. Asian 59% Black 28% Hispanic 76% White 55%

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 have minimal experience reading text that is comparable to FCAT Reading Test materials.	Teachers will use differentiated instruction, incorporating evidence-based instruction and intervention strategies.	Reading Teachers	1. Discovery Education Assessment 2. District FCAT Test Maker 3. Retired testing materials	1.DEA data reports

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	The percentage of students with disabilities scoring a level 3 or above on the FCAT Reading Test will increase by one (1%)
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Reading Goal #5D:	percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 21% of students with disabilities scored at or above level 3 on the FCAT Reading Test.	In 2013, at least 22% of students with disabilities will score at or above level 3 on the 2013 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students performing below grade-level experience frustration with grade-level content.	1. Enroll a greater percentage of our students with disabilities into General Education classes. 2. Teachers will use differentiated instruction, incorporating evidence-based instruction and intervention strategies. 3. Support Facilitation for students with disabilities in the general education curriculum. 4. Increase enrollment of our students with disabilities into learning strategies classes.	Principal, Reading Teachers, Support Facilitation Teachers	1. Monthly monitoring of SWD by the support facilitation teachers 2. FAIR and DEA Progress monitoring	1. FAIR and DEA reports 2. SWD monthly monitoring logs 3. PEER progress reports

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:	The percentage of Economically Disadvantaged students who scored at or above level 3 on the FCAT Reading will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 36% of students who are Economically Disadvantaged scored at or above level 3 on the FCAT Reading.	In 2013, at least 37% of students who are Economically Disadvantaged will achieve level 3 or above on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students do not always have access to quality reading materials.	1. Provide classroom libraries including fiction and non-fiction to encourage increased reading for leisure. 2. Increase the frequency of library opportunities afforded to students.	Principal, Reading Teachers, Librarian	Principal will ensure that leisure reading material is available in all classrooms.	Library material circulation record

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
1. Close Reading Strategies 2. Impact Training 3. Incorporating multiple texts into curriculum 4. How to incorporate Research projects into curriculum 5. DEA training 6. FAIR reports 7. School Loop 8. Edmodo Training 9. How to incorporate Smart Boards into lessons 10. Novel studies 11. Reading and Writing Strategies	All 6-8	District Reading Specialist and Reading Department Chair	Reading teachers, content teachers	Continuous training throughout the year	Classroom walk throughs by principal and district reading specialist	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase I-Pad for department chair	I-Pad	Regular district budget	\$600.00
			Subtotal: \$600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Taining for 5 teachers and 2 administrators	Literacy Design Collaboration through SREB	District Title II	\$1,200.00
Substitutes for department planning	Lesson plan DOK	Title I	\$2,000.00
Coaching days SREB	Classroom walkthroughs	District funds	\$10,000.00
			Subtotal: \$13,200.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Supplemental reading materials	Classroom content books	Regular operations	\$956.00
Supplemental reading materials	Library books	Instructional materials - library	\$2,044.00
			Subtotal: \$3,000.00
			Grand Total: \$16,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			N/A		
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			N/A		
2012 Current Percent of Students Proficient in reading:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			N/A		

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students in grades 6-8 achieving level 3 on the FCAT Mathematics Test will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 20% (168) of students in grades 6-8 achieved proficiency (Level 3) on the FCAT Mathematics Test.	In 2013, at least 21% of students in grades 6-8 achieving will achieve proficiency (Level 3) on the FCAT Mathematics Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Computational skills lack Precision. 2. Productive struggle is not being implemented.	1.Grades 6-8, implementing computational materials through a common supplemental Curriculum. (Dimension 2000) 2.Mathematics Design Collaborative training and Common Core training on implementation has started.	1.Department Chair 2.Department Chair	1. Common weekly quizzes are given and recorded consistently across grade levels. 2.Formative Assessment Lessons will be given and measured 8 times throughout 2012-2013 across grade levels.	1.Data is collected and Analyzed every 9 weeks from FOCUS grade book. Across grade levels data entry is consistent. 2. http://map.mathshell.org is the MARS website where the evaluations are initially printed. Data is collected and given as comparisons from pre-activities vs. post activities.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	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
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.			Students in grades 6-8 scoring at an achievement level of 4 or above on the FCAT Mathematics Test will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.		
Mathematics Goal #2a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 9% (79) of students in grades 6-8 scored at an achievement level of 4 or above on the FCAT Mathematics Test.			In 2013, at least 10% of students in grades 6-8 will score at an achievement level of 4 or above on the FCAT Mathematics Test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Classrooms lack an environment which supports and encourages students to reason abstractly and quantitatively on a regular basis. 2. Repeated use of math contextual vocabulary.	1.Common Core training, implementation training and follow up. 2. Living word walls.	1.Department Chair/SREB/MDC 2.Department Chair/Professional Learning Communities	1.Department meetings every 3 weeks. Team and Department Professional Development quarterly. Use of digitally recording teachers and watching the recordings in a Professional Learning Community for the purpose of training and evaluation of teaching practices. 2.Share, teach and speak on grade level content specific words relevant to the lessons daily. 3. Higher order questions in lesson plans.	1.Formative Assessment Lessons, pre and post comparison. 2. Digital recordings will be used quarterly to track, and record the use of living word walls.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:			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
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students in grades 6-8 achieving a learning gain on the FCAT Mathematics Test will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 54% (448) of our students made learning gains in mathematics.			In 2013, at least 55% of our students will make a learning gain in mathematics.		
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. Students are not motivated to learn. 2. Low student engagement. 3. Students need to Model with mathematics.	1. Differentiation 2. Increase instructional rigor and more hands on math. 3. Increase the use of diagrams, two-way tables, graphs, flowcharts and formulas to analyze mathematical relationships.	1. Math Department Chair/Coach 2. Math Depart Chair/Coach 3.Math Depart Chair/Coach	1. Evaluation of lesson plans and department walk throughs. 2. Offering Dimension 2000 PD training, offering District PD on differentiation in the math classroom, and math department meetings monthly with tips and math game training. 3.Utilizing the journaling, scholastic monthly math readers and note taking in the normal routine of the mathematics classroom.	1. Student survey 2. Student productivity increasing, evident through electronic grade book records. 3. Oral assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:			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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:			The percentage of students in the lowest 25% making learning gains on the FCAT Mathematics will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		

In 2012, 64% (531) of our students in the lowest 25% made learning gains on the FCAT 2.0 Mathematics Test.	In 2013, at least 65% of our students in the lowest 25% will make a learning gain on the FCAT 2.0 Mathematics Test.
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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. Parental involvement 2. Lack of student responsibility for high stakes testing	1. Increase the number of opportunities to communicate with parents. 2. Increase the frequency of high stakes testing events	1. Principal, Asst. Principal 2. District Math Department, Department Chair	1. Website visits and call out messages. 2. Implementation of Discovery Ed testing 3 times a year, implementation of district computerized 9-weeks testing.	1. Increased number of parent conferences. 2. Classroom assessments, 9-weeks test & FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Woodham Middle School will reduce the achievement gap by 50% over the next six year period, ending in 2016-2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31	42	48	53	59	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of students scoring at proficient will increase at least 1 percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Mathematics FCAT 2.0 the percentage of students scoring Proficient for each ethnicity was: Asian - 68% (19) Black/African American - 21% (481) Hispanic - 47% (30) White - 42% (271) American Indian - 33% (9)	In 2013, each ethnicity subgroup area should show the following improvement on the Mathematics FCAT Asian - 70% Black/African American - 23% Hispanic - 53% White - 44% American Indian - 35%

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. Issues with communication between parents and the school. 2. Differentiating instruction to reach all modalities of learning.	1. Students not making gains in 2 years have been identified, and a personal invitation to an site free tutoring (21st century) is being offered to student. Parental chats with open discussions about FCAT scores, classroom performance and goals are being discusses	Department Chair and Team leader.	1. Log keep of the parent involvement at the school. 2. Department chair keeps the walk through instrument and meets with individual teachers to provide feedback and direction.	1. parent surveys 2. Students are to take a formative assessment which is performance based where the department chair is the evaluator.

1		quarterly. 2. Professional development for differentiating has been given. Math department chair is overseeing manipulatives use and content value in the classrooms school wide. Teachers are being observed and coached by the math department chair, monthly.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	1. Re-training the students to believe they can learn the math.	1. Teachers are using more and more graphic organizers and more manipulatives. 2. Vocabulary rich environments.	Department Chair	Department Chair does periodic (monthly) walk throughs to ensure the plans, environment and rigor is relevant and on target.	Walk through instrument.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students with disabilities scoring a level 3 or above on the FCAT Mathematics Test will increase by at least one (1%) percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 12% of students with disabilities scored at or above level 3 on the 2011-12 FCAT Mathematics Test.	In 2013, at least 13% of students with disabilities will score at or above level 3 on the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Understanding what the IEP process is and how to implement the accommodations appropriately in the general	1. Increase the involvement of the general education teacher in the IEP process.	TEAM leaders and Department Chairs	1. IEP meetings have been moved to a time conducive to all teachers schedules. 2. ESE support staff	1. IEP notes 2. TEAM minutes and Department minutes.

1	education classroom. 2. General education teachers not utilizing the support instructor correctly.	2. Professional development on TEAM meeting days where the ESE support staff gives professional development on what is an appropriate accommodation and when, how to use them.		attend and participate on the TEAMS and Department meetings.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of Economically Disadvantaged students who scored at or above level 3 on the FCAT Mathematics will increase at least one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% of students who are Economically Disadvantaged scored at or above level 3 on the FCAT mathematics.	In 2013, at least 30% of students who are Economically Disadvantaged will achieve level 3 or above on the FCAT Mathematics.

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. Teachers are lacking cultural background knowledge of students who live in poverty.	1. Teachers were sent to a professional development called capturing kids hearts.	1. Principal	1. Principal and the group attending the PD monitor each other and maintain follow up instruments, in the form of student exemplars.	1. Student engagement in the learning process increases, effidence is in attendance, decrease in referral rate.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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:	The percentage of students achieving proficiency (Level 3) on the EOC Algebra will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Algebra EOC 100% (36) of students achieved proficiency (Level 3).	In 2013, at Woodham Middle School, the percentage of students achieving proficiency (Level 3) on the EOC Algebra will maintain within 5%.

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
	Algebra students need rigorous and differentiated	Identify each student's FCAT level by utilizing FCAT Star and	Administration, Math Dept. Chair K. Hutchinson and	Classroom assessments, District 9 weeks test and FCAT scores	Classroom assessments, District 9 weeks

1	instruction.	conducting an FCAT chat between Math teacher and each student.	all math teachers		test and FCAT scores
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of level 4 or 5 students achieving proficiency on the EOC Algebra is at 100%. Woodham is aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Algebra EOC 100% (36) of students achieved proficiency (Level 4 or 5).	In 2013, at Woodham Middle School, the percentage of students achieving proficiency (Level 4 or 5) on the EOC Algebra will remain at 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	Algebra students need rigorous and differentiated instruction.	Identify each student's FCAT level by utilizing FCAT Star and conducting an FCAT chat between Math teacher and each student.	Administration, Math Dept. Chair K. Hutchinson and all math teachers	Classroom assessments, District 9 weeks test and FCAT scores	Classroom assessments, District 9 weeks test and FCAT scores

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Woodham Middle School serves geometry students through the Escambia County Virtual School only.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels	
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4 and 5 in Geometry. Geometry Goal #2:			Woodham Middle School serves geometry students through the Escambia County Virtual School only.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Supplemental Content curriculum, computational skills.	All 6th 7th and 8th grade Math	Dr. Thomas	All math and ESE support staff for math.	December 2012	Classroom Walk Throughs and lesson plans	Administration and Math Department Chair
MDC Math Design Collaborative	All 6th, 7th and 8th Math Teachers	Dr. Lemon SREB	Math teachers from 6th 7th and 8th grade and ESE.	Sept. 2012, Oct. 2012, March 2013, and May 2013	Classroom Walk Through and SREB Coaching Days	Administration and Math Department Chair
PLC Focus	All 6th, 7th and 8th Math Teachers	Department Chair Karen Hutchinson	All math teachers will meet and collaboratively be discussing and implementing the following goals: vocabulary, two years with no gains and skill building.	Monthly 2012-2013	Meeting notes, Student samples, discovery ED, Holt online training and district 9wks testing.	Administration and Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
I-Pad for department chair	I-Pad	Regular district budget	\$600.00
Subtotal: \$600.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Taining for 3 teachers and 2 administrators	SREB Math Design Collaboration	District Title II funds	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase various manipulatives	Manipulatives related to mathematics	Title I	\$1,000.00
Substitutes - extra pay for department planning	Lesson plans DOK	Title I	\$2,000.00
			Subtotal: \$3,000.00
			Grand Total: \$4,800.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.O: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving a level 3 on FCAT Science test will increase by at least 1 percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 21% of students (55), in 8th grade, scored a level 3 on the FCAT Science test.	In 2013, at least 22% of students will score a level 3 on FCAT Science.

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. Students need an increase of rigor in science questions and skills.	1. Increase higher order question documented in lesson plans and integrate FCAT labs	1. Science Teachers, Science Department Chair, and Administration	1. Analysis student work, FCAT Simulation exams, Mini labs, and Classroom Walkthrough	1 FCAT simulations and EOC exams
2	2. Grade level reading comprehension of the subject area material	2. Increase use of research based literacy strategies including; reading, vocabulary and writing Textbook reading stratigies in the classroom to include: active reading, coding the text, and think pair share reading of the materials	2. Classroom Teachers, Science Department Chair, Principal, and Assistant Principal	2. Word walls, Science notebooks/journals, Classroom Walk Throughs and teacher lesson plans.	2. Benchmark assessments, Nine weeks exam, District sponsored Benchmark assessments
3	3. Lack of student motivation/participation	3. Use of hands on labs in the classroom to enrich the material being taught in the classroom	3. Science Teachers, Science Department Chair, and Administration	3. Lesson plan, Lab/project completion, Classroom Walk Through	3. FCAT and mini labs

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:			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
1	N/A	N/A	N/A	N/A	N/a

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			Students achieving levels 4 and 5 students will increase by at least 1 percentage point,aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012,5% (15) of the 8th grade students scored at level 4 or 5 on the FCAT Science test.			In 2013,the numnber of students that will score a level 4 or 5 on FCAT Science test will increase 1% percentage point to 6% percentage points.		
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 continue to have difficulty with higher order thinking when applying concepts	2.Increase opportunities for hands-on activities through classes and career academies.	2. Science Teachers, Science Department Chair and Administration	2. Science assessments, Student, Parent, Teacher observations and feedback	2. Benchmark assessments and FCAT data
2	Critical Thinking skills	3. Interactive word walls. Increase use of content specific vocabulary in lessons.	3. Science Teachers, Science Department Chair and Administration	3. Classroom walkthrough,Teacher observations, and science notebooks/journals	3. District level Benchmark assessments
3	Higher Order Thinking Skills	4.Teachers will use Webb Depth of Knowledge questions in labs and science instruction.	4.Science Teachers, Science Department Chair and Administration	4. Classroom walkthrough,Teacher observations and lesson plans	4. Discovery Education Drill Down Benchmark Assessments FCAT scores and 9 weeks test

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:	
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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
High Yield Strategies	All-Teachers	SREB	School Wide	On-going	Formal and informal	Marsha Higgins, Principal, Margaret Warr, Assistant Principal and Department Chairs
I C Palms	Science Teachers 6-8	State and District Facilitators	Science Teachers		Formal and Informal Observation	Marsha Higgins, Principal, Margaret Warr, Assistant Principal and Shelton Mobley, Science Dept Chair
Bioscopes	Science Teachers 6-8	Cheyene Novotny, TSA Science	Science Teachers	Sept/Oct 2012	Formal and Informal Observation	Marsha Higgins, Principal, Margaret Warr, Assistant Principal and Shelton Mobley, Science Dept Chair
Science Fair Training	Science Teachers 6-8	Kim Walton, Science Specialist	Science Teachers	October 2012	Formal and Informal Observation	Marsha Higgins, Principal, Margaret Warr, Assistant Principal and Shelton Mobley, Science Dept Chair

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Grand Total: \$0.00			

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentatge of students scoring proficiency, level 3, on the FCAT Writing will increae by one percentage point, aiming for the targeted AMO of decreasing the achievement gap by 50% over 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 23%(62) of 8th grade students scored at level 3 on the 2012 administration of the FCAT Writing Test In 2012, 19% (42)of 8th grade students scored level 3.5 on the 2012 administration of the FCAT Writing Test In 2012 18% (50) of 8th grade students scored level 4 or higher on the 2012 administration of the FCAT Writing Test	In 2013, at least 24% of 8th students will score level 3 on the 2012 administration of the FCAT Writing Test In 2013, at least 20% of 8th students will score level 3.5 on the 2012 administration of the FCAT Writing Test In 2013, 19% of 8th students will score level 4 or higher on the 2012 administration of the FCAT Writing Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of supportative details in student writing.	1. Student will write expository and argumentative essays in all content areas	1. Teachers, Language Arts Teachers, Reading Teachers and Administration	1. All essays will be saved in a portfolio in their language arts class. 2. Teachers will be trained on use of rubric. Essays will be scored with rubrics by the content area teachers and reviewed by the Language Arts teachers. 3. Language Arts teachers will have students select one essay to create a final product that includes revision, editing, and publishing using technology.	1. Grading rubric 2. FCAT simulation results, writing samples.
	Lack of supportative details, correct use of spelling and grammar conventions, and understanding the proofreading and editing	1. Students will have three FCAT Writing simulations before the FCAT Writing test. 2. Teachers will be covering a wide range	1. Teachers, Language Arts Teachers, Reading Teachers and	1. Essays will be scored with FCAT rubrics by Social studies and Language Arts teachers. LA will assist their team SS teacher	1. FCAT grading rubric 2. Scores of our three FCAT simulations results.

2	process to utilize during the FCAT Writing test.	of grammar and spelling issues with students in whole group, small group, and one-on-one sessions. 3. Teachers will have planning days to grade and comment on FCAT simulation test. 4. Teachers will schedule multiple FCAT chat days to discuss students' personal writing barriers.	Administration	(s). 2. Language Arts teachers will have students select one essay to create a final product that includes revision, editing, and publishing using technology. 3. All grades will have three FCAT simulation essays to prepare for the new testing length. 4. All LA and SS teachers will be trained on the county wide Step Up to Writing program to assist students in the classroom.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			N/A		
Writing Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
All teachers will be trained in Step Up to Writing. All LA			Step Up to Writing will be school-wide.	Step to Writing will be a strategy to use throughout the school year in all classes. We will be trained in November.	District staff will follow up with individual teachers. Collaboration with teams will also help to check that the strategies are being used across the school. LA teachers will meet	

teachers will be trained to use the FCAT rubric to grade and address changes in the grading process.	6th-8th	District Staff	FCAT rubric training will focus on LA teachers, all grades.	LA teachers will use this for each of the FCAT simulation test and any time they writing is taking place in their classess.	quarterly to grade essays. The 8th grade LA teachers will have FCAT chat days scheduled in January to individually meet with their students and each other to answer any questions or "recalibrate" using the rubric.	Marsha Higgins Margaret Warr
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
I-Pad for department chair	I-Pad	Regualr district budget	\$600.00
			Subtotal: \$600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training - Step Up to Writing	District specialist Brian Spivey	district funds	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Substitute/extra pay for department planning	Lesson plans DOK	Title I	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$5,600.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics.			N/A		
Civics Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			Students will be given an end of course exam for the first time.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			N/A		
Civics Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Civics Budget:

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

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:			Daily attendance needs to be increased and incidences of tardiness needs to decrease.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
2012, average daily attendance rate (ADA)was 91.6%.			2013 average daily attendance rate (ADA) is expected to be 92%.		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
2012, 317 students with excessive absences			2013, 313 expected number of students with excessive absences		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
2012, 131 students had excessive tardies			2013, 125 students or less will have excessive tardies.		
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	Tardiness and Absenteesism	1. Call student's home when absent. 2. Child study team will meet if the following occur: 3 days consecutive absences or 5 days in 30 day period/ 10 days in a 90 day period. Strategies and interventions will be determined based on absences, tardies, and/ or individual student / home situation. 4. Visiting Teacher referrral	Dean, Guidance Counselors, and Administration	Review and evaluation of attendance records.	Attendance records

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance rewards	Prizes for students	Fundraising	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The incidences of out-of-school suspension will decrease.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2012, the total number of in-school suspensions was 941	2013, the expected number of students in-school suspensions is 847 or less.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012, the total number of students with In-school suspensions was 368.	2013, the expected number of students suspended in-school is 330 or less students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012, the total number of Out-of-school suspensions was 1066.	2013, the expected number of out-of-school suspensions is 960 or less.

2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
2012, the total number of Student out-of-school suspensions was 344.			2013, the expected number of students suspended out-of- school is 310 or less.		
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	Disruptive Behavior	Positive behavior program.	Dean, Behavior Coach and Administrators	Compare quarterly numbers of in and out of school suspensions	Monitor the new referral forms quarterly.
2	Noncompliance with school policies and/or rules.	Follow the discipline action plan. Use in-school suspension as an alternative to-out- of school suspension when appropriate.	Dean, Behavior Coach and Administrators	The decrease of the out of school suspension rate.	In school suspension and out of school suspension data.

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
Classroom Management	All 6, 7, 8 grade teachers	Behavior Coach & Dean	All faculty	Teacher planning days	Faculty meetings and observations	Principal, Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS reward program	Prizes for students to redeem tokens for good behavior	Fundraising and donations	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Parent Involvement Goal(s)

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

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

1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			The Parent Involvement Goal is to increase the number of parental activities and/or events by at least one and parent involvement increase by 5%.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
In 2011-12 parent PTSA involvement was 160 hours.			In 2012-13 Parent Involvement is expected to increase by 5%, 168 hours.		
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. Woodham Middle has traditionally had a low percentage of parental involvement.	1. WMS will offer parent report card pick up and show parents how to help their students by using a variety of programs and strategies.	1. Administration and Teachers	1. Will use sign-in sheets to determine an increase in turnout.	Observation and sign-in sheets
2	2.Communication of events	1. Promote parent activities with the use of flyers, School Messenger, website, and marquee.	1. Administration	1. Will use sign-in sheets to determine an increase in turnout.	1. Sign-in sheets
3	3. Parental Involvement time is limited due to such things as multiple jobs, childcare, and transportation issues	1. Parents will learn how to accessing on-line students class homework assignments, teacher e-mail access, Focus Grade Book and the WMS website.	1. Administration and Technology coordinator	1. Frequent review of website	1. Frequent review of website

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
Literacy Night	6-8	Reading Department	Teachers of all subjects and all grades	Throughout the year	Participants sign-in	Administration Leadership Team

Effective communications with parents	6-8	Guidance	Teachers of all subjects and all grades	Faculty, department, team meetings and/or plan periods	Copies of agenda and/or minutes	Administration Guidance
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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent communication	Student planners	title I Parent Involvement Funds	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Involvement Activities	Food and supplies	title I	\$1,300.00
			Subtotal: \$1,300.00
			Grand Total: \$4,300.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Teachers in the Agriscience and Project Lead the Way (pre-Engineering) will work to plan lessons with Science and Math teachers. This will help to promote STEM in classrooms.		
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	Not all STEM teachers have common planning times	Designated morning meeting times/days. Teacher planning days, allot time for common planning.	Career and Technical, Science, and Math Department chairs and teachers	Math/Science FCAT scores.	9-weeks test, semester test, and FCAT test

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE	Industry Certification tests, will be administered to 8th grade students enrolled in the IIT (Microsoft Office Suite, Intro to Information Technology) course. At least 25% of the 113 students will take and pass MOS Certiport tests.				
CTE Goal #1:	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	Web site down during testing time. Students having enough learning time to understand software components.	Daily instruction with students to explain elements of software. Provide additional training time on Certiport Testing Center online.	Microsoft IT Academy Teachers- Felix Eligo and Leslie Travis	Nine week and semester testing. will determine Review of MOS tests results	MOS Certiport tests

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
MOS Certification, for teacher that are required to teach IIT course.	8th Grade/IIT Course	Self, training comes from Certiport Testing and Certification testing will also come from Certiport Testing.	Leslie Travis and Felix Eligio, teachers required to teach the IIT course.	Training on Certiport will be done in the mornings before school starts and continue until all certification has been received.	Certificates will be printed and teacher cannot administer test to students without first getting the certification themselves.	Marsha Higgins, Principal

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Certiport Testing Center fees	Students need access to Certiport for training and testing for industry certification.	CTE - Workforce Education	\$2,800.00
Textbooks for Microsoft Office	Title I		\$3,300.00
Subtotal:			\$6,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal:			\$0.00
Grand Total:			\$6,100.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	Attendance rewards	Prizes for students	Fundraising	\$500.00
Suspension	PBS reward program	Prizes for students to redeem tokens for good behavior	Fundraising and donations	\$500.00
Parent Involvement	Parent communication	Student planners	title I Parent Involvement Funds	\$3,000.00
STEM	N/A	N/A	N/A	\$0.00
CTE	Certiport Testing Center fees	Students need access to Certiport for training and testing for industry certification.	CTE - Workforce Education	\$2,800.00
CTE	Textbooks for Microsoft Office	Title I		\$3,300.00
				Subtotal: \$10,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase I-Pad for department chair	I-Pad	Regular district budget	\$600.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	I-Pad for department chair	I-Pad	Regular district budget	\$600.00
Science	N/A	N/A	N/A	\$0.00
Writing	I-Pad for department chair	I-Pad	Regualr district budget	\$600.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	XX	XX	XX	\$0.00
CTE	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Taining for 5 teachers and 2 administrators	Literacy Design Collaboration through SREB	District Title II	\$1,200.00
Reading	Substitutes for department planning	Lesson plan DOK	Title I	\$2,000.00
Reading	Coaching days SREB	Classroom walkthroughs	District funds	\$10,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Taining for 3 teachers and 2 administrators	SREB Math Design Collaboration	District Title II funds	\$1,200.00
Science	N/A	N/A	N/A	\$0.00
Writing	Training - Step Up to Writing	District specialist Brian Spivey	district funds	\$3,000.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00

Subtotal: \$17,400.00				
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Suupplemental reading materials	Classroom content books	Regular operations	\$956.00
Reading	Supplemental reading materials	Library books	Instructional materials - library	\$2,044.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Purchase various manipulatives	Manipulatives related to mathematics	Title I	\$1,000.00
Mathematics	Substitutes - extra pay for department planning	Lesson plans DOK	Title I	\$2,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	Substitute/extra pay for department planning	Lesson plans DOK	Title I	\$2,000.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Family Involvement Activities	Food and supplies	title I	\$1,300.00
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
Subtotal: \$9,300.00				
Grand Total: \$38,600.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No monies were provided to our school in 2012-13	\$0.00

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

The School Advisory Council at Woodham Middle School assists with the following tasks:

1. Provide input into the School Improvement Plan (SIP)
2. In the spring, assist in setting the budget for the next school year.

3. Discuss the possibility of school uniforms.
4. Provide support through community resources.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Escambia School District WOODHAM MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	40%	81%	33%	208	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%	55%			117	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	68% (YES)	60% (YES)			128	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					453	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District WOODHAM MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	46%	82%	30%	210	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	56%	65%			121	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	61% (YES)	64% (YES)			125	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					456	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested