FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RUTH RAINS MIDDLE SCHOOL

District Name: Dixie

Principal: Roger Storey

SAC Chair: Judith Whittington

Superintendent: Mark Rains

Date of School Board Approval: Oct. 9, 2012

Last Modified on: 10/21/2012



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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Roger Storey	M. Ed Admin	18	10	A Grade 2008,2009,2010,2011
Assis Principal	Alexa Mills	M. Ed. Admin	15	3	A Grade 2008, 2009, 2011

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)

Reading	Tracy Lee	Reading Endorsement (K-	4	2	A grade 2009, 2010, 2011
		12)			

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	DOE Teach in Florida Web Site	Principal	As needed	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective	
No data submitted		

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
28	7.1%(2)	10.7%(3)	35.7%(10)	46.4%(13)	17.9%(5)	100.0%(28)	21.4%(6)	0.0%(0)	14.3%(4)

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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
No data submitted			

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 contributes to the reading programs at RRMS with equipment, software and salari	es.
itle I, Part C- Migrant	
Title I, Part D	
Title II	
Training as needed or requested during the summer and throughout the school years su- Ed., Impact Training, College Board Vertical Alignment, Springboard, Civics, Collins Writin	
Title III	
N/A	
Fitle X- Homeless	
District Homeless Coordinator works to identify homeless children.	
Supplemental Academic Instruction (SAI)	
Provide supplemental intensive instruction to students who have scored low on FCAT, af school.	ter school remediation and summer
violence Prevention Programs	
There is a full time resource officer at RRMS.	
Jutrition Programs	
Our school lunchroom provides breakfast and lunch for our students.	
Housing Programs	
Available in our community.	
lead Start	
N/A	
Adult Education	
N/A	
areer and Technical Education	
Through our wheel class the Career Ed. and Decision-Making course is taught.	
ob Training	
N/A	
Other	

Identify the school-based MTSS leadership team.

Our RtI teams consists of Alexa Mills, Asst. Principal, Wendy Martin, Guidance Counselor, Tracy Lee, Reading Coach, Jana O'Neal, Reading Teacher, Lela Fulford and Robyn Norton, RtI mentors, Donna Robson, Math Teacher, Jana Richardson, Reading Teacher.

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?

Instructional Leader - Alexa Mills
RtI Team Leader - Wendy Martin
Data Mentor - Tracy Lee
Content Specialist -Tracy Lee
Staff Liaison - Wendy Martin
Record Keeper - Lela Fulford/Robyn Norton
Time Keeper - Tracy Lee
District Contact - TBD

The function of the RtI team is to identify students who are "at risk" in either academic and/or behavioral areas. Upon identifying these students the team should determine the best way to serve theses students and to make them successful achievers. The team will use data-based methods to identify and monitor these students. The team will also call on others as needed to help determine the best strategies for the student such as ESE teacher if student is in this program, regular ed teacher of student, parent/guardian, speech/language pathologist.

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?

Asst. Principal is a member of SAC and therefor provides input in the School Improvement Plan

MTSS Implementation-

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

Screen based on FAIR and FCAT. Placed into appropriate tiers. Progress monitoring using FAIR, Discovery Ed. and individual program assessments that are used in each tier.

Describe the plan to train staff on MTSS.

Meeting/Training - as needed during the school year

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

-School-Based Literacy Leadership Team-

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

Alexa Mills, Asst. Principal, Tracy Lee, Reading Coach, Marsha Marchant, Candy Evans, Caresse Pridgeon, Donna Mullins, teachers.

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

LLT will meet every 2 months. The team will address school, needs develop and implement action plan.

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

LTT will focus on interventions that address bottom quartile students. LLT will also continue to promote curriculum that enhances instruction for level 3, 4, and 5 students

Public School Choice

replicable. "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. Reading Coach will provide professional development in reading strategies based on needs of students. Walk throughs will be completed by Principal, Asst. Principal and Reading Coach to ensure implementation of strategies in all classes. "High Schools Only Note: Required for High School - Sec. 1003.413(g)(j) F.S. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Postsecondary Transition Note: Required for High School - Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School.	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. Reading Coach will provide professional development in reading strategies based on needs of students. Walk throughs will be completed by Principal, Asst. Principal and Reading Coach to ensure implementation of strategies in all classes. 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 elevance to their future? How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Postsecondary Transition Note: Required for High School - Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School exercises.	*Elementary Title I Schools Only: Pre-School Transition
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		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 <u>High S</u> Feedback Report

PART II: EXPECTED IMPROVEMENTS

of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in

Reading Goals

reading.

Reading Goal #1a:

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

2012 Current Level of Performance:					2013 Expe	2013 Expected Level of Performance:			
7th -	6th - 21% 7th - 24% 8th - 19%				6th - 23% 7th - 26% 8th - 21%				
		Pr	oblem-Solving Proce	ess to I	Increase St	uder	nt Achievement		
	Anticipated Barrier Strategy Res				Person oı Position Responsible Monitorin	for	Process Used t Determine Effectiveness o Strategy		Evaluation Tool
1	Attendance		See Attendance Goals		incipal/Asst. incipal		Attandance Improve	es	FCAT
					eading Coach Discovery Ed				
	d on the analysis of s provement for the foll		t achievement data, ar group:	nd refe	rence to "Gu	ıiding	Questions", identify	and d	lefine areas in need
Stude	lorida Alternate Assents scoring at Leveling Goal #1b:		nent: 5, and 6 in reading.						
2012	2012 Current Level of Performance:					2013 Expected Level of Performance:			
Problem-Solving Process to I				Increase St	uder	nt Achievement			
Positi				son or tion ponsible	Dete	cess Used to ermine ctiveness of	Eval	uation Tool	

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

We will increase percent of students reaching Level 3 by 2%.

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:

Monitoring

No Data Submitted

Strategy

2012 Current Level of Performance:				2013 Expe	cted	Level of Performar	nce:		
6th - 7th - 8th -	33%				6th - 30% 7th - 34% 8th - 17%				
		Pr	oblem-Solving Process	to I	ncrease Stu	ıden	nt Achievement		
	Anticipated Bar	rier	Strategy	R	Person or Position Pesponsible f Monitoring		Process Used to Determine Effectiveness o Strategy		Evaluation Tool
	Attendance		See Attendance Goal	see	e Goal		Discovery Ed., FAIR		FCAT
1	Lack of Motivation		Seek ways to motivate students to achive the level they are capable of achieving	Pri	ading Coach, ncipal, Asst. ncipal				
	I on the analysis of sprovement for the fol		t achievement data, and	refer	rence to "Gui	ding	Questions", identify	and o	define areas in need
2b. Fl Stude readi	lorida Alternate As ents scoring at or a	sessn	-	n					
2012	Current Level of P	erforr	nance:		2013 Expected Level of Performance:				
		Pr	oblem-Solving Process	to I	ncrease Stu	ıden	nt Achievement		
Antic	cipated Barrier	Strat	regy F	Posit Resp for	onsible	Dete Effe	cess Used to ermine ctiveness of tegy	Eval	uation Tool
		'	No [Data	Submitted			•	
	on the analysis of sprovement for the following		t achievement data, and g group:	refer	ence to "Gui	ding	Questions", identify	and d	define areas in need
gains	CAT 2.0: Percentag in reading. ing Goal #3a:	je of s	tudents making learnin	ng	out of our s	tude	have been successful ents but there is alway ur goal to increase by	ys roo	om for improvement
2012 Current Level of Performance:			2013 Expected Level of Performance:						
56%	56%				58%				
		Pr	roblem-Solving Process	to I	ncrease Stu	ıden	nt Achievement		

by 1%.

Increase number of students achieving at or above levels 4

Level 4 in reading.

Reading Goal #2a:

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1			see goal Reading Coach	Discovery Ed., FAIR	FCAT
		students to see they can always improve	O .		

	on the analysis of s rovement for the fol		t achievement data, and group:	d refer	ence to "Gu	uiding (Questions", identify	and de	efine areas in need
	_		nent: g Learning Gains in						
Readi	ng Goal #3b:								
2012	Current Level of Pe	erforn	nance:		2013 Ехр	ected	Level of Performar	nce:	
		Pr	oblem-Solving Proces	ss to I	ncrease St	tudent	Achievement		
Antic	ipated Barrier	Strat	egy	for		Deter	ess Used to rmine tiveness of egy	Evalu	ation Tool
			No	Data :	Submitted				
	on the analysis of s		t achievement data, and group:	d refer	ence to "Gu	uiding (Questions", identify	and de	fine areas in need
makir	AT 2.0: Percentage ng learning gains ir ng Goal #4:		udents in Lowest 25% ing.	,	Our goal is gains.	s to imp	prove by 1% our low	est 25°	% making learning
2012	Current Level of Pe	erform	nance:		2013 Exp	ected	Level of Performar	nce:	
48%					49%				
		Pr	oblem-Solving Proces	s to I	ncrease St	tudent	Achievement		
	Anticipated Barı	rier	Strategy	R	Person o Position esponsible Monitorin	e for	Process Used to Determine Effectiveness o Strategy		Evaluation Tool
1	Attendance		See Attendance Goal	see	e goal				

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

Reading Goal #

	jectives (AN	ble Annual MOs). In six year hievement gap	5A :						<u> </u>
Baseline data 2010-2011	2011-201	2 2012-2013	2013-20	014	2014	1-2015	2015-2016	ò	2016-2017
		tudent achievemo	ent data, and	d referei	nce to "Gu	uiding Ques	tions", identify	and d	efine areas in need
1	ın, America	oy ethnicity (Wh an Indian) not m reading.							
Reading Goal	#5B:								
2012 Current	Level of Pe	erformance:		2	2013 Expe	ected Leve	el of Performai	nce:	
		Problem-Sol	ving Proces	s to In	crease St	udent Ach	ievement		
Anticipated B	arrier	Strategy		Persor Position Responsion for Monito	on nsible	Process L Determin Effectiver Strategy	е	Evalu	uation Tool
			No	Data Su	ubmitted				
									G
of improvemen	t for the fol	lowing subgroup:		referei	nce to "Gl	liaing Ques	tions", identify	and d	efine areas in need
5C. English La satisfactory p		earners (ELL) no reading.	t making						
Reading Goal	#5C:								
2012 Current	Level of Pe	erformance:		2	2013 Expe	ected Leve	el of Performai	nce:	
		Problem-Sol	ving Proces	s to In	crease St	udent Ach	ievement		
Anticipated B	arrier	Strategy		Persor Position Responsion for Monito	on nsible	Process L Determin Effectiver Strategy	е	Evalı	uation Tool
			No		ubmitted				
		tudent achieveme lowing subgroup:		d referei	nce to "Gu	uiding Ques	tions", identify	and d	efine areas in need
5D. Students	with Disab	ilities (SWD) no	t making						

satisfactory progress in reading.

Reading Goal #5D:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	o Data	Submitted		
Based on the analysis of s	student achievement data, an	d refer	ence to "Gu	uidina Questions", identify	and define areas in need

Based on the analysis of of improvement for the fo		nd refer	ence to "G	uiding Questions", iden	tify and define areas in need
5E. Economically Disad satisfactory progress in	vantaged students not main reading.	king			
Reading Goal #5E:					
2012 Current Level of P	erformance:		2013 Exp	ected Level of Perfor	mance:
	Problem-Solving Proce	ess to L	ncrease St	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	No Data S	Submitted		

PD Content /Topic and/or PLC Focus		PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Springboard						
	6-8		Language Arts Critical Thinking and	Summer 1012		
Common			Reading Teachers		DAP meetings, Discovery Ed,	Reading Coach, Principal, Asst.
Core	6-8		School Wide	Summer 2012	FAIR	Principal
Collins	6-8		School Wide	Summer 2012		

	Writing						
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Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

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

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring pr	oficient in reading	g.			
CELLA Goal #2:					
2012 Current Percent	of Students Profic	cient in reading	g:		
	Problem-Solvin	g Process to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

Students write in English	h at grade level in a ma	nner similar to	non-El	_L students.	
3. Students scoring pr	roficient in writing.				
CELLA Goal #3:					
2012 Current Percent	of Students Proficien	t in writing:			
	Problem-Solving P	rocess to Incr	ease S	tudent Achievemen	t
Anticipated Barrier	Strategy	Person of Position Responsion Monitor	sible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Sub	mitted		

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Гесhnology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
NO Data			

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- D-t-	
No Data	No Data	No Data	\$0.00
No Data	No Data	No Data	\$0.00 Subtotal: \$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)).

	d on the analysis of studer provement for the followin		refere	nce to "Guiding	g Questions", identify and	d define areas in need	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:			(Our goal is to increase the number of students achieving Level 3 by 1%.			
2012	2 Current Level of Perfor	mance:		2013 Expected	d Level of Performance	:	
6th - 25% 7th - 22% 8th - 32%				6th - 26% 7th - 23% 8th - 33%			
	Р	roblem-Solving Process	stoIn	icrease Studer	nt Achievement		
Anticipated Barrier Strategy R				Person or Process Used to Position Determine tesponsible for Effectiveness of Monitoring Strategy		Evaluation Tool	
			Principal/Asst. Attendance Improves FCAT Principal		FCAT		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:					
Mathematics Goal # 1b.					
2012 Current Level of F		2013 Exp	ected Level of Perfor	rmance:	
	Problem-Solv	ving Process to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Res for			on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted	•	·

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in of improvement for the following group:							
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase number of students achieving at or above level 4 by 1%.						
2012 Current Level of Performance:	2013 Expected Level of Performance:						
6th - 10%	6th - 11%						

7th - 8th -			7th - 14% 8th - 15%	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Attendance Lack of Motivation	3	see goal Reading Coach, Principal, Asst. Principal	Discovery	FCAT/EOC			

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need f improvement for the following group:						
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:							
2012 Current Level of Po	erformance:		2013 Expected Level of Performance:				
	Problem-Solving Proces	ss to I r	ncrease St	tudent Achievement			
Anticipated Barrier	Strategy	Perso Positi Respo for Monit	ion onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	No	Data S	Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
gains	CAT 2.0: Percentage of s in mathematics. ematics Goal #3a:	tudents making learning		We will increase our percent of studends making Learning Gains by 1%.			
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
71%			72%	72%			
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement			
Anticipated Barrier Strategy R			Person or Position Responsible for Monitoring	Position Determine Responsible for Effectiveness of Evaluation			
	Attendance	see attendance goal	see goal		FCAT		
1	1 Lack of Motivation Find ways to help students to see they can Pri always improve Pri			Discovery Ed			

Based on the analysi of improvement for the			ent data, and	refer	ence to "Gu	uiding Ques	stions", identify	and d	define areas in need
3b. Florida Alternative Percentage of stude mathematics.			g Gains in						
Mathematics Goal #	≠3b:								
2012 Current Level	2012 Current Level of Performance:					ected Leve	el of Performa	nce:	
	P	roblem-Sol	ving Process	to I	ncrease St	udent Ach	nievement		
for			Posit Resp for		Process l Determin Effective Strategy	ne ness of	Eval	uation Tool	
	•		No [Data S	Submitted				
Based on the analysi of improvement for the			ent data, and	refer	ence to "Gu	uiding Ques	stions", identify	and o	define areas in need
4. FCAT 2.0: Percer making learning ga Mathematics Goal #	ins in ma		Lowest 25%		To increase percentage of our lowest 25% making gains by 1%.				
2012 Current Level	of Perfor	mance:			2013 Expected Level of Performance:				
48%					49%				
	Р	roblem-Sol	ving Process	to I	ncrease St	udent Ach	nievement		
Anticipated	l Barrier		rategy	R	Person or Position esponsible Monitorin	for E	Process Used to Determine Effectiveness co Strategy		Evaluation Tool
1 Attendance		See Attend	dance Goal	see	goal				
Deceder And W	b - l .	alala Arr	Management	la i - 1		A A A A A A A A A A A A A A A A A A A	Dendis sur 188	4L 5	who were a second
Based on Ambitious I	out Achiev	able Annual	Measurable O Middle Schoo				keading and Ma	atn Pe	errormance Target
5A. Ambitious but Ac Measurable Objective school will reduce the	es (AMOs).	In six year	Wilder School	II IVIAL	nematics G	odi #			<u> </u>
by 50%.	1		5A :		1		T	-	▼
Baseline data 2010-2011	-2012	2012-2013	2013-20	14	2014	-2015	2015-2016	5	2016-2017

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 Hispanic, Asian, Americ	by ethnicity (White, Black an Indian) not making	<,				
satisfactory progress in	_					
Mathematics Goal #5B:						
2012 Current Level of P	Performance:		2013 Exp	ected Level of Perform	ance:	
	Problem-Solving Proc	cess to I	ncrease S	tudent Achievement		
Anticipated Barrier	Anticipated Barrier Strategy F		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
Based on the analysis of of improvement for the fo	student achievement data, a Illowing subgroup:	and refer	ence to "G	uiding Questions", identif	y and define areas in need	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.						
Mathematics Goal #5C:						
2012 Current Level of P	erformance:		2013 Exp	ected Level of Perform	ance:	
	Problem-Solving Proc	cess to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
			Submitted	1		
Based on the analysis of of improvement for the fo	student achievement data, a illowing subgroup:	and refer	rence to "G	uiding Questions", identif	y and define areas in need	
·	pilities (SWD) not making					
Mathematics Goal #5D:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Proc	cess to I	ncrease S	tudent Achievement		

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

Based on the analysis of s of improvement for the fol	student achievement data, and Ilowing subgroup:	d refere	ence to "Gu	uiding Questions", identify	and define areas in need
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.					
Mathematics Goal #5E:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to Ir	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No) Data S	Submitted		

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. To increase number of students achieving Level 3 by 1% Algebra Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: 72% 73% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy EOC Attendance See Attendance Goals Principal, Asst. Attendance Improves Principal

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.					Т	To increase the number of students achieving at or above level 4 in Algebra by 1%					
Alge	bra Goal	#2:				16	evel 4 in A	igebr	ару	1%		
2012	2 Current	Level of Pe	erforr	nance:		2	2013 Exp€	ectec	d Leve	el of Performa	nce:	
19%						2	20%					
			Pr	oblem-Solving Proces	ss to	o I no	crease St	uder	nt Ach	ievement		
	Anticipated Barrier Strategy		Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy			Evaluation Tool				
1	Attenda Lack of	nce Motivation		Seek ways to motivate Restudents to achieve the Pr			ling Coach cipal, Asst.		Disco	very		FCAT/EOC
Base	d on Amb	itious but Ac	hieva	able Annual Measurable	Obj	ectiv	es (AMOs)	, AM	O-2, F	Reading and Ma	ath Pe	erformance Target
Meas	urable Ok ol will red	but Achieval ojectives (AM uce their ach	10s).	In six year	al #							A
	eline data 0-2011	2011-2012	2 2	2012-2013 2013-2	014		2014-2015		2015-2016		6	2016-2017
		analysis of s		t achievement data, and g subgroup:	d re	ferer	nce to "Gu	iding	Ques	tions", identify	and	define areas in need
Hisp satis	anic, Asia	an, America progress in	n Ind	nnicity (White, Black, dian) not making bra.								
2012	2 Current	Level of Pe	erforr	mance:		2	2013 Expected Level of Performance:					
			Pr	roblem-Solving Proces	ss to	o I no	crease St	uder	nt Ach	ievement		
Anticipated Barrier Strategy Posi Resp for			esponsible Deter		ermin ctiver	Jsed to e ness of	Eva	luation Tool				
				No			ubmitted					
				·						· ·		

i e					
3C. English Language satisfactory progress		making			
Algebra Goal #3C:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perforn	nance:
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement	
		Perso Posit		Process Used to	
Anticipated Barrier	Strategy	for	onsible toring	Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
Based on the analysis of improvement for the f		t data, and refer	ence to "G	uiding Questions", ident	ify and define areas in need
3D. Students with Disa satisfactory progress		making			
Algebra Goal #3D:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	nance:
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement	
			on or	Process Used to	
Anticipated Barrier	Strategy	for	toring	Determine Effectiveness of Strategy	Evaluation Tool
			Submitted		<u>'</u>
Based on the analysis of of improvement for the f		t data, and refer	ence to "G	uiding Questions", ident	ify and define areas in need
3E. Economically Disa satisfactory progress	_	s not making			
Algebra Goal #3E:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	nance:
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement	

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

End of Algebra EOC Goals

Geometry End-of-	Course (EOC) Goa	ls			
* When using percentages	s, include the number of s	tudents the	percentage	represents (e.g., 70% (3	35)).
Based on the analysis of in need of improvement			eference to	o "Guiding Questions",	identify and define areas
1. Students scoring a Geometry.	t Achievement Level 3	3 in			
Geometry Goal #1:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perfo	rmance:
	Problem-Solving Pr	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		•
Based on the analysis of in need of improvement			eference to	o "Guiding Questions",	identify and define areas
2. Students scoring a4 and 5 in Geometry.	t or above Achieveme	nt Levels			
Geometry Goal #2:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perfo	rmance:
	Problem-Solving Pr	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Based on Ambitiou Target	us but	Achievable	Annual Measural	ble Ob	ojectives (A	MOs),	AMO-2, Reading a	and Math Performance
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Geometry Goal #					_
Baseline data 2011-2012	201	12-2013	2013-2014		2014-20	15	2015-2016	2016-2017
Based on the anal				and i	reference t	o "Guid	ing Questions", id	dentify and define areas
3B. Student subg Hispanic, Asian, satisfactory prog Geometry Goal #	Ameri gress	can India	n) not making	ck,				
2012 Current Lev		Performa	nce:		2013 Exp	pected	Level of Perforn	nance:
		Problem	n-Solving Proces	ss to I	ncrease S	student	t Achievement	
Anticipated Barr	ier	Strategy		Posi Resp for	son or tion ponsible itoring	tion Determine Effectiveness of		Evaluation Tool
			No	Data	Submitted			
Based on the anal	vsis of	student a	chievement data	and i	reference t	o "Guid	ing Questions" in	dentify and define areas
in need of improve 3C. English Lang satisfactory prog	ement uage l	for the foll Learners	owing subgroup: (ELL) not making			- Guid	ing educations , is	activity and activity areas
Geometry Goal #	±3C:							
2012 Current Lev	vel of	Performa	nce:		2013 Exp	ected	Level of Perforn	nance:
		Problem	n-Solving Proces	ss to I	ncrease S	student	Achievement	
Anticipated Barr	ier	Strategy		Posi Resp for	son or tion ponsible itoring	Deter	iveness of	Evaluation Tool
			No	Data	Submitted			

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.					
Geometry Goal #3D:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving	Process to I	ncrease S	Student Achievement	
Anticipated Barrier Strategy Posit Resp		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data	Submitted			

	f student achievement data, for the following subgroup:	and r	eference to	o "Guiding Questions", id	dentify and define areas
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perforn	nance:
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		

End of Geometry EOC Goals

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

PD Content /Topic and/or PLC Focus	Grade	and/or PLC	PD Participants (e.g. , PLC, subject, grade level, or school- wide)		Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Common Core	6-8		School Wide	Summer 2012	DAP meetings	Reading Coach

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

End of 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:						
Leve	CAT2.0: Students scored in science.	ring at Achievement	To increase pe	ercent making level 3 by	1%.		
2012	2 Current Level of Perf	ormance:	2013 Expecte	ed Level of Performan	ce:		
29%			30%	30%			
	Prob	lem-Solving Process t	to Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Attendance	See Attendance Goals	Principal/Asst. Principal	Attendance Improves	FCAT		

ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas 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:							
2012 Current Level of Performance:	2013 Expected Level of Performance:						

	Problem-Solving Proces	s to Increase S	Student Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data Submitted		

			dent achievement data, t for the following group		reference t	to "	Guiding Questions",	, ider	ntify and define
					To increase percent of students making at or above Level 4 by 1%.				
2012	2 Current Level of	Perf	ormance:	:	2013 Exp∈	ecte	ed Level of Perform	mano	ce:
8%				(9%				
		Prob	lem-Solving Process	toIr	ncrease St	ude	ent Achievement		
	Anticipated Bar	rier	Strategy	Re	Person or Position sponsible Monitoring	for	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1	Lack of motivation Seek ways to motivate Restudents to schieve Pr			e Rea Prin			FCAT		
			dent achievement data, t for the following group		reference t	to "	Guiding Questions"	, ider	ntify and define
Stud in sc	Florida Alternate A lents scoring at or sience. nce Goal #2b:		ssment: ve Achievement Leve	17					
2012	2 Current Level of	Perf	ormance:	:	2013 Expe	ecte	ed Level of Perform	mano	ce:
		Prob	lem-Solving Process	toIr	ncrease St	ude	ent Achievement		
Anti	cipated Barrier	Stra	tegy F	Positi Respo or	onsible	Det Effe	cess Used to ermine ectiveness of ategy	Eva	luation Tool
	,		No Da	ata S	Submitted			•	

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
Common Core	6-8		School Wide	Summer 2012	DAP meetings	Reading Coach,Principal, Asst. Principal

Science Budget:

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

End of 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:	Increase students making 4.0 or higher to up 2%			
2012 Current Level of Performance:	2013 Expected Level of Performance:			

85%			87%			
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 Attendance	Reading Remediation see attendance goal	. 5	Grade level teachers grading of writing.	FCAT	

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas n need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.						
Writing Goal #1b:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement		
for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	No Data Submitted					

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
Common Core	6-8		School Wide	Summer 2012	DAP Meeting	Reading Coach

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Cour	se (EUC) Goals				
* When using percentages	, include the number of studen	ts the	percentage	represents (e.g., 70%	(35)).
Based on the analysis o in need of improvement	f student achievement data, for the following group:	and r	reference to	o "Guiding Questions"	', identify and define areas
1. Students scoring at	: Achievement Level 3 in C	Civics.			
Civics Goal #1:					
2012 Current Level of	Performance:		2013 Ехр	ected Level of Perf	ormance:
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievemer	nt
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		
<u> </u>					
Based on the analysis o in need of improvement	f student achievement data, for the following group:	and r	reference to	o "Guiding Questions"	', identify and define areas
2. Students scoring at 4 and 5 in Civics.	or above Achievement Le	evels			
Civics Goal #2:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perf	ormance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	tor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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							

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

Atter	Attendance Goal #1:			RRMS will decrease the number of students with excessive absences by 9.		
2012	2012 Current Attendance Rate:			ed Attendance Rate:		
N/A			N/A	N/A		
2012 Current Number of Students with Excessive Absences (10 or more)				2013 Expected Number of Students with Excessive Absences (10 or more)		
77			68	68		
	Current Number of Stues (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)		
N/A			N/A	N/A		
	Pro	blem-Solving Process t	to Increase Stud	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Parent Apathy	Using School Resource Officer to do home visits. Guidance department/school do letters home when student has excessive absences. Skyward Parent Portal is a way parents can be informed of students absences.	Principal, Asst. Principal and Guidance Counselor.	Updated Parental Portal used to show absences of students.		

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

	d on the analysis of susp provement:	ension data, and referen	ce to "Guiding Que	stions", identify and defi	ne areas in need		
				RRMS will decrease the number of students with Inschool suspensions by 13.			
2012	Total Number of In-Sc	hool Suspensions	2013 Expecte	d Number of In-Schoo	l Suspensions		
485			472	472			
2012	? Total Number of Stude	ents Suspended I n-Scho	2013 Expecte School	d Number of Students	Suspended In-		
111			102	102			
2012	! Number of Out-of-Sch	ool Suspensions	2013 Expecte Suspensions	2013 Expected Number of Out-of-School Suspensions			
70			67	67			
2012 Scho	? Total Number of Stude ol	ents Suspended Out-of-	- 2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School			
34			29				
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Classroom management	Monitor teachers with	Asst. Principal	Walk throughs,	Number of		

	of teachers.	walk throughs and	and Principal	monitoring persons on	students sent to
	Supervision of students	office referrals.		supervision.	internal
	outside of classroom.	Maintain a supervison			
		schedule before and			
1		after school as well as			
		between classes. Use			
		of Parental Portal of			
		Skyward to keep			
		parents informed of			
		students disciplines.			

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							

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

					,	
1. Pa	rent Involvement					
*Plea	Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			Parents play a vital role in a student's academic growth especially in the middle grade years. RRMS recognized this important role and the need for improved parent involvement.		
2012	Current Level of Parer	nt Involvement:	2013 Expecte	ed Level of Parent Invo	lvement:	
50%			52%			
	Pro	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Times for parents to conference with teachers. Notifications as to when activites/important dates occur.	Open house, parent- teacher conference nights are used to accomodate working parents. Individual conferences can be scheduled through the Guidance Department. School Calendars are given out monthly with important events marked. School Planners are used for communication with parents. Skyward parent portal for parents to log into to find out attendance, grades and assignments for their students.		Total numbers in attendance at functions.	Sign In Sheets for Open House, conference Nights. Records of Parent Conferneces in Guidance Office. Minutes of SAC. Tech. results of log ins.	

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							

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

End of 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:							
	Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
No Data Submitted							

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	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 Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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, identi	ify and define a	areas in ne	eed of improvement:		
1. CTE						
CTE Goal #1:			CAPE to start next year			
	Problem-Solving	g Process to I	ncrease S	Student Achievement	t	
Anticipated Barrier	r Strategy Pos for		on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted		•	

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

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

CTE Budget:

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

End of 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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Dev	relopment			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance



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 10/3/2012)

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
8th grade T-shirts 6/7 grade incentives All Star Luncheons School Planners No Discipline Rewards 3-3 or higher Pizza Party Social Studies Fair AR Reward Trip AR Reward FCAT Drawing "A" School Party	\$3,000.00

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

The purpose of SAC is, as the name implies, an advisory committee. RRMS SAC will schedule several meeting during the school to advise, communicate and help RRMS in any way the committee can.

			•

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

Dixie School District RUTH RAINS MIDDLE S 2010-2011	SCHOOL					
	Reading	Math	Writing		Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	68%	96%	55%	292	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	70%	71%			141	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	71% (YES)				Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					583	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested

Dixie School District RUTH RAINS MIDDLE S 2009-2010	SCHOOL					
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	90%	55%		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	65%	75%			140	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	67% (YES)				Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					540	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested