

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: W. H. Beasley Middle School	District Name: Putnam County
Principal: Sandra Gilyard	Superintendent: Tom Townsend
SAC Chair: Joy Eubanks	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[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)	Number of Years at Current School	Number 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	Sandra Gilyard	Master's of Education Educational Leadership K-12, Elementary Education 1-6, Nursery-Kindergarten, School Principal, ESOL endorsement	3	17	2011-2012 Beasley Middle – school grade D, AYP – No 2010-2011 Beasley Middle - school grade D, AYP - No 2009-2010 Price Middle - school grade C, AYP - No 2008-2009 Price Middle - school grade B, AYP - No 2007-2008 Price Middle - school grade B, AYP - No
Assistant Principal	Andrew Burnett	Master's in Political Science; Certification in Ed. Leadership; Social Science 6-12, Varying Exceptionalities K-12; Middle Grades	1	5	2011-2012 Beasley Middle – school grade D, AYP – No 2010-2011 Interlachen High - school grade D, AYP - No 2009-2010 Interlachen High - school grade C, AYP - No 2008-2009 Interlachen High - school grade C, AYP - No 2007-2008 Interlachen High - school grade C, AYP - No

August 2012

Rule 6A-1.099811

Revised April 29, 2011

## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Integrated Curriculum 5-9			
Assistant Principal	Ashley McCool	Master's of Educational Leadership K-12; Reading Endorsement, Elementary Ed. 1-6, Gifted	1	3	2011-2012 Beasley Middle – school grade D, AYP – No 2010-2011 Crescent City Jr/Sr High- school grade B, AYP – No 2009-2010 Crescent City Jr/Sr High- School Grade C, AYP - No

### 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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number 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	Sharice Williams	Master's Degree in Reading K-12; Bachelors Degree in Elementary Education 1-6	5	8	2011-2012 Crescent City Jr. Sr. High School-school grade B, AYP-No 2010-2011 Q.I. Roberts Middle School-school grade B, AYP-No 2005-2010 W. H. Beasley Middle School-school grade B, AYP-No
Science	Todd Dixon	Master's Degree in Education Curriculum 6-12; Bachelor's Degree in Geography	1	2	2011-2012 W. H. Beasley Middle School-school grade D, AYP-No
Math	Linda Freeman	Bachelor's Degree in Elementary Education K-6; Bachelor's Degree in Exceptional Education K-12; Reading Endorsed; ESOL Endorsed	1	20	2011-2012 W. H. Beasley Middle School-school grade D, AYP-No 1995-2009 Moseley Elementary School-school grade A-F, AYP-No

### 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
1. Implementation of Southern Regional Education Board (SREB) trainings and strategies (e.g., Focus Teams: High Expectations, Literacy, Rigor, Guidance and Advisement, Transitions; common board configurations) which will assist in changing the culture and climate of the school.	Sandra Gilyard Andrew Burnett Ashley McCool	2013

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

2. Implementation of Success for All (SFA) through Reading Edge and Power Teaching in mathematics trainings and strategies; reciprocal teaching, collaborative structures, class council, which will assist in changing the culture and climate of the school.	Sandra Gilyard Andrew Burnett Ashley McCool	2013
3. Provide incentives for teachers to earn reading endorsement through professional development.	Sandra Gilyard Andrew Burnett Ashley McCool	2013

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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 instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	NA

***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
25	4% (1)	16% (4)	20% (5)	40% (10)	24% (6)	76% (19)	20% (5)	0	24% (6)

***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
Carolyn Carter	Chris Gironda	Mrs. Carter is very capable of performing the duties as a mentor teacher. She is the Department Chair for the Science Department.	Visit the classroom and allow Mr. Gironda to visit other classrooms. The PCSD Director of Music, Nick Albanese, will also work with Mr. Gironda.

## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

#### Title I, Part A

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

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

Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year by the IT;
- (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each school.

**August 2012**

**Rule 6A-1.099811**

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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>(5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;</p> <p>(6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.</p>
<p>Title X- Homeless</p> <p>The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless. Our school also provides classroom materials to the students. We will also assist helping them with clothing to be in compliance with the Dress Code.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>Title I pull-out tutoring, SES tutoring services, and 21st Century Afterschool Program</p>
<p>Violence Prevention Programs</p> <p>Anti-Bullying program, School Resource Officer, Guidance Counselors offer violence prevention/bullying lessons and presentations. SFA "Getting Along Together" Program is taught for a week. We also use the Project Praise Series during the morning announcements.</p>
<p>Nutrition Programs</p> <p>The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through SES or 21st Century are provided a nutritional snack.</p>
<p>Housing Programs</p> <p>n/a</p>
<p>Head Start</p> <p>n/a</p>
<p>Adult Education</p> <p>n/a</p>
<p>Career and Technical Education</p> <p>Beasley Middle School will provide "Project Lead the Way" science/technology curriculum. This curriculum is delivered through engineering lessons. All science teachers have been trained. The eighth grade students will receive Career Education during their Business Class. In this class each student will develop an EPEP.</p>
<p>Job Training</p> <p>n/a</p>
<p>Other</p> <p>Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Professional Development.</p>

## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

<b>School-Based MTSS/RtI Team</b>
Identify the school-based MTSS Leadership Team. The School-based RtI Leadership Team consists of: The Principal, Assistant Principal, Curriculum Resource Teacher, Guidance Counselors, School Psychologist, Teachers of the particular students, and other personnel as appropriate such as staffing specialists (for students with (IEP's) behavior specialists, speech and language therapists and mental health counselors.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Leadership Team will meet monthly to review individual student's intervention data. In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavioral interventions. Teachers and RtI tutors will be responsible for providing the intervention with fidelity and recording data. RtI coaches/Curriculum Resource Teachers will monitor, coach, and assist with professional development. Skyward Student Information System's data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based Solutions team meetings. At these meetings, a decision to discontinue Tier 2 support, continue and/or modify Tier 2 interventions or provide additional Tier 3 support will be made. RtI is a regular education initiative. The RtI team will coordinate with the ESE department, parents, and all stakeholders.
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 RtI Leadership Team will work with the School Improvement Team to make sure that the RtI problem-solving process based on Solutions Network procedures is thoroughly integrated into the plan.
<b>MTSS Implementation</b>
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. <ul style="list-style-type: none"><li>• Interim Assessments for Reading, Math &amp; Science including SRI and SMI</li><li>• Progress Monitoring Plans via online DATA STAR system on Putnam County Schools Website</li><li>• FAIR for Reading</li><li>• Skyward Student Information System for tracking behavior patterns and trends</li><li>• Putnam Writes exam via online DATA STAR system</li></ul>
Describe the plan to train staff on MTSS.  Meet in subject area teams on a monthly basis to discuss the RtI process and any students that they may recommend for academic or behavior reasons. Data used are classroom benchmark data, homework, classroom formal and informal assessments and behavior observations. Dependent upon the data reviewed some interventions may include testing, re-evaluations, informal or formal behavior management plan, parental involvement, placement decisions, or social services.  The counselors will also share with the staff information received during summer training on "Behavioral RtI Myths and Legends." They will share the indicators of at risk students.  The protocol is: <ul style="list-style-type: none"><li>○ Teachers can utilize a Guidance Referral Form to notify guidance counselors of potential issues affecting student achievement.</li><li>○ Teachers' concerns about academic or behavioral issues are documented on RtI Request for Assistance form where they have an opportunity to suggest students for Tier II RtI intervention.</li><li>○ The administration monitors student disciplinary and attendance concerns on a regular basis to look for trends that require interventions.</li></ul> Weekly meetings are scheduled to evaluate student data and determine next steps.



## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe plan to support MTSS.  
Have a set schedule for all meetings and provide coverage for teachers to participate in the RTI meetings.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Beasley Middle School's Leadership Team consists of: Chairperson, Leigh Porch, Members: Sharice Williams (CRT), Carolyn Carter, Keith Hill, Melissa Hibbs, and Chris Girona.

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

The Literacy Leadership Team, composed of cross-curricular teachers, media specialist, CRT/reading coach, administration and DA reading coordinator is a Focus Team, which focuses on content area literacy at Beasley Middle School. They meet every second Thursday of each month to discuss reading data trends based on Reading Counts, SRI lexiles, staff surveys, FAIR data and fluency scores. Information is used to work toward building strategies to support reading proficiency at the school. They are also responsible for reading themes and incentives.

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

The LLT in conjunction with the Rigor Focus Team spearheaded the development and facilitation of student research projects. Core teachers are incorporating the research process in their classrooms this year to pave the way for full school-wide implementation in all subject areas. This is an SREB recommendation.

The LLT provides incentives to encourage reading. A major initiative this year will be to bring our school in compliance with SREB in the area of content area literacy. They are working on meeting the twenty-five books recommended for middle school students to read in a school year. The focus group is working on a five-year plan that will bring us into compliance. They are also providing reading incentives to promote reading.

### *Public School Choice*

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

### **NCLB Public School Choice**

- Notification of (School in Need of Improvement) SINI Status  
No Attached copy of Notification of SINI Status to Parents
- Public School Choice with Transportation (CWT) Notification  
No Attached copy of CWT Notification to Parents
- Notification of (School in Need of Improvement) SINI Status  
No Attached copy of SES Notification to Parents

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

***\*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.

NA

***\*Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Every teacher at Beasley Middle School has been trained in the Success For All/Reading Edge reading strategies. The strategies taught through SFA are used not only in reading instruction, but also in content area instruction. When leaders make classroom visitations, they indicate what reading strategies are being taught in the lesson observed. Every teacher is required to incorporate reading strategies into their daily instruction throughout the day.

***\*High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

NA

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?

NA

***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](#).

NA

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Teachers must fully utilize a research-based instructional delivery model that promotes a gradual release of responsibility (e.g., explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment).	1A.1. DA Region II staff will collaborate with district and school personnel to plan and facilitate according to a scheduled professional development on fully utilizing a research-based instructional delivery model that promotes a gradual release of responsibility (e.g., explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment). DA Region II staff will collaborate with district and school personnel to support teachers through the intensive coaching cycle (e.g., co-planning, modeling, co-teaching, observing, and debriefing) on fully utilize a research-based instructional delivery model that promotes a gradual release of responsibility (e.g., explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment). Teachers will fully utilize a research-based instructional delivery model that promotes a gradual release	1A.1. Administration, Curriculum Resource Teacher, DA Team Region II	1A.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	1A.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
<u>Reading Goal #1A:</u> Beasley Middle School will increase the number of proficient students to 45% for the 2012-2013 school year.	<u>2012 Current Level of Performance:*</u> 35% (137/390) of the students are performing on grade level.	<u>2013 Expected Level of Performance:*</u> 45% (158/350) are expected to be performing on grade level.					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				of responsibility (e.g., explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment).			
			1a.2. Teachers work daily to review progress monitoring data, plan instruction, and establish instructional routines to accelerate the performance of our low achieving students while maintaining performance of our high achieving students.	1a.2. The master schedule will be created to allow core content area teachers to meet daily for a minimum of 45 minutes within the school day. This time is dedicated to professional development and will not supplant contract required planning minutes. Teachers will collaborate daily in a Professional Learning Community (PLC). This PLC will be teacher led and facilitated by the Curriculum Resource Teacher (Instructional Coach) with assistance from the Differentiated Accountability Team Members.	1a.2. Administration, Curriculum Resource Teacher, DA Team	1a.2. All PLC activities will be monitored by the Administration, Curriculum Resource Teacher, and DA Team. Evaluations of this process will be used weekly and adjustments will be made for the content of the PLC meeting agendas based on teachers' needs and student data.	1a.2. PLC evaluation tools from DA team, teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1b.1. Students need more practice with test format. Portions of the assessment is given orally, and many of them have auditory processing deficits.	1b.1. Teacher will engage students in systematic listening comprehension instruction.	1b.1. Administration, ESE teachers- Mrs. Hartley and Ms. Richards	1b.1. Assessments in the content areas will be given in this format and will be monitored weekly. Strategy will be discussed with students during ongoing data chats.	1b.1. Teacher made and curriculum based formative and summative assessments and data chat forms.
<u>Reading Goal #1B:</u> Beasley Middle School will maintain the number students scoring at or above 4,5,6 at 100% (6) for the 2012-2013 school year.	<u>2012 Current Level of Performance:*</u> 100% (6) students scored above levels 4,5,6 in reading	<u>2013 Expected Level of Performance:*</u> 100% (6) of students will score at or above levels 4,5,6.					
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2a.1. Daily instruction that is rigorous.	2a.1. Teachers will plan lessons that engage students in activities that meet the rigorous expectations of FCAT.	2a.1. Administration, Curriculum Resource Teacher, Instructional Coaches	2a.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	2a.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
Reading Goal #2A: Beasley Middle School will increase the percentage of students scoring to 20%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10% (38/390) scored at levels 4 or 5 in Reading in 2012.	20% (70/350) will score at levels 4 or 5 in Reading.					
			2A.2. Daily instruction that is motivating.	2A.2. Teachers will celebrate students' success with challenging activities and seek to motivate students to excel at levels above proficient.	2A.2. Administration, Curriculum Resource Teacher, Instructional Coaches	2A.2. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	2A.2. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b.1. Students need more practice with test format. Portions of the assessment is given orally, and many of them have auditory processing deficits.	2b.1. Teacher will engage students in systematic listening comprehension instruction.	2b.1. Administration, ESE teachers (Mrs. Hartley and Ms. Richards)	2b.1. A delivery model to include listening comprehension will be evident in daily lesson plans. Assessments in the content areas will be given in this format and will be monitored weekly. Strategy will be discussed with students during ongoing data chats.	2b.1. Teacher observation data through iobservation tool. Teacher made assessments and data chat forms.
Reading Goal #2B: Beasley Middle School will maintain the number of proficient students at 100% (6) for the 2012-2013 school year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (6) students scored above levels 4,5,6 in reading.	100% (6) students will score above levels 4,5,6 in reading.					
			2b.2. Students lack understanding of main idea and supporting details.	2b.2. Students will engage in ongoing activities that require critical thinking in the areas of main idea and supporting details.	2b.2. Administration, ESE teachers (Mrs. Hartley and Ms. Richards)	2b.2. A delivery model to include instruction in main idea and supporting details will be evident in daily lesson plans. Assessments in the content areas will be given in this	2b.2. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

					format and will be monitored weekly.  Strategy will be discussed with students during ongoing data chats.  Summative and formative assessments will be given to determine student success and mastery of these skills.	a research-based delivery model.
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>		3a.1. Teachers must apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	3a.1. Action Step #3 1. The Region II team will collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.  2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.  3. The Region II team will collaborate with school and district personnel to support the implementation of research-	3a.1. Administration, Curriculum Resource Teacher, Instructional Coaches	3a.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	3a.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
Reading Goal #3A: Beasley Middle School will increase the number of students making learning gains to 68% for the 2012-2013 school year.	<u>2012 Current Level of Performance:</u> 58% (226/390) of students tested in 2012 made learning gains in reading.	<u>2013 Expected Level of Performance:</u> Our goal is to increase to 68% (238/350) making learning gains in reading.				

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.			
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3b.1. Students' prior performance in the understanding of main idea and supporting details.	3b.1. Teachers will plan and implement lessons that will engage students in ongoing activities that require critical thinking in the areas of main idea and supporting details.	3b.1. Administration, ESE teachers (Mrs. Hartley and Ms. Richards)	3b.1. A delivery model to include instruction in main idea and supporting details will be evident in daily lesson plans.  Assessments in the content areas will be given in this format and will be monitored weekly.  Strategy will be discussed with students during ongoing data chats.  Summative and formative assessments will be given to determine student success and mastery of these skills.	3b.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model
Reading Goal #3B: Beasley Middle School will increase the number of alternatively assessed students making learning gains in reading 2012-2013 to 80%.	<u>2012 Current Level of Performance</u> :* 17% (1/6) of alternatively assessed students made learning gains in reading.	<u>2013 Expected Level of Performance</u> :* Our goal is to increase to 80% (5/6) of alternatively assessed students making learning gains in reading.					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4a.1. Student Motivation	4a.1. We will use cooperative learning to help engage and motivate students.  Each class will have posted goals that the students are working towards to help with motivation.	4a.1. Administration, Curriculum Resource teacher, Guidance Counselors, Teachers	4a.1. Informal surveys of students and parents.  Classroom walk-throughs to monitor student engagement.	4a.1. Walk-throughs to monitor goal-setting and follow-through and to ensure that students are working cooperatively in groups to focus on task.	
<u>Reading Goal #4:</u> By the end of the 2012-2013 school year, the percentage of students in the lowest 25% making learning gains on FCAT reading will increase to 73%.	<u>2012 Current Level of Performance:*</u> 63% (246/390) of students made learning gains in reading.	<u>2013 Expected Level of Performance:*</u> 73% (256/350) of students will make learning gains in 2013.						
			4a.2. Student Attendance	4a.2. Student attendance will be tracked and parents notified of excessive absences.  RtI meetings will be held with parents for students with excessive absences.	4a.2. Administration, Curriculum Resource Teacher, Guidance Counselors, Teachers, Data Entry Operator/Attendance Clerk	4a.2. Tracking of absences each nine weeks. Informal surveys of students and parents. Classroom walk-throughs to monitor student engagement.	4a.2. Skyward data system to monitor absenteeism regularly.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	<b>35% at or above Level 3 in Reading.</b>	<b>45% at or above Level 3 in Reading.</b>	<b>50% at or above Level 3 in Reading.</b>	<b>55% at or above Level 3 in Reading.</b>	<b>60% at or above Level 3 in Reading.</b>	<b>68% at or above Level 3 in Reading.</b>	<b>68% at or above Level 3 in Reading.</b>
<u>Reading Goal #5A:</u> We will increase the percentage of students scoring at or above Level 3 in reading to 68% by 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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5b.1. Teachers must apply research-based reading strategies (e.g.,	5b.1. Action Step #3 1. The Region II team will	5b.1. Administration, Curriculum Resource Teacher,	5b.1. A delivery model will be evident in daily lesson plans.	5b.1. Teacher observation data through iobservation tool.	

August 2012  
Rule 6A-1.099811  
Revised April 29, 2011



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>Reading Goal #5B:</u> Beasley Middle School will reduce the number of non-proficient students by 10%.</p>	<p><u>2012 Current Level of Performance:*</u> White: 59% Black: 79% Hispanic: NA Asian: NA American Indian: NA</p>	<p><u>2013 Expected Level of Performance:*</u> White: 53% Black: 71% Hispanic: NA Asian: NA American Indian: NA</p>	<p>concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.</p>	<p>collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 3. The Region II team will collaborate with school and district personnel to support the implementation of research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.</p>	<p>Instructional Coaches</p>	<p>Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.</p>	<p>Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.</p>
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5D.1. Teachers must apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	5D.1. Action Step #3 1. The Region II team will collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 3. The Region II team will collaborate with school and district personnel to support the implementation of research-based reading strategies (e.g., concept mapping, vocabulary	5D.1. Administration, Curriculum Resource Teacher, Instructional Coaches	5D.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	5D.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
Beasley Middle School will reduce the number of non-proficient students by 10%.	82%	74%					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.			
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Teachers must apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	5E.1. Action Step #3 1. The Region II team will collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 3. The Region II team will collaborate with school and district personnel to support the implementation of research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic	5E.1. Administration, Curriculum Resource Teacher, Instructional Coaches	5E.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	5E.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
<u>Reading Goal #5E:</u> Beasley Middle School will reduce the number of non-proficient students by 10%.	<u>2012 Current Level of Performance:*</u> 68%	<u>2013 Expected Level of Performance:*</u> 61%					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				organizers) in content area lessons.			
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**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Reading/Language Arts PLC	6 <sup>th</sup> -8 <sup>th</sup>	Sharice Williams, Robin Brown	All Reading/Language Arts Teachers	Monday, Wednesday and Friday- 6 <sup>th</sup> period (approx. 50 minutes)	Monitoring forms and ongoing evaluation tools (iobservation) will be used to determine effectiveness of PLC and PD activities	Sharice Williams, Robin Brown, Sandra Gilyard
Social Studies PLC	6 <sup>th</sup> -8 <sup>th</sup>	Sharice Williams, Keith Hill	All Social Studies Teachers	Monday, Wednesday and Friday- 3 <sup>rd</sup> period (approx. 50 minutes)	Monitoring forms and ongoing evaluation tools (iobservation) will be used to determine effectiveness of PLC and PD activities	Sharice Williams, Keith Hill, Sandra Gilyard

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Reading Budget** (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Reading Goals*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Middle School Mathematics Goals**

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			Ia.1. Student Motivation	Ia.1. We will utilize cooperative learning to help engage and motivate students. Each class will have posted goals that the students are working toward to help with motivation.	Ia.1. Administration, Curriculum Resource Teacher, Instructional Coaches, Guidance Counselors, Teachers	Ia.1. We will conduct classroom walk-throughs to monitor student engagement. We will also conduct informal surveys of students and parents.	Ia.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
<b>Mathematics Goal #1A:</b> Beasley Middle School will increase the number of students scoring at or above Level 3 in Mathematics to 41%.	<u>2012 Current Level of Performance:</u> 31 % (121/390) of students scored at or above a Level 3 on FCAT in 2012.	<u>2013 Expected Level of Performance:</u> 41% (144/350) of students will score at or above a Level 3 on FCAT 2012.					
			Ia.2. Student Attendance	Ia.2. Student attendance will be tracked and parents will be notified of excessive absences. Response to Intervention meetings will be held with parents for students with excessive absences.	Ia.2. Administration, Guidance Counselors, Data Clerk, Math Coach	Ia.2. We will use our data system to track absences each nine weeks.	Ia.2. We will use our data system to monitor absentee status per nine weeks.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			Ib.1. Student Motivation	Ib.1. We will cooperate learning to help engage and motivate students. Each class will have posted goals that the students are working toward to help with motivation.	Ib.1. Administration, Curriculum Resource Teacher, Guidance Counselors, Math Coach, and Teachers,	Ib.1. We will conduct classroom walk-throughs to monitor student engagement. We will also conduct informal surveys of students and parents.	Ib.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
<b>Mathematics Goal #1B:</b> Beasley Middle School will increase the number students scoring at or above 4,5,6 to 100%.	<u>2012 Current Level of Performance:</u> 50 % (3/6) of students earned level 4 through 6 on the Florida Alternate Assessment in 2012.	<u>2013 Expected Level of Performance:</u> 100 % (6/6) of students will earn level 4 through 6 or higher on the Florida Alternate Assessment in					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		2013.					
			1b.2. On-task Orientation	1b.2. Teacher will use task analysis as needed to focus on specific skills.	1b.2. Administration, Curriculum Resource Teacher, Guidance Counselors, Math Coach, and Teachers,	1b.2. We will conduct classroom walk-throughs to monitor student engagement. We will also conduct informal surveys of students and parents	1b.2. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2a.1. Student Motivation	2a.1. We will use cooperative learning to help engage and motivate students. Each class will have posted goals that the students are working toward to help with motivation.	2a.1. Administration, Curriculum Resource Teachers, Math Coach, Guidance Counselors, and Teachers	2a.1. We will conduct classroom walk-throughs to monitor student engagement. We will also conduct surveys of students and parents.	2a.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
Mathematics Goal #2A: Beasley Middle School will increase the number of students proficient in Mathematics to 41%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5% (18/390) of students scored at a Level 4 or 5 on FCAT in 2012.	15% (53/350) of students will score at a Level 4 or 5 on FCAT in 2013.	2a.2. Student Attendance	2a.2. Student attendance will be tracked and parents notified of excessive absences. Response to Intervention meetings will be held with parents for students with excessive absences.	2a.2. Administration, Data Clerk, Curriculum Resource Teachers, Math Coach, Guidance Counselors, and Teachers	2a.2. We will use our data system to track absences each nine weeks.	2a.2. We will use our data system to monitor absentee status per nine weeks.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1. Student Motivation	2b.1. We will utilize cooperative learning to help engage and motivate students. Each class will have posted goals that the students are working toward to help with motivation.	2b.1. Administration, Curriculum Resource Teachers, Math Coach, Guidance Counselors, and Teachers	2b.1. We will conduct classroom walk-throughs to monitor student engagement. We will also conduct surveys of students and parents.	2b.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
Mathematics Goal #2B: 66% or 4 students will increase 10 % proficiency on their total score for the Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50 % or 3 students achieved level 7 proficiency on the Florida Alternate Assessment .	66% or 4 students will increase 10 % proficiency on their total score for the Florida Alternate Assessment.	2b.2. On-task orientation	2b.2. Teacher will use task analysis as needed to focus on specific skills.	2b.2. Administration, Curriculum Resource Teacher, Guidance Counselors, Math Coach, and	2b.2. We will conduct classroom walk-throughs to monitor student engagement. We will	2b.2. Walk-throughs to monitor goal-setting and follow-through, monitoring science

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3a.1. Student Motivation	3a.1. We will use cooperative learning to help engage and motivate students. Each class will have posted goals that the students are working toward to help with motivation.	3a.1. Administration, Curriculum Resource Teachers, Math Coach, Guidance Counselors, and Teachers	3a.1. We will conduct classroom walk-throughs to monitor student engagement. We will also conduct surveys of students and parents.	3a.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
<b>Mathematics Goal #3A:</b> Beasley Middle school will increase the number of students proficient in Math by 20 % or 172 students.	<u>2012 Current Level of Performance:*</u> Currently 51% or 199 students are making learning gains in Math.	<u>2013 Expected Level of Performance:*</u> Beasley Middle school will increase the number of students proficient in Math by 20 % or 172 students.	3a.2. Student Attendance	3a.2. Student attendance will be tracked and parents notified of excessive absences. Response to Intervention meetings will be held with parents for students with excessive absences.	3a.2. Administration, Data Clerk, Curriculum Resource Teachers, Math Coach, Guidance Counselors, and Teachers	3a.2. We will use our data system to track absences each nine weeks.	3a.2. We will use our data system to monitor absentee status per nine weeks.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3b.1. Students' prior performance in the understanding of access point standards.	3b.1. Teachers will plan and implement lessons that will engage students in ongoing activities that require critical thinking in the access point standards.	3b.1. Administration, ESE teachers (Mrs. Hartley and Ms. Richards)	3b.1. A delivery model to include instruction in the specific access point skills will be evident in daily lesson plans.  Assessments in the content areas will be given in this format and will be monitored weekly.  Strategy will be discussed with students during ongoing	3b.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, SMI and FCAT results from the effective implementation of a research-based delivery model.
<b>Mathematics Goal #3B:</b> Beasley Middle School will increase the number of alternatively assessed students making learning gains in math in 2012-2013 to 80%.	<u>2012 Current Level of Performance:*</u> 17% (1/6) of alternatively assessed students made learning gains in math.	<u>2013 Expected Level of Performance:*</u> Our goal is to increase to 80% (5/6) of alternatively assessed students making					

August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		learning gains in math.				data chats.  Summative and formative assessments will be given to determine student success and mastery of these skills.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4a.1. Student Motivation	4a.1. We will use cooperative learning to help engage and motivate students. Each class will have posted goals that the students are working toward to help with motivation.	4a.1. Administration, Curriculum Resource Teachers, Math Coach, Guidance Counselors, and Teachers	4a.1. We will conduct classroom walk-throughs to monitor student engagement. We will also conduct surveys of students and parents.	4a.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
<b>Mathematics Goal #4:</b> Beasley Middle School will increase the number of students in the lowest 25% making learning gains by 7% or students.	<u>2012 Current Level of Performance:*</u> Currently 53% or 207 students made learning gains in FCAT Math.	<u>2013 Expected Level of Performance:*</u> Beasley Middle School will increase the number of students in the lowest 25% making learning gains by 7% or students.					
4a.2. Student Attendance			4a.2. Student attendance will be tracked and parents notified of excessive absences. Response to Intervention meetings will be held with parents for students with excessive absences.	4a.2. Administration, Data Clerk, Curriculum Resource Teachers, Math Coach, Guidance Counselors, and Teachers	4a.2. We will use our data system to track absences each nine weeks.	4a.2. We will use our data system to monitor absentee status per nine weeks.	4A.2. We will use our data system to monitor absentee status per nine weeks.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		36% at or above Level 3 in Mathematics.	45% at or above Level 3 in Mathematics.	50% at or above Level 3 in Mathematics.	55% at or above Level 3 in Mathematics.	60% at or above Level 3 in Mathematics.	69% at or above Level 3 in Mathematics.
	<u>Mathematics Goal #5A:</u> We will increase the percentage of students scoring at or above Level 3 in Mathematics to 69% by 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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			5B.1. Teachers must apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	5B.1. Action Step #3 1. The Region II team will collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 3. The Region II team will collaborate with school and	5B.1. Administration, Curriculum Resource Teacher, Instructional Coaches	5B.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	5B.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.	
<u>Mathematics Goal #5B:</u> Beasley Middle School will reduce the number of non-proficient students by 10%.	<u>2012 Current Level of Performance:*</u> White: 67% Black: 75% Hispanic: NA Asian: NA American Indian: NA	<u>2013 Expected Level of Performance:*</u> White: 57% Black: 65% Hispanic: NA Asian: NA American Indian: NA						

August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				<p>district personnel to support the implementation of research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.</p> <p>4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.</p>			
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Mathematics Goal #5C:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. Teachers must apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	5D.1. Action Step #3 1. The Region II team will collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 3. The Region II team will collaborate with school and district personnel to support the	5D.1. Administration, Curriculum Resource Teacher, Instructional Coaches	5D.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	5D.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
<b>Mathematics Goal #5D:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Beasley Middle School will reduce the number of non-proficient students by 10%.	91%	81%					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				<p>implementation of research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.</p> <p>4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.</p>			
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. Teachers must apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	5E.1. Action Step #3 1. The Region II team will collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 3. The Region II team will collaborate with school and district personnel to support the implementation of research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic	5E.1. Administration, Curriculum Resource Teacher, Instructional Coaches	5E.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	5E.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
Mathematics Goal #5E: Beasley Middle School will reduce the number of non-proficient students by 10%.	<u>2012 Current Level of Performance:*</u> 56%	<u>2013 Expected Level of Performance:*</u> 46%					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				organizers) in content area lessons.			
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*End of Middle School Mathematics Goals*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Algebra 1 End-of-Course (EOC) Goals** *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			5E.1. Teachers must apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	5E.1. Action Step #3 1. The Region II team will collaborate with school and district personnel to provide professional development on research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 2. The Region II team will collaborate with school and district personnel to develop lessons that incorporate an instructional delivery model that research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons. 3. The Region II team will collaborate with school and district personnel to support the implementation of research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.	5E.1. Administration, Curriculum Resource Teacher, Instructional Coaches	5E.1. A delivery model will be evident in daily lesson plans. Implementation of a research-based instructional delivery model will be evident in walk-through, informal and formal observational data.	5E.1. Teacher observation data through iobservation tool. Improved student achievement on mini-assessments, FAIR, SRI and FCAT results from the effective implementation of a research-based delivery model.
<u>Algebra 1 Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The number of students scoring at a Level 3 or higher on the Algebra 1 EOC will maintain proportionately to the number of students in the course in the 2012-2013 school year.	92% (11/12) of students scored at a Level 3 or higher in Algebra 1.	89% (17/19) of students will score at a Level 3 or higher in Algebra 1.					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

				4. Teachers will apply research-based reading strategies (e.g., concept mapping, vocabulary acquisition, self-selected silent reading, and graphic organizers) in content area lessons.			
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*End of Algebra 1 EOC Goals*

**Mathematics Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
Math PLC	6 <sup>th</sup> -8 <sup>th</sup>	Linda Freeman	All Math Teachers	Monday, Wednesday and Friday- 4 <sup>th</sup> period (approx. 50 minutes)	Monitoring forms and ongoing evaluation tools (iobservation) will be used to determine effectiveness of PLC and PD activities	Linda Freeman, Lanny Taylor, Andrew Burnett

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Mathematics Goals*

2012-2013 School Improvement Plan (SIP)-Form SIP-1

**Middle School Science Goals**

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

Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1. Student Motivation	2A.1. We will use cooperative learning to help engage and motivate students.	2A.1. Administration, Curriculum Resource Teacher, Guidance Counselors, Teachers Science Coach, Mr. Todd Dixon	2A.1. Informal surveys of students and parents.  Classroom walk-throughs to monitor student engagement	2A.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
<b>Science Goal #2A:</b> Beasley Middle School will increase the number of proficient students in Science by 10%	<u>2012 Current Level of Performance:*</u> 21% of 8 <sup>th</sup> Grade students earn a level 3 or higher on the FCAT Science exam.	<u>2013 Expected Level of Performance:*</u> 31% of 8 <sup>th</sup> grade students will earn a level 3 or higher on the FCAT Science exam.	Lack of Background Knowledge	Each class will have posted goals that the students are working toward to help with motivation.			
			2A.2. Student Attendance	2A.2. Student attendance will be tracked and parents notified of excessive absences. Solution meetings will be held with parents for students with excessive absences.  In science, we will have hands-on lab activities to keep students engaged in lessons.	2A.2. Administration, Curriculum Resource Teacher, Guidance Counselors, Teachers Science Coach, Mr. Todd Dixon	2A.2. Tracking of absences each nine weeks. 2. Informal surveys of students and parents. 3. Classroom walk-throughs to monitor student engagement.	2A.2. Using the Skyward data system to monitor absentee status per nine weeks.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1. Student Motivation	2B.1. We will use cooperative learning to help engage and motivate students.	2B.1. Administration, Curriculum Resource Teacher, Guidance Counselors, Teachers Science Coach, Mr. Todd Dixon	2B.1. Informal surveys of students and parents.  Classroom walk-throughs to monitor student engagement	2B.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
<b>Science Goal #2B:</b> Beasley Middle School will maintain the percentage of students scoring at or above level 7 in 8 <sup>th</sup> grade science on the Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u> 100% (1/1) scored at or above level 7 in 8 <sup>th</sup> grade science on the	<u>2013 Expected Level of Performance:*</u> 100% (3/3) scored at or above level 7 in 8 <sup>th</sup> grade science on the	Lack of Background Knowledge	Each class will have posted goals that the students are working toward to help with motivation.			

August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	Florida Alternate Assessment.	Florida Alternate Assessment.					
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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Science PLC	6 <sup>th</sup> -8 <sup>th</sup>	Todd Dixon, Carolyn Carter	All Science Teachers	Monday, Wednesday and Friday- 4 <sup>th</sup> period (approx. 50 minutes)	Monitoring forms and ongoing evaluation tools (iobservation) will be used to determine effectiveness of PLC and PD activities	Todd Dixon, Carolyn Carter, Sandra Gilyard

**Science Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Science Goals*

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Beasley Middle School will utilize STEM focused lessons through the Project Lead The Way (PLTW) curriculum which will include specific instructional strategies, parent involvement activities, and a school-wide Science Fair.	1.1. Fidelity to implementation of PLTW curriculum	1.1. Professional Development activities and on-going support and instructional coaching from school science coach.	1.1. Todd Dixon (science coach), Carolyn Carter (lead teacher), Sandra Gilyard (Principal)	1.1. Instructional observations and student assessment data	1.1. Observation District Interim Assessments

**STEM Professional Development**

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
Science PLC	6 <sup>th</sup> -8 <sup>th</sup>	Todd Dixon, Carolyn Carter	All Science Teachers	Monday, Wednesday and Friday- 4 <sup>th</sup> period (approx. 50 minutes)	Monitoring forms and ongoing evaluation tools (observation) will be used to determine effectiveness of PLC and PD activities	Todd Dixon, Carolyn Carter, Sandra Gilyard



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**STEM Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of STEM Goal(s)*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Writing Goals**

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

<b>Writing Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1. Student Motivation	1a.1.  We will use cooperative learning to help engage and motivate students.  Each class will have posted goals that the students are working toward to help with motivation.	1a.1. Administration, Curriculum Resource Teacher, Guidance Counselors, Teachers	1a.1. Informal surveys of students and parents.  Classroom walk-throughs to monitor student engagement.  Grading of "Putnam Writes" by two teachers for each paper. Future writing lessons will be based on needs according to areas of weakness in writing assessments.	1a.1. Walk-throughs to monitor goal-setting and follow-through, and to ensure that students are working cooperatively in groups to focus on task.  Putnam Writes exam and scores.
<b>Writing Goal #1A:</b>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
At least 77% of the 8 <sup>th</sup> grade students will earn a 3.0 or higher on the 2013 FCAT Writing exam	67% of 8 <sup>th</sup> grade students earned a 3.0 or higher on the FCAT writing exam.	77% of 8 <sup>th</sup> grade students will earn a 3.0 or higher on the FCAT writing exam.					
			1a.2. Student Attendance	1a.2. Student attendance will be tracked and parents notified of excessive absences.  Solution meetings will be held with parents for students with excessive absences.  Students will take a "Putnam Writes" test each nine weeks to simulate the FCAT writing testing environment.	1a.2. Administration, Curriculum Resource Teacher, Guidance Counselors, Teachers	1a.2. Tracking of absences each nine weeks.  Informal surveys of students and parents.  Classroom walk-throughs to monitor student engagement.	1a.2. Using our data system to monitor absentee status per nine weeks.  Walk-throughs to monitor goal-setting and follow-through, and to ensure that students are working cooperatively in groups to focus on task.  Putnam Writes exam and scores.

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			IB.1. Student Motivation	IB.1. We will use cooperative learning to help engage and motivate students.	IB.1. Administration, Curriculum Resource Teacher, Guidance Counselors, Teachers	IB.1. Informal surveys of students and parents.	IB.1. Walk-throughs to monitor goal-setting and follow-through, monitoring science lab activities and to ensure that students are working cooperatively in groups to focus on task.
<b>Writing Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	Lack of Background Knowledge	Each class will have posted goals that the students are working toward to help with motivation.		Classroom walk-throughs to monitor student engagement	
Beasley Middle School will maintain the percentage of students scoring at or above level 4 in 8 <sup>th</sup> grade science on the Florida Alternate Assessment.	100% (1/1) scored at or above level 7 in 8 <sup>th</sup> grade writing on the Florida Alternate Assessment.	100% (3/3) scored at or above level 7 in 8 <sup>th</sup> grade writing on the Florida Alternate Assessment.					

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
6 + 1 Traits of Writing Training	6 <sup>th</sup> -8 <sup>th</sup>	Sharice Williams	Through Language Arts PLC	Monthly	Teacher Observation/Student data	Sharice Williams

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount

August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Student motivation	1.1. Positive Behavior Support-monthly student reward celebrations for those students with discipline referrals/attendance tardy issues.	1.1. Sandra Gilyard (Principal) Ashley McCool (Assistant Principal) Andy Burnett (Assistant Principal) Joy Eubanks (Guidance Counselor)	1.1. Weekly data chats with Leadership Team	1.1. Disciplinary Referral Data and student surveys
Attendance Goal #1: Beasley Middle School will improve its attendance rate to 95% during the 2012-2013 school year.  We will decrease the number of students with excessive absences by 10%.  We will decrease the number of students with excessive tardies by 10%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Student conflicts  Student compliance to expectations set forth in PCSD Student Code of Conduct and school-wide discipline plan.	Bullying Prevention Program- "Stay Cool"  Guidance Counseling  RtI for behavior interventions	Pamela Brown (Guidance Counselor)		
	92%	95%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	92	83					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	33	29					

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Bullying Prevention Program- "Stay Cool"	6-8	Sandra Gilyard	All Staff	Pre-Planning, ongoing follow-up through PLCs	Student/Staff survey data	Sandra Gilyard (Principal) Ashley McCool (Assistant Principal) Andy Burnett (Assistant Principal)

**Attendance Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

*End of Attendance Goals*

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. Student motivation	1.1. Positive Behavior Support-monthly student reward celebrations for those students with discipline referrals/attendance tardy issues.	1.1. Sandra Gilyard (Principal)	1.1. Weekly data chats with Leadership Team	1.1. Disciplinary Referral Data and student surveys
Suspension Goal #1: We will reduce the number of out-of-school suspension days and the number of students suspended by 10% in the 2012-2013 school year.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Student conflicts	Bullying Prevention Program- “Stay Cool”  Guidance Counseling  RtI for behavior interventions	Ashley McCool (Assistant Principal) Andy Burnett (Assistant Principal) Joy Eubanks (Guidance Counselor) Pamela Brown (Guidance Counselor)		
	NA	NA	Student compliance to expectations set forth in PCSD Student Code of Conduct and school-wide discipline plan.				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	NA	NA					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	356 days	320 (10% reduction)					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
84 students	75 students (10% reduction)						

**Suspension Professional Development**

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
Bullying Prevention Program- “Stay Cool”	6-8	Sandra Gilyard	All Staff	Pre-Planning, ongoing follow-up through PLCs	Student/Staff survey data	Sandra Gilyard (Principal) Ashley McCool (Assistant Principal) Andy Burnett (Assistant Principal)

**Suspension Budget** (Insert rows as needed)

August 2012  
Rule 6A-1.099811  
Revised April 29, 2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Suspension Goals*



**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

**Online Template-** For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Parent Involvement Goal(s)*

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Total:</b>

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<b>Grand Total:</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input checked="" type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school?  Yes  No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

**School Advisory Council (SAC)**

*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 members 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  No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
For the 2012-2013 school year the SAC activities will focus on making sure the students, parents, and stakeholders are aware of our progression toward academic growth. Parents will be provided data at each meeting pertaining to our students. The data points will be Discipline, Attendance, FAIR, SMI, SRI, and FCIM. The teachers and administration will share this information during our SAC meetings which are the second Tuesday of each month. We will do data chats with our parents to help them understand the value and validity of the data.

Describe the projected use of SAC funds.	Amount