

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: BERKLEY ACCELERATED MIDDLE SCHOOL

District Name: Polk

Principal: Jill Bolender

SAC Chair: Chris Brauckmuller

Superintendent: Sheri Nickle

Date of School Board Approval:

Last Modified on: 9/7/2011

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Jill Bolender	Elementary Education, Middle Grades Integrated Curriculum, Educational Leadership	7	11	School Grades: 2010-11: A 2009-10: A 2008-09: A 2007-08: A 2006-07: A 2005-06: A 2004-05: A AYP met years 04-09. Never less than 95% AYP met.
Assis Principal	Cathy Carver	Educational Leadership, Business Education 6-12, Journalism K-12, Middle Grades Integrated Curriculum	7	5	School Grades: 2010-11: A 2009-10: A 2008-09: A 2007-08: A 2006-07: A AYP met years 04-09. Never less than 95% AYP met.

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
No data submitted					

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Recruit-advertise job opportunities and school expectations on school website for applicants.	Principal	On-Going	
2	2. Conduct regular meetings with all teachers within their teams and administration to discuss best teaching practices and resolutions to school issues.	Principal	On-Going	
3	3. Partner new staff members with seasoned staff members and require them to observe classrooms as a learning tool.	Principal	On-Going	
4	4. Maintain a structured, compassionate, professional environment for teachers.	Principal	On-Going	
5	5. Provide professional development opportunities for teachers based on student and teacher needs.	Principal	On-Going	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Audrey Glover	Bachelor's Degree	Study Hall/ Virtual Learning Lab	Teacher observing seasoned instructors to learn best teaching practices. Regular meetings with administration to check status of instructor qualifications. Teacher participating in all reading and staff wide workshops and in-service.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
24	0.0%(0)	37.5%(9)	33.3%(8)	25.0%(6)	25.0%(6)	100.0%(24)	8.3%(2)	8.3%(2)	12.5%(3)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
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Brian Sawyer	Audrey Glover	Mentor is a veteran teacher with a Masters Degree in Education. He is trained and well versed in technology strategies and excellent classroom management	Mentee will observe mentor using best teaching practices. Mentor will provide regular feedback to mentee.
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team consist of the Principal, Assistant Principal, Guidance Counselor, ESE Facilitator and Select General Education Teachers.

Principal- provides common vision for the use of data-based decision-making; supervises the development of RtI program; ensures that the school based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectations with the school's staff for implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based RtI plans and activities.

Assistant Principal: assists the Principal in all areas of the Principal's role in RtI

Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2 interventions.

Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.

Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and management of educational software programs for Tiered instruction.

Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

All communications shared by RtI members regarding student information will be confidential.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The RtI Leadership Team meets monthly, or more as needed on case-by-case situation, with a focus on using problem-solving system to optimize the success of our students. The RtI Leadership team will focus meetings on how to improve school/teacher effectiveness and student achievement. The Team will review baseline data to make instructional decisions, analyze progress monitoring data at each grade level and classroom level to determine which students are at risk to meet benchmarks. Reviews will be done at least three times per year or more frequently if new data is available.

Specifically the team will:

- * Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate to high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- * Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation and assist in making decisions for school, teacher and student improvement.
- * Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- * Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.
- * Intervention teams will foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

The Team will provide information on academic areas that need to be addressed especially pertaining to AYP and subgroups. The administration and RtI team will develop a clear plan for building relationships, and providing rigor and relevance in

classroom instruction, as well as the provision for ongoing assessment and goal setting.

Describe the role of the school-based RtI 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 Team will determine academic and behavioral areas that need to be addressed and will help to establish clear expectations for instruction. The RtI Leadership Team report to the Board of Directors and Principal to help develop and implement the SIP. The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; clear expectations for instruction (Rigor, Relevance, and Relationship) and facilitate the development of a systematic approach to teaching (Essential Questions, Teaching Strategies, and Summarizing)

RtI Implementation

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

FCAT data will be used as baseline data to establish goals for all students. Using IDEAS, reports will be made available to facilitate specific learning goals with students. Baseline data will be gathered on targeted subgroups through September and October using MAZE and the Progress Monitoring and Reporting Network (PMRN).

Progress Monitoring data will be gathered three times a year. Other Progress Monitoring data will be collected as needed for classroom and/or student progress. This information may be obtained by prompts, fluency checks, guided reading, etc.

Diagnostic Assessment data will be gathered through the MAZE, Read 180 and FCAT.

End of Year data will be gathered through MAZE, Read 180 and FCAT.

Describe the plan to train staff on RtI.

The RtI overview will be provided to staff in August. Additional professional learning opportunities will be provided during weekly team meetings and monthly staff meetings. The trainings will focus on developing relationships, analyzing data, and developing goals for each student. The RtI Leadership Team will evaluate additional staff Professional Learning needs and student learning needs throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team will consist of the Principal, Department Team Leaders, and ESE Facilitator

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

The Literacy Leadership Team will meet monthly with a focus on infusing a problem-solving system to optimize the success of our students. LLT meetings will focus on how to improve school/teacher effectiveness and student achievement using research-based teaching strategies and the K-12 Reading Plan. The Team will review baseline data to make instructional decisions, analyze progress monitoring data at the grade level and classroom level to determine which students are at risk to meet benchmarks. The Team will share effective strategies discovered through student progress.

The school-based RtI Literacy Leadership Team will assist in the following ways:

Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify student students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

Helping teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation and assisting in making decisions for school, teacher, student improvement.

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

Major initiatives of the Literacy Leadership Team will include ensuring teachers:

- Focus on expository, persuasive, and narrative writing across the curriculum. Teachers and students will collaborate develop and reflect upon improvements in student writing.
- Build comprehension in students, with a focus on improving students' abilities in critical thinking, including, but not limited to, skills inherent in reference and research
- Improve students' content area acquisition through improving subject-area vocabulary
- Continue to focus on improving students' skills in drafting, revising and editing through the use of across the curriculum writing.
- Implement rigorous coursework throughout the curriculum to challenge all students.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Principal will monitor all core and non-core area teachers to ensure instructors attend professional development trainings and implement research-based reading and cooperative learning strategies within classroom instruction and implement Florida's Continuous Improvement Model (FCIM). Evidence of implemented strategies will be evaluated through classroom walk-through visitations by administration and through teacher lesson plan documentation. The effectiveness of the strategies will be evident in student work and mastery of the Next Generation Sunshine State Standards/Common Core.

All students scoring a level 1 on the FCAT will be scheduled into ninety-minute Intensive Reading classes everyday with a highly qualified and certified instructor that is Reading Endorsed. Some Level 2 students may be served through critical thinking and/or 45 minute reading classes. The classes will be equipped with research-based reading materials that have been proven to yield high learning gains when properly implemented. The teachers will be held accountable for implementing the use of the state reading curriculum which is aligned with an ongoing progress monitoring tool to evaluate the student's progress as well as determine the instructor's need for professional development.

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	By Spring of 2012 increase the percent of proficient students in grades 6-8 in reading by at least 2 % as evidenced by their performance on the FCAT Reading assessment.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
39 % (160)	41% (172)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be able to adequately complete assignments, projects and assessments as set by standards and benchmarks.	Implement reading strategies and critical thinking strategies, including guided reading, skill-focused activities, cooperative learning, and thinking maps in all content areas to improve student performance using FCIM.	Principal Assistant Principal Teachers	Student grades Classroom Walk through Observations Benchmark Assessments	Progress Monitoring Forms
2	Students may lack particular background knowledge needed to comprehend text	Implement effective vocabulary instruction in all content areas	Principal Assistant Principal Teachers	Student grades Benchmark assessments Walk Through observation and lesson plan documentation	Progress Monitoring Forms
3	Students lack the skills to engage in creitical and analytical thinking	Provide professional development, related to vocabulary instruction, reading strategies and critical thinking to teachers in all content areas	Principal Assistant Principal	Student Grades Benchmark assessments	FCAT Results

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	By Spring 2012 increase the percent of students in grades 6-8 proficient in Reading Levels 4 and 5 by at least 2% as evidenenced by the Trend Data Worksheet.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
38% (157)	40% (168)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may lack the skills to engage in critical and analytical thinking	Implement reading strategies and critical thinking strategies, including guided reading, skills-focused activities, cooperative learning, and thinking maps in all content areas to improve quality of work	Principal and Assistant Principal	Student Grades	FCAT Results
2	Students may lack particular background knowledge needed for quality work	Implement effective vocabulary instruction in all content areas.	Principal Assistant Principal Teachers	Student Grades Benchmark assessments Walk Through observations and lesson plan documentation	FCAT Results
3	Students may struggle to utilize reading strategies crucial to independent and group reading	Implement reading strategies in all content areas to improve reading comprehension	Principal and Assistant Principal	Walk through observations and lesson plan documentation	FCAT Results

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	By Spring 2012 at least 73% of students in grades 6-8 will make learning gains in reading comprehension as evidenced by their performance on FCAT reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
72% (297)	73% (307)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills to engage in critical and analytical thinking	Implement reading strategies and critical thinking strategies, including guided reading, skills-focused activities, cooperative learning, and thinking maps in all content areas to improve quality of work	Principal Assistant Principal Teachers	Student grades	FCAT Results
2	Students may lack motivation and resources to produce quality class work and homework.	Increase the number of computer/technologies available to students in classroom.	Principal	Student Grades	Progress Monitoring Forms
3	Students may lack working potential and motivation in classes due to not eating lunch	Require all students to bring lunch from home or order school lunch.	Principal RTI team	Student Grades	FCAT Results

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

in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	By Spring 2012 at least 75% of the lowest 25% of students in grades 6-8 will make learning gains in reading comprehension as evidenced by their performance on FCAT School grade report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
74% (76)	75% (79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills to summarize and engage in critical and analytical thinking.	Implement reading strategies and critical thinking strategies, including guided reading, skills-focused activities, cooperative learning, and thinking maps in all content areas to improve quality of work	Principal Assistant Principal Teachers	Benchmark assessments	Progress Monitoring Forms FCAT Results
2	Students may lack working potential and motivation in classes due to not eating lunch	Require all students to bring a lunch from home or order school lunch.	Principal and RTI Team	Student Grades	FCAT Results
3	Students may lack particular background knowledge needed for quality work	Implement effective vocabulary instruction in all content areas	Principal Assistant Principal Teachers RTI Team Literacy Team	Benchmark Assessments	FCAT Results

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	By Spring of 2012 at least 71% of Economically Disadvantaged students in grades 6-8 will make Adequate yearly progress in Reading as evidenced by the AYP Report.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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68% (107)			71% (111)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be functioning in class to full potential due to not eating breakfast and lunch.	Require all students to order a school lunch or bring one from home. Ensure that all Free lunch students eat breakfast at home or at school.	Principal RtI team Literacy Team	Student Grades	FCAT Results
2	Students may lack technological resources at home to complete homework and increase quality of work.	Establish a study hall class where students who lack internet access or are busy afterschool can work on completing projects, assignments, research and other class needs.	Principal RtI team Literacy Team	Student Grades	FCAT Results
3	Low performing students may lack the skills to comprehend, summarize, and/or engage in higher level thinking.	Low students will receive supplemental reading and computer-assisted instruction through the implementation of Read 180.	Principal Literacy Team	Read 180 Reports	FCAT Results

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Research-based reading strategies	6-8	Principal	School-wide	Monthly meetings after school Weekly Team meetings	Classroom Walk-through visitations Lesson plan documentation	Principal Assistant Principal
Read 180	6-8	Principal	Intensive Reading Teacher	9/2011	Read 180 Progress Reports Monitoring Reports	Principal Intensive Reading Teachers Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Implement research based reading program	READ 180	Operating Budget	\$5,000.00
Ensure reading materials at various levels in classrooms and media center	Books, Subscriptions, online periodicals	Operating Budget	\$2,000.00
			Subtotal: \$7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Read 180	Network Server	Operating Budget	\$1,300.00
			Subtotal: \$1,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Research based reading strategies	Monthly meetings	Operating	\$500.00
Technology	SMART Board and Response System Trainings	Operating	\$500.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for reading progress	Recognitions	Operating	\$500.00
			Subtotal: \$500.00
			Grand Total: \$9,800.00

End of Reading Goals

Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	By Spring 2012, at least 44% of total students will be at AL 3 in Mathematics as evidenced the Trend Report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
43% (179)	44% (185)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding of mathematical skills of concepts, operations, and computation	Teachers will provide explicit instruction, modeling, guided practice, and independent practice	Principal	Benchmark Assessments Classroom Walk Through Observation Lesson Plan Review	FCAT Results Progress Monitoring Reports Student Grades
2	Students lack skills to transfer from concrete thinking to application of concepts to higher level problem solving.	Differentiate instruction in mathematics by providing instruction to address individual weaknesses.	Principal	Benchmark Assessments Lesson plan review	FCAT Results Progress Monitoring Reports Student Grades
3	Students lack problem solving skills needed to engage in higher level thinking	Teachers will use instructional strategies to apply mathematical concepts to real world applications	Principal Math Teachers	Student Grades Benchmark Assessments Lesson Plan Review Classroom Walk Through Observations	FCAT Results Progress Monitoring Reports Student Grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	By Spring 2012, 41% of all students will be at AL 4 or 5 in Math as evidenced byt the FCAT Summary Trend Report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
40% (164)	41% (172)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding of mathematical skills of concepts, operations, and computation.	Teachers will provide explicit instruction, modeling, guided practice, and independent practice.	Principal Math Chair	Benchmark Assessments Classroom Walkthroughs	Progress monitoring reports Student Grades FCAT Results

2	Students lack skills to transfer learning to higher level questioning	Differentiate instruction in mathematics by providing instruction to address individual weaknesses and expand higher level thinking	Principal Math Chair	Benchmark Assessments Pass rates of Honors level and advanced classes	FCAT Results Progress monitoring reports Student Grades
3	Students lack problem solving skills needed to engage in higher level thinking	Teachers will use instructional strategies to apply mathematical concepts to real world applications	Principal Math Chair Teachers	Student Grades Benchmark Assessments	Progress Monitoring Reports Student Grades FCAT Results

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	By Spring 2012, 83% of the Lowest Quartile will make Learning Gains in math as evidenced by the School Grade Report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
82% (329)	83% (349)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the problem solving skills needed to engage in higher level thinking.	Teachers will provide explicit instruction, modeling, guided practice, and independent practice	Principal	Student Grades Classroom Walk through observations	FCAT Results Progress Monitoring Reports Student Grades
2	Students lack the skills needed to apply mathematical concepts to real world applications	Differentiate instruction in mathematics by providing instruction to address individual weaknesses	Principal	Benchmark Assessments Lesson Plan Review	Progress Monitoring Reports Student Grades FCAT Results
3	Students lack the understanding of math concepts, operations, and computation	Teachers will provide explicit and direct instruction, modeling, and guided practice to build understanding	Principal Math Chair	Benchmark Assessments Lesson Plan Review Classroom Walk Through Observations	FCAT Results Progress Monitoring Reports Student Grades

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	At least 75% of lowest 25% of students will make learning gains in mathematics as evidenced by Florida Grades School Accountability Report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
74% (76)	75% (79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students lack understanding of math concepts, operations, and computation.	Teachers will provide explicit instruction, modeling, guided practice, and independent practice	Principal Math Chair	Benchmark Assessments Lesson Plan Documentation	FCAT Results Progress monitoring reports Student Grades
2	Students lack skills to engage in higher level thinking	Differentiate instruction in mathematics by providing instruction to address individual weaknesses.	Principal Math Chair RTI Team	Benchmark Assessments Lesson Plan Documentation	FCAT Results Progress monitoring reports Student Grades
3	Students may not have the resources available at home to produce quality work.	Establish a study hall class where students who lack internet access or are busy afterschool can work on completing projects, assignments, research, and other class needs.	Principal Math Chair RTI Team	Benchmark Assessments Lesson Plan Documenation	FCAT Results Progress monitoring reports Student Grades

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics

Mathematics Goal #5A:

Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics

Mathematics Goal #5B:

Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	
Mathematics Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	By Spring 2012 79% of economically disadvantaged students will make learning gains in mathematics as evidenced by AYP report.
Mathematics Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
77 % (121)	79% 124)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may lack technological resources at home to complete homework and increase quality of work.	Establish a study hall class where students who lack internet access or are busy afterschool can work on completing projects, assignments, research and other class needs.	Principal RtI team Literacy Team	Student Grades	FCAT Results

2	Students may not be functioning in class to full potential due to not eating breakfast and lunch.	Require all students to order a school lunch or bring one from home. Encourage students to eat breakfast.	Principal RtI Team Literacy Team Support Staff	Student Grades Benchmark Assessments	FCAT Results Progress Monitoring Reports
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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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Training	6-8	Math Chair Tech Specialist Principal	All Staff	Beginning of Year trainings, mid year updates, on-going peer assistance	Classroom Walk Through Observations Lesson Plan Documentation	Principal Assistant Principal Literacy Team
Research based teaching strategies and resources	6-8	Principal Math Chair	All Staff	Monthly faculty meetings Weekly Team Meetings	Classroom Walk Through Observations Lesson Plan Documentation	Principal Assistant Principal Literacy Team

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement math technologies with textbooks for grades 608	Textbook/software	Operating Budget	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement technology/software	Math XL for Algebra I Honors, and Geometry I Honors	Operating Budget	\$1,200.00
	Equip classrooms with additional computers	Operating Budget	\$15,000.00
	SMART Board Technologies including SMART Boards, Tablets, SMART Response Systems	Operating Budget	\$10,000.00
			Subtotal: \$26,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Research based teaching strategies	Monthly Trainings	Operating	\$1,000.00
Technology Training	Materials for distribution and software	Operating	\$500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$32,700.00

Science Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	By Spring 2012, 49% (65) of all 8th grade students will achieve proficiency in Science as evidenced by FCAT Summary Trend Report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
47% (63)	49% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may lack the skills to apply the scientific process and scientific concepts.	Teachers will utilize curriculum maps, hands on laboratory experiments and teach the scientific process and scientific thinking skills	Science Teachers Principal	Benchmark Assessments Lesson Plan Documentation	FCAT Reports Benchmark Reports
2	Students lack the ability to apply concrete skills to abstract thinking and application	Teachers will provide explicit instruction, modeling, guided practice, hands on application, and independent practice.	Science Teachers Principal	Benchmark Assessments Lesson Plan Documentation Classroom Walk Through Observations	FCAT Reports Benchmark Reports Lab Reports
3	Students may not be producing quality class work and homework	Monitor student grades and observe their performance in class	Science Teachers Guidance Counselor Principal	Student Grades	Progress Monitoring Forms

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	By Spring 2012, 19% (26) of 8th graders will score a level 4 or 5 in Science as evidenced by the FCAT Summary Trend Report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
18% (24)	19% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may lack the skills to apply the scientific process and	Teachers will utilize and adapt curriculum maps, hands-on laboratory	Science Teacher Principal	Benchmark Assessments Lesson Plan Documentation	Student Grades FCAT Reports Progress

1	scientific concepts.	experiments, and teach the scientific process and scientific thinking skills at high levels of rigor.			Monitoring Reports
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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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Extended Thinking Strategies	6-8	Principal	School wide	Monthly Staff meetings and Weekly Team Meetings	Classroom Walk-through visitations Lesson Plan Documentation Lab Report Collection Science Fair	Principal Assistant Principal Science Chair

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing	By Sprng 2012, at least 95% (128) of students in 8th grade will score a 3.0 or higher on FCAT Writing

Writing Goal #1:	assessment as evidenced by the FCAT Summary Trend Report.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
100% (135)	At least 95% (128)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students deficient in writing skills.	The revision and editing process will be explicitly taught and seen in student writing drafts. Teachers will model good writing strategies. Teachers will provide feedback to improve student's writing and such writing samples will be maintained in student writing portfolios. Excellent student writings will be showcased in classrooms and around school.	Principal All Teachers	Writing Samples	On-going writing assessments, FCAT Writes
2	Students may lack the organization, writing skills, and critical thinking skills to produce quality writing.	All teachers will provide ongoing process writing instruction, daily oral language, modeling effective writing strategies and offering students a variety of writing opportunities, including technical, creative, research, expository, and persuasive writing.	Principal All Teachers	Writing Samples	On-going writing assessments, FCAT Results
3	Students may lack understanding of the revision and editing process.	Teachers will explicitly teach the revision and editing process and provide feedback to help students enhance their writing skills	Principal All Teachers	Writing Samples	FCAT Results, On-going writing assessments

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2A:	

Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2B:	
Writing Goal #2B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2C:	
Writing Goal #2C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #2D:				
Writing Goal #2D: Economically Disadvantaged				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 and Schedules(e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching the use of revision and editing strategies	6-8 Language Arts, Geography, Science, Reading, and elective classess	Language Arts Chair	All Teachers	Monthly faculty meetings Weekly Team Meetings	Monitor student writing samples and portfolios	Principal Assistant Principal

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	By June 2012, at least 96.5% (405) of all students will comply with the attendance requirements as evidenced on the Genesis Attendance Analysis Report.				
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *				
Attendance Rate: 95.29% (394.88)	Attendance Rate: 96.5% (405)				
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)				
27	>20				
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)				
14	>12				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Sickness, student motivation, trips and some parents who enable students to be absent from school	Attendance Committee will make parent contact prior to probation letter.	Attendance Committee Principal	Student attendance will be monitored for absences and tardies.	Attendance records from Genesis and Pinnacle

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 and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
			Attendance			

Attendance reporting procedures	6-8	Attendance Secretary	Secretary, Guidance Counselor, Dean, General Education Teachers	Monthly	Review attendance records and office tracking procedures	Principal Assistant Principal
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Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2012, reduce the number of total suspensions by 10% as evidenced on the Genesis Suspension Report.
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
13	>11
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
7	>6
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
7	>6
2011 Total Number of Students Suspended Out of	2012 Expected Number of Students Suspended Out

School	of School				
5	>5				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor decision making skills of middle school students.	Maintain an environment and culture that discourages misbehavior insure staff is diligent about supervision and visibility as preventative measures, contact parents for support and assistance, and use alternative disciplinary measures when possible.	Assistant Principal Dean	Analysis of discipline data	Parent Support Tool outlining progressive steps to discipline.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	6-8 Grade Students	Principal	All Staff	Monthly Faculty Meetings, Weekly Team Meetings	Review of teacher's progressive discipline documentation	Principal Assistant Principal Dean

Suspension Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

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

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

1. Dropout Prevention				
Dropout Prevention Goal #1:				
<i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>				
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *		
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement				
Parent Involvement Goal #1:				
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement research based reading program	READ 180	Operating Budget	\$5,000.00
Reading	Ensure reading materials at various levels in classrooms and media center	Books, Subscriptions, online periodicals	Operating Budget	\$2,000.00
Mathematics	Implement math technologies with textbooks for grades 608	Textbook/software	Operating Budget	\$5,000.00
				Subtotal: \$12,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Read 180	Network Server	Operating Budget	\$1,300.00
Mathematics	Implement technology/software	Math XL for Algebra I Honors, and Geometry I Honors	Operating Budget	\$1,200.00
Mathematics		Equip classrooms with additional computers	Operating Budget	\$15,000.00
Mathematics		SMART Board Technologies including SMART Boards, Tablets, SMART Response Systems	Operating Budget	\$10,000.00
				Subtotal: \$27,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Research based reading strategies	Monthly meetings	Operating	\$500.00
Reading	Technology	SMART Board and Response System Trainings	Operating	\$500.00
Mathematics	Research based teaching strategies	Monthly Trainings	Operating	\$1,000.00
Mathematics	Technology Training	Materials for distribution and software	Operating	\$500.00
				Subtotal: \$2,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incentives for reading progress	Recognitions	Operating	\$500.00
				Subtotal: \$500.00
				Grand Total: \$42,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attachment (Uploaded on 9/7/2011)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.



Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No data submitted	

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

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Polk School District BERKLEY ACCELERATED MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	74%	91%	55%	300	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	66%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	65% (YES)			144	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Polk School District BERKLEY ACCELERATED MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	75%	96%	46%	290	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	71%			136	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	66% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					551	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Polk School District BERKLEY ACCELERATED MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	68%	95%	49%	283	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	63%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	67% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					541	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested