

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: FORT CAROLINE MIDDLE SCHOOL

District Name: Duval

Principal: Jennifer Bridwell

SAC Chair: Michael Rouse

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10-22-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
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VISION and MISSION STATEMENTS

Vision

Fort Caroline Middle School strives to become a professional Learning Community, by using the IB Middle Years Programme to develop the knowledge and skills that every stakeholder will need to embrace holistic education, communication, and international-mindedness.

Mission

Fort Caroline Middle School is dedicated in its quest to offer students a challenging academic and technology oriented curriculum that will enhance global consciousness, developing skills for the 21st century workforce.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Fort Caroline Middle School (FCMS) is neighborhood middle school with an International Baccalaureate Middle Years Program candidate status. Built in 1965 FCMS is a "C" school with 883 students. The facility continues to be upgraded yearly. Fort Caroline Middle School is located in the Arlington area of Jacksonville. Once a middle- to upper-middle class neighborhood, Arlington is now a largely working class neighborhood with higher income pockets along the St. John's River. FCMS student population has a high concentration of low performing students from all NCLB subgroups. FCMS draws from several housing projects for the economically disadvantaged. Fort Caroline Middle School is a designated ESL Center drawing students from forty-plus countries.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Fort Caroline Middle School made 465 accountability points on the 2009 FCAT to maintain the grade of "C". New leadership, the expanding International Baccalaureate (IB) Middle Years Programme (MYP) and through the continued implementation of 21st Century technologies, FCMS moves into the 2009-2010 school year with renewed confidence that it can achieve the 34 accountability points necessary to earn the school grade of "B". The IB Programme expands to the 7th grade this year to continue the increased rigor of the IB curriculum started in the 6th grade in 2008-2009. For the first time, FCMS has three computer labs, one for each grade level, so that teachers will be able to easily use MyTest for district formative, summative, and benchmark tests. This data will provide immediate feedback for teachers to be able to differentiate instruction.

? FCMS is a Title I school for the first time. This funding is providing additional teachers and resources. Along with the Title I funding FCMS has the following funding through grants and community support: School Grants: Magnet School Assistance Program (MSAP) Grant to become an International Baccalaureate (IB) Middle Years Programme (MYP), PDAE (Professional Development for Arts Educators) Arts Integration. Community Support: Communities In Schools, United Way: Achiever's For Life, and Learning to Finish.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

AREAS OF CONCERN include:

? Academic growth in math and science for all levels, parent/community involvement, problems with the building structure and infrastructure, electrical power, 21st century communications.

? Academic and operational resources can and must be adequately distributed throughout Fort Caroline Middle School.

Student Demographics

Student Demographics

- student population of 883
- grades 6-8: Grade 6: 313, Grade 7: 325 Grade 8: 245
- White 25.8%, Black 54.8%, Hispanic 10.9%, Asian 3.0%, Multi 5.4%, American Indian 0.1, Minority Rate 74.0%
- Disabled 15.9% Economically Disadvantaged 61.3%, ELL 9.2%, Migrant 0.0, Female 49.4%. Male 50.6%, Free and Reduced Lunch 62.0%
- Languages other than English used by FCMS students as primary languages are Spanish, French, and Arabic are the most common, with the following spoken by a small proportion of our student body: Creole, Tagalog, Kirundi, Oromo, Swahili, Garifuna, Burmese, Dinka, Hungarian, Russian, and Liberian.

Student Attendance Rates

Student Attendance Rates

Average attendance rate for students is 75.2%

Student Mobility

Student Mobility

FCMS Stability Rate is 89.9%

Student Suspension Rates

Student Suspension Rates

The suspension rate based on our student population is 8.2 %.

Student Retention Rates

Student Retention Rates

The retention rate based on our student population is 8.0 %.

Class Size

Class Size

Average Class Size: 19.54

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern

Fort Caroline Elementary

- 2008-2009:
 - o School Grade: A
 - o AYP: No, 82%
- 2007-2008:
 - o School Grade: C
 - o AYP: No, 87%

Arlington Elementary

- 2008-2009:
 - o School Grade: A
 - o AYP: Yes, 100%
- 2007-2008:
 - o School Grade: A
 - o AYP: Yes, 100%

Don Brewer Intermediate School

- 2008-2009:
 - o School Grade: A
 - o AYP: No, 95%
- 2007-2008:
 - o School Grade: A
 - o AYP: Yes, 100%

Justina Road Elementary

- 2008-2009:
 - o School Grade: D
 - o AYP: No, 82%
- 2007-2008:
 - o School Grade: C
 - o AYP: No, 87%

Lake Lucina Elementary

- 2008-2009:
 - o School Grade: C
 - o AYP: No, 82%
- 2007-2008:
 - o School Grade: B

- o AYP: No, 95%
- Terry Parker High School
- 2008-2009:
- o School Grade: D
- o AYP: No, 49%
- 2007-2008:
- o School Grade: D
- o AYP: No, 74%

Partnerships and Grants

Partnerships and Grants

Partnerships: Learning to Finish Initiative, Achievers for Life, Communities in Schools, School community partners include University Park Public Library, Community First Credit Union, Publix, and Reynolds, Smith and Hill, AmeriCore.

School Grants: Title One, Magnet School Assistance Program (MSAP) Grant to become an International Baccalaureate (IB) Middle Years Programme (MYP), PDAE (Professional Development for Arts Educators) Arts Integration; Learning to Finish (a vertical articulation grant to decrease drop- out prevention)

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Jennifer Bridwell	B.S. English Ed. M.Ed. Ed. Leadership		6	Kernan Middle School • 2007-2008 School Grade: A AYP: No- 90% • 2006-2007 School Grade: A AYP: Yes -100% • 2005-2006 School Grade: A AYP: Provisional-97% • 2004-2005 School Grade: A AYP: Provisional- 90% • 2003-2004 School Grade: No Grade
Assis Principal	Susan Price	B.S. Math Ed. M.Ed Ed. Leadership	4	4	FCMS data • 2008-2009 School Grade: C AYP: No 77% • 2007-2008 School Grade: C AYP: No- 87% • 2006-2007 School Grade: C AYP: No -79% • 2005-2006 School Grade: C AYP: No-85% • 2004-2005 School Grade: C AYP: Provisional- 90% • 2003-2004 School Grade: C AYP: No -77%
Assis Principal	D'Lynette Arterberry	B.S. French/English M.Ed. Ed. Leadership	4	4	FCMS data • 2008-2009 School Grade: C AYP: No 77% • 2007-2008 School Grade: C AYP: No- 87% • 2006-2007 School Grade: C AYP: No -79% • 2005-2006 School Grade: C AYP: No-85% • 2004-2005 School Grade: C AYP: Provisional- 90% • 2003-2004 School Grade: C AYP: No -77%
					James Weldon Johnson

Assis Principal	Joann Walker	B.S Political Science M.Ed. Ed. Leadership	9	10	FCMS Data 2005-2009 see above 2003-2004 • School Grade A AYP: Yes-100%
Assis Principal	Tishun Gilbert	B.A. Elem. Ed. M. Ed. Ed. Leadership	1	1	FCMS-2008-2009 see above Henry F. Kite • 2007-2008 School Grade: A AYP: No- 97% • 2006-2007 School Grade: A AYP: Yes -100% • 2005-2006 School Grade: C AYP: No-95%

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
School Instructional Coach English/Science	Stephanie Stevenson	B. A. Elem. Ed M.Ed. Curr. & Inst. w/Technology emphasis	8	7	FCMS data • 2008-2009 School Grade: C AYP: No 77% • 2007-2008 School Grade: C AYP: No- 87% • 2006-2007 School Grade: C AYP: No -79% • 2005-2006 School Grade: C AYP: No-85% • 2004-2005 School Grade: C AYP: Provisional- 90% • 2003-2004 School Grade: C AYP: No -77%

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Recruitment- HR placements	Principal	Ongoing	
1. Retention: mentors,	Professional Development Facilitator	Ongoing	
1. Retention: teacher support and site-based professional development	School Instructional Coach, IB Curriculum Integration Specialist, Technology Resource Teacher, Media Specialist/PDF	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Altiero, Alexandra	Official Statement of Eligibility- Foreign Language/Spanish K-12	Spanish 6-8	Teacher Induction Program, Action Plan 1
Lowe, Nicole	Official Statement of Eligibility- Math 5-9	Math 7th Grade	Alternative Certification
Mayshack, Kia	Official Statement of Eligibility- English K-12	Language Arts, 6th Grade	Completed Alternative Certification and will take Subject Area and Professional Educators Test in September of 2009
	Official		

Meczka, Jeff	Statement of Eligibility-Middle Grades Integrated	Math, 6th Grade	Teacher Induction Program
Norris, Carla	Official Statement of Eligibility	Intensive Math	Alternative Certification
Ruof, Eric	Official Statement of Eligibility-Math 5-9	Math 6-7	Alternative Certification
Shakespeare, Tikila	Official Statement of Eligibility-PE/Health	Health 6-8	Alternative Certification
Williams, Megan	Official Statement of Eligibility-Art	Art 6-8	Teacher Induction Program-Plan 1
Windsor, Charles	Official Statement of Eligibility-Middle Grades	Science, 6-7	Alternative Certification

Staff Demographics

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	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
57	7	21	38.5	33.5	28	81	7	1.7	19

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Byron Gainers	Nicole Lowe	Principal placed a strong CET trained Math Department Chair with new 7th grade math teacher.	Will be determined after the first observation which defines the Action Plan.
Pam Taylor	Megan Williams	Principal placed a strong CET trained teacher with new art teacher.	Will be determined after the first observation which defines the Action Plan.
Stephanie Stevenson	Alexandra Altiero	Principal placed a strong CET trained teacher with new art teacher.	Will be determined after the first observation which defines the Action Plan.
Bill Moredock	Carla Norris	Principal placed a strong CET Trained former math teacher with new Intensive Math Teacher	Will be determined after the first observation which defines the Action Plan.
Patricia Bell	Kia Mayshack	Paired with strong CET trained teacher on the same grade level	Carry over needs to complete Alt Cert. this year.
Tom Mezzano	Geoffrey Meczka	Paired with CET trained guidance counselor	Carry over needs to have principal sign Action Plan #3 and write an amended Action Plan #3
Sarah Trauger	Eric Ruof	Paired with strong CET Trained teacher/PDF with new teacher	Carry over need to check status
JoAnn McGriff	Tikila Shakespeare	Strong CET trained elective teacher with new elective teacher	Carry over need to check status. Has completed everything awaiting certification.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- Title I, Part A
- Additional teachers/lower class size
 - After school/before school safety nets
 - Parent involvement dollars to encourage participation

Title I, Part C- Migrant

Title I, Part D

Title I, Part D - Provided ten additional teaching positions

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
None at this time.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Other: Magnet Schools Assistance Program Grant
Funding from this grant includes objectives and activities that are directly related to:
1) systemic reform and the alignment of curricula with state academic content standards and student academic achievement standards;
2) the development of the schools' magnet themes;
3) staff development related to the objectives and activities of this grant;
4) expanding previous parent involvement initiatives.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Due to our IB candidate status, our RTI Leadership Team is called the MYP Design Team chaired by Principal: Jennifer Bridwell and includes IB Curriculum Integration Specialist (CIS): Tempus Glass; Math Department Chair: Byron Gainers; Technology Resource Teacher: Bill Moredock; School Instructional Coach: Stephanie Stevenson

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The MYP Design Team functions as a Professional Learning Community building on the foundation from previous years, the team will facilitate the Understanding By Design (UbD) model to align the district standards-based Learning Schedules and IBO MYP subject area requirements with their instruction so that teams, departments and grade levels work with each other to provide students with common assignments and assessments during 2009-2010. During the 2009-2010 school year the FCMS MYP educational team will attend Middle School Leadership and Professional Learning Communities (PLC) Training and Leading for Instruction to continue to develop professional learning communities, Florida Continuous Improvement Model including the Response To Intervention Model (RTI). Meetings will be held weekly on Fridays and as needed

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.
The development of the 2009-2010 School Improvement Plan began with an evaluation of the previous (2008-2009) document by the School Instructional Coach (SIC), Stephanie Stevenson, the Curriculum Integration Specialist (CIS), Tempus Glass, and the Technology Resource Teacher (TRT), Bill Moredock who met on three occasions in order to ensure implementation of the International Baccalaureate Middle Years Programme and Title I were incorporated through the plan. The SIC, the CIS, and principal, Jennifer Bridwell attended district training on August 18, 2009 for SIP writing updates. On August 27, the SIC, the CIS and the principal met to discuss revisions based on informal data from the 2008-2009 school year. Also on August 27, 2009 three members of the MYP Design Team attended a district professional development plan help session. From this training the SIC and the CIS worked together writing the revised plan. The final SIP will be submitted on September 4, 2009 and approved by SAC on September 3, 2009. The final revision will be presented to the DCPS School Board on December 7, 2009. The MYP Design Team will ensure implementation of the SIP through planning (needs assessment based on data), delivery and follow-up (professional development), and evaluation.

RtI Implementation

Describe the data management system used to summarize tiered data.

The Vice-Principal for Curriculum with the assistance of the TRT and data clerk under the supervision of building principal, Jennifer Bridwell will design and excel spread sheet that includes all students enrolled in FCMS and each opportunity for intervention. The schematic diagram will be updated weekly according to enrollment data. It is the responsibility of each entity providing interventions to report student rosters for inclusion in the matrix.

Describe the plan to train staff on RtI.

Professional Development for RTI will take place during weekly (Tuesday) planning period trainings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?
Strengths:
Eighth grade writing scores increased 8 points with 91% of students scoring 3.5 and above. Students scoring at Level 3 and above in Reading increased by 3% To 57%. Students scoring at Level 3 and above in Science increased by 1%. Students scoring at in the Bottom Quartile in Math increased by 1% to 62%.
Reading Strands
• Words and Phrases: 8th grade increased by 16%
• Main Idea: 7th grade increased by 6%

- Comparisons: 6th grade increased by 6%
- Mathematics Strands
- Number Sense: 6th grade increase by 11%
 - Measurement: 6th grade increased by 11%
 - Geometry: 8th grade increased by 9%
 - Algebraic Thinking: 6th grade increased by 12%
- Science Strands:
- Scientific Thinking: 8th grade increased by 7%

Weaknesses:

Students scoring Level 3 or above in mathematics decreased by 1%. Reading gains decreased by 2% from 60% to 58%. Math gains decreased by 4 % from 61% to 57%. Bottom Quartile Reading gains decreased by 7% from 72% to 65%. Overall total points decreased by 1 from 466 to 465, maintaining a "C" as a School Grade.

Reading Strands

- Words and Phrases: 6th grade decreased by 4%, 7th grade by 10%
- Main Idea: 8th grade decreased by 4%
- Comparisons: 7th grade decreased by 9%, 8th grade decreased by 5%
- Reference and Research: all three grade levels showed a decrease

Mathematics Strands:

- Geometry: 6th grade decreased by 12%, 7th grade decreased 12%

Science Strands:

- Life and Environment: 8th grade: decreased by 12%

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

- When were the Instructional Focus Calendars (IFCs) created?

The IFCs were created in September 2009. The IFC will be updated in January 2010 as determined by disaggregated data results from the Compass Learning FCAT Paths in math and reading, the district formatives in math, reading, writing, and science on MyTest, the ELA F.A.I.R, and the benchmarks from math and science.

- Was data used to develop the IFCs?

The 2009 FCAT results were utilized to develop the IFCs. Data results from the previously listed assessment tools were used in the development and updating of the IFC.

- Were teachers included in the development of the IFCs?

Teachers were not responsible for the initial development of the IFC, however they will be responsible for reporting the results of formative and summative assessments and for revising the IFC to meet identified areas to be addressed.

Furthermore it is the teachers' responsibility for incorporating the IFC into their daily lesson planning.

- How were Benchmarks selected?

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.

- How was the duration of instruction selected for each Benchmark?

The duration of the instruction for each Benchmark was determined by the amount of time allotted in the school calendar to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the IFC schedule, teachers will instruct, provide time for practice, assess, and reteach the Benchmark if indicated by assessment data. During the development of the IFC the Duval County Learning Schedules, the disaggregated data, and the IB units were cross-referenced to maintain content integrity as well as integration for the 45-minute period. The goal for the IFC was to align rather than to add on to daily instructional requirements.

- How will the administration ensure the IFCs are used by all teachers?

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data and conducting meetings with teacher and meeting with PLCs to ensure that the IFC is being utilized and implemented effectively.

- How will assistance be provided to teachers who struggle implementing the IFCs?

Teachers struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The instructional coaches and/or department chairperson will provide additional assistance to the teacher. The teachers will participate in PLCs, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

- Reading: Words and Phrases and Reference and Research were the least proficient strands and will be given priority focus.
- Writing: Support (examples, anecdotes, comparisons) is the least proficient strand and will be given priority focus.
- Mathematics: Geometry was the least proficient strands and will be given priority focus.
- Science: Life and the Environment was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

- Were the learning gains of teachers analyzed to determine which teachers should teach certain students?

No, teachers stayed in the content area for which they are highly qualified. Students are assigned to teams based on ESE or ESOL endorsements.

• Are the most effective teachers instructing the weakest students?
The weakest students in reading and math are assigned highly qualified teachers in the courses of Intensive Reading and Intensive Math.

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

• Explain elective courses that are offered to students for future employment or job skill training.
Fort Caroline Middle School is dedicated in its quest to offer students a challenging academic and technology oriented curriculum that will enhance global consciousness, developing skills for the 21st century workforce by offering courses in the Arts, Business and Communication Technology, and Spanish. The Guidance Department works with students for academic and career planning. Each year after the administration of the EPAP, the school hosts a Career Day that gives students the opportunity to explore careers through guest speakers and community resources.

• Explain school-wide instructional initiatives or programmatic initiatives that ensure content relates to students' everyday experiences.
The IB MYP curriculum planning for the content areas' units are focused on course integration, performance based instruction with real-world applications. Unit Questions provide an instructional focus for students to understand why the instruction is relevant. Fort Caroline Middle School has been granted IBO MYP candidate school status funded by the Magnet School Assistance Program (MSAP) federal grant. The theme of our magnet is IBO MYP requiring the integration of MYP principles into the instructional protocol for our school. The curriculum requires instruction in eight subject areas: Language A, Language B, Sciences, Mathematics, Arts, Humanities, Physical Education, and Technology. The characteristic which sets this program apart from the program currently offered in our traditional school setting is the delivery method which requires each of the 8 subject groups to be presented via five Areas of Interaction "Aoi" (approaches to learning, community and service, human ingenuity, environment, and health and social education.) The Aoi are a lens that connect one subject to another giving students interdisciplinary understand and context. IBO's fundamental focus on holistic learning, intercultural awareness and communication is delivered in all course work. The International Baccalaureate Organization has established a high reputation as the world's leading organization in the field of international education. The core values of the organization enhance the mission of Duval County Public Schools by motivating educators to create a better world through education. The Middle Years Programme is international-minded and embraces diversity, sets high standards, actively involves stakeholders, creates partnerships, and supports innovative educational practices. By placing the emphases on international education, partnerships and pedagogical leadership will strengthen and enhance the Ft. Caroline learning communities through adoption of the Middle Years Programme.

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?

• Describe the courses that are offered to students outside the core, and required curriculum.
As an IB MYP Candidate School, all electives are considered to be core. All students take all of the eight required classes, except students who are excused to take Intensive Reading and Intensive Math to remediate below grade-level deficiencies. Core subjects include the four standard academic areas, Language B, Art, Business, Technology, and Physical Education. The additional courses outside of IB offered at FCMS are Health, Business, and Intensive Reading and Intensive Math.

• How are students encouraged to select these classes?
Schedules are developed by the Vice-Principal for Curriculum. Students may indicate a desire to participate in Band during summer orientations.

• How do student select elective course?
Students do not select course work since IB mandates student participation in all eight subjects all three years of the program. The only exceptions are Intensive Reading and Intensive Math to remediate below grade-level deficiencies as indicated by students' FCAT scores.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

• Did grade level teachers work together to create the IFCs?
Content-area curriculum writing teams meet quarterly with CIS and the SIC to develop MYP unit planners that follow the standards-based Duval County Public School Learning Schedules but adhere to the IB MYP format. Once units are completed grade-level subject area teachers meet to collaboratively create daily lessons plans to support the IFC and the benchmark standards for each unit. Once units have been taught and performance tasks completed, grade-level subject-level teams meet to reflect on student learning and instructional materials. In addition, subject-area departments provide peer-review of all units and standardize assessments of student work using the Southern Regional Educational Board: Standards in Practice model.

How are instructional focus lessons developed and delivered?

• How were instructional focus lessons developed?
Focus lessons were provided by instructional coaches for each subject area based on a comparison of 2007-2008 and 2008-2009 FCAT data which indicate students areas of weakness. It was assumed that if student weakness was indicated that

instructional practice in that area required fortification.

- How was it determined which lessons will be used?

The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

- When will the lessons be taught during the instructional period (beginning of the class, end of the class)?

The daily IFC focus will be integrated into the content of all coursework that addresses the FCAT strands. Targeted instruction will be based on data analysis. The spiral approach will be embedded in the IFC.

- Who will teach the focus lesson (content area teachers only)?

Reading, Language A, Math, and Science teachers will teach the lesson that correlates with their subject area. All other subject area teachers will focus on Words and Phrases, as well as, Reference and Research to support the reading strands.

How will instructional focus lessons be revised and monitored?

- What will determine if focus lessons need to be revised?

Focus lessons will be monitored through student assessment data, teacher assessment data, the RTI team, and observations. Revisions will be based on the data and grade-level subject-area teacher reflection.

- How will teachers and administrators ensure that the focus lessons are effective?

Teachers and administrators will ensure the effectiveness of the focus lesson by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

- What is the assessment used to determine student comprehension, based on the IFCs?

Assessments used to determine student comprehension are teacher observation, the Compass Learning FCAT Paths in math and reading, District Formative Assessments on My Test, Math and Science Benchmark assessments, ELA F.A.I.R, MYP Unit Performance Assessment Tasks, and End of Course exams. All assessments align with Sunshine State Standard Benchmarks. The number of questions will vary from assessment to assessment.

- How often will the assessments be administered?

Assessments will be continuous and ongoing throughout the 180 day school calendar.

How are assessments used to identify students reaching mastery and those not reaching mastery?

- What will mastery be set at for the assessments?

Mastery will be set at 80%. Mastery is set higher than the traditional 70% to ensure student proficiency of each benchmark.

- How will the assessment results be used to redirect the IFCs and focus lessons?

In January 2010 when reviewing disaggregated data results from the Compass Learning FCAT Paths in math and reading, District Formative Assessments on My Test, Math and Science Benchmark assessments, ELA F.A.I.R, MYP Unit Performance Assessment Tasks IFC focus lessons may be revised as deemed necessary by the instructional team.

- How will teachers differentiate their instruction based on assessment results?

Teachers will differentiate instruction based on the assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50%-70%, and enrichment/advanced instruction to students earning 80%-100%. Another form of differentiation will be offering alternative assessment for students.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- How will teachers differentiate their instruction for students who are performing at mastery levels?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, Compass Odyssey, or other supplemental lessons which will reinforce and/or extend the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

- When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level?

Teachers will meet bi-monthly. The meetings will alternate between grade level and content area throughout the year.

- How will these meetings be facilitated and documented?

The meeting will be facilitated by the department chairs or house administrators. The team leader will be designated to record notes from the meeting, and the notes will be submitted along with the agenda to the administrative staff. Assigned administrative staff will attend meetings on a rotating basis and will review all submitted documentation.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

- How will the Principal and the Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs?
The Principal will conduct team meetings during which data analysis will be used to define differentiation goals for individual teams and teachers.
- What role will instructional coaches play with the IFCs and focus lessons?
Instructional coaches will design differentiated professional development based on data and observations by the MYP Design Team and teacher input. Early Dismissal Days are used for whole faculty professional development for analyzing data and prescribing instruction. Tuesday planning periods, before and after-school workshops, and meetings are utilized for small group differentiated professional development based on need. Professional development is individualized through observing, debriefing the observation and developing a coaching plan for individual teachers to enhance student instruction and differentiation of instruction. Individualized professional development uses gradual release instruction for the teacher. The team members will model, guide, and observe independent applications of new strategies. Professional development for 2009-2010 will include IBO MYP training, data disaggregation (data notebooks, AIDE, OnCourse) computational science tools (Gizmos and Interactivate), Web 2.0 tools(using wikispace to motivate students,24/7 classrooms) basic computer literacy; standards-based instruction, differentiating instruction in the work period, SREB Standards in Practice, Bloom's Revised Taxonomy, Inquiry-based instructional models, student-centered classrooms, using the IFC to develop and instructional calendar, service learning, interactive classrooms, collaborative lesson planning, reference and research, CRISS strategies, Foundations and CHAMPS, and spiraling instruction . All professional development is offered by the School Instructional Coach, the Technology Resource Teacher, and the Curriculum Integration Specialist, the Media Specialist, and other professional training providers. During 2009-2010 the MYP Design Team will continue attending Middle School Leadership and Professional Learning Communities (PLC) Training and Leading for Instruction to reinforce district initiatives at the school site.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Core and supplemental interventions include Compass Odyssey and before and after school help sessions which include instruction using America's Choice Math and Literacy Navigator Programs. Intensive instruction and interventions are provided through Intensive Math and Intensive Reading courses. Parent contact is a first line intervention. When a student begins to struggle academically or behaviorally, parents are contacted to inform and to enlist their support. Progress reports are sent home to parents at mid-term or at more frequent intervals as decided by a grade-level team. Parents are contacted by phone well before a report comes out stating that a student is failing. Parent/teacher conferences are encouraged and are arranged through the grade-level house administrator's office. At Parent-Teacher Conferences parents are informed of what the school will do to help the student meet the standards, what the parents can do to help improve student performance, as well as information about additional assistance available to the student in the community. Parents are urged to volunteer at the school and to participate in classroom interventions. Teachers and the Guidance Department provide parents with support in understanding the State's assessments and how to monitor their child's progress. Parents can monitor their child's progress via the Internet using the OnCourse Grading System. Log-In information is provided for parents by the school.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

- What materials or instructional strategies will be used to re-teach non-mastered target areas?
Supplemental resources from the state adopted textbooks which are designed for intensive instruction will be utilized. In addition, Compass Odyssey, Gizmos, Interactivate, and other instructional computer programs or computer software including Internet Instructional Web sites such as FCAT Explorer will also be utilized. Teachers will use instructional strategies and best practices discussed in Professional Learning Communities to provide different methods for instruction to students in non-mastered areas. Resources and strategies introduced during professional development trainings will also be incorporated. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school or participate in other structured recovery efforts.

How does the school identify staff's professional development needs to improve their instructional strategies?

During the summer, the principal sent a survey to all FCMS instructional staff. Within the survey teachers had the opportunity to request specific topics/need for professional development. In addition, the MYP Design Team using assessment data and weaknesses observed through classroom visits, IB MYP Quick Peeks, administrative walkthroughs, etc. allowed expansion of topics for inclusion in the School-Wide Professional Development Plan. The MYP Design team attended the School Professional

Plan Help Session to learn how to meet the new guidelines.

Which students will be targeted for supplemental and intensive instruction/interventions?

- How will it be determined which students receive supplemental and intensive instruction/interventions?
As a result of progress monitoring through a comprehensive student intervention matrix, students receiving services will be identified and monitored. Students who consistently encounter academic difficulty will receive supplemental and intensive instruction/interventions.
- Will students not making mastery be offered after-school assistance (e.g. Team-Up or Grade/Course Recovery) or be assisted during the regular schedule?
Students not making mastery will be offered after-school assistance via Team-Up, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services in the zero hour of the school day.

How will the effectiveness of the interventions be measured throughout the year?

- How will it be determined if the interventions applied to students not making mastery are successful?
All personnel providing services to a student must supply data for the Student Intervention Matrix. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

- What course or instructional programs are offered to students who exceed mastery levels?
Students who typically exceed mastery levels will have the opportunity to participate in classroom enrichment and extension activities, and additional activities found on Compass Odyssey, Gizmos and Interactivate. Furthermore the MYP unit models promote student led inquiry into subject matter which allows for independent exploration.

Describe how students are identified for enrichment strategies.

- What assessments are used to determine which students are placed at a higher level course and academic programs?
FCAT results, gifted screening, and student progress in a specific course that demonstrates consistently achieved proficiency/mastery are used to determine placement in higher level courses.
- Do student and parents have input in this process?
Parent conferences may be initiated by request vice-principal of curriculum. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement. Determination of placement ultimately rests with the vice-principal of curriculum.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Design	Jennifer Bridwell	Weekly	Each Friday	Implementing the School Improvement Plan and the MYP Programme, Data analysis,
Leadership	Jennifer Bridwell	Weekly	Each Wednesday	Data analysis, effectiveness in the classroom and Shared Governance.
ELA	Karen Moody	Monthly	At PLC discretion	Increase classroom engagement via rigorous activities.. Use student friendly rubrics. Include clear learning objectives. Increase student-centered instruction
Math	Byron Gainers	Monthly	At PLC discretion	Incorporate the use of workshop model, and increase student use of technology by incorporating FCAT Math Explorer, Destination Math, and district delineated Math Websites,
Science	Sean Rufo	Monthly	At PLC discretion	Monitor use the 5E model of instruction. Increase the rigor of classroom instruction. Use inquiry-based investigations.
Humanities	Amy Viner	Monthly	At PLC discretion	All teachers following the Learning Schedule, History Alive Training for new Humanities Teachers
ESE	Pam Taylor	Monthly	At PLC discretion	Appropriate disciplinary plans. Classroom visitations of master teachers. Inclusion/resource teachers
Foundations/CHAMPS	Delores O'Neal-Kelly	Monthly	At PLC discretion	Revised Guidelines for success, CHAMPS Roll Out Plan
ESOL	Pat Grant/ Russell Pelle	At PLC discretion	At PLC discretion	Part D of the ELL Plan completion, Part C: monitoring LF students

Guidance	Tom Mezzano	At PLC discretion	At PLC discretion	EPAP training
Health	Tikilia Shakespeare	At PLC discretion	At PLC discretion	Incorporating the state health standards into the classroom environment, developing unit questions of inquiry for a learning focus to follow the MYP model.
PE	Lester Roth	At PLC discretion	At PLC discretion	Improve student engagement, active participation, decrease wait time and address the standards.
TIP	Judy Williams	Weekly	District hosted	TIP workshops
IB	Tempus Glass	Monthly	At PLC discretion	Incorporate IB artifacts in school displays (Scream the Theme). Continue IB training for all new teachers
Reading	Sarah Trauger	Weekly	At PLC discretion	Structure engagement routines. Complete Read 180 training. Match lexile level to student selections. Implement classroom routines and monitoring

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Postsecondary Transition

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

EPAP through the guidance department, Career Day, and the IB Focus on 21st century learning skills are all developed with a goal of preparing students for their transition into high school and beyond.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Words and Phrases			72% of students will be proficient in Words and Phrases strand of the FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. FOI Calendar including vocabulary building strategies.	1 Principal	1. FCAT data	1.FCAT
2	2.Formative Assessments	2. Assistant Principal /Curriculum	2.Summative Assessment Data	2. MyTest, Compass Odyssey, EoC, F.A.I.R.
3	3.Use of Data to differentiate Instruction	3. Assistant Principals of grade levels	3. Classroom Assessment Data	3.Observations, performance tasks, and classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Reference and Research			72% of students will be proficient in Reference and Research strand of FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. FOI Calendar	1 Principal	1. FCAT data	1.FCAT
2	2.Formative Assessments	2. Assistant Principal /Curriculum	2.Summative Assessment Data	2. MyTest, Compass Odyssey, EoC, F.A.I.R.
3	3.Use of Data to differentiate Instruction	3. Assistant Principals of grade levels	3. Classroom Assessment Data	3.Observations, performance tasks, and classroom assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Words and Phrases	FOI Calendar CRISS Strategies, Vocabulary Instruction Compass Odyssey FCAT Learning Path	SIC	10/6/09 TBA TBA	Quick Peeks, Reflection Conversations, Coaching plans, Observations	Principal and Assistant Principals
Reference and Research	Reference and Research projects and tools	Media Specialist	10/13/09	Quick Peeks, Reflection Conversations, Coaching plans, Observations	Principal and Assistant Principals

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

1. The MYP Design Team and Teacher Leaders will provide regular coaching meetings with follow-up sessions coaching teachers to analyze student data, they will also to focus on student needs as shown by assessments and student work in order for teachers to differentiate instruction. Professional development for content area teachers will be provided during department meetings and other training days. Professional Development Topics will include but not be limited to:
 - a. Data Analysis and prescriptive instruction
 - b. District Assessments
 - c. Compass Odyssey Training
 - d. Vocabulary Strategy Instruction
 - e. Higher Order Thinking Skills
 - f. IB MYP strategies
2. Differentiated professional development to increase reading proficiency in the content areas will be provided for individual teachers based on requests, data and or/ classroom observations.
3. All professional development materials will be placed in the FCMS wiki-space for easy access for all faculty members.
4. Monthly Departmental Meetings with the Principal as Professional Learning Communities to review formative assessments.
5. Social Studies teachers are required to complete CAR-PD.
6. Teachers will attend IBO subject-area workshops provided by the IBO North America to initiate and extend content area knowledge and skills according to MYP.
7. The MYP Design Team will continue attending Middle School Leadership and Professional Learning Communities (PLC) Training and Leading for Instruction to continue to develop professional learning communities for differentiated learning strategies.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Read 180	District Funded	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Compass Odyssey Diagnostic, FAIR Assessment	District Funded	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Reading Training, Reading Endorsement Training, PLC work on reading strategies.	District Funded	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Learning to Finish Grant to provide reading support	Community partners	\$10,000.00
Team-up after-school tutoring and homework support	Communities in Schools	\$0.00
		Total: \$10,000.00
		Final Total: \$10,000.00

End of Reading Goal

Mathematics Goal

- Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:
- Did the total percent proficient increase or decrease? What is the percent change?
 - What clusters/strands, by grade level, showed decrease in proficiency?
 - Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
 - Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
 - Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Geometry and Spatial Sense			74% of all students will become proficient in the math strand of Geometry and Spatial Sense.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. FOI Calendar	1 Principal	1. FCAT data	1.FCAT
2	2.Formativ e Assessments	2. Assistant Principal /Curriculum	2.Summative Assessment Data	2. MyTest, Compass Odyssey, Benchmarks, EoC
3	3.Use of Data to differentiate Instruction	3. Assistant Principals of grade levels	3. Classroom Assessment Data	3.Observations, performance tasks, and classroom assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Geometry and Spatial Sense	Compass Odyssey FCAT Learning Path	Principal	September 4, 2009	Quick Peeks, Reflection Conversations, Coaching plans, Observations	Principal and Assistant Principals
	FOI Calendar	SIC	October 6, 2009		
	Gizmos	SIC/TRT	October 20, 2009		
	Interactivate	Bob Panoff	October 26, 2009		

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Intensive Math classes using Americas Choice Navigator Math materials.	Title 1 and District Funded	\$0.00
My Test District Formatives and Benchmarks	District Funded	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Compass Odyssey diagnostic, Gizmos, Interactivate	District Funded	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
PLC training for Math Department Head to help lead lesson studies within department	District	\$0.00
Promise Grant professional development	Promise Grant for teacher professional development	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Learning to Finish grant to provide math support	Community Partners	\$10,000.00
		Total: \$10,000.00
		Final Total: \$10,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Life and Environmental Science			37% of all 8th grade students will be proficient in Life and Environmental Science	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. FOI Calendar	1 Principal	1. FCAT data	1.FCAT
2	2.Formative Assessments	2. Assistant Principal /Curriculum	2.Summative Assessment Data	2. MyTest, Compass Odyssey, Benchmarks, EoC
3	3.Use of Data to differentiate Instruction	3. Assistant Principals of grade levels	3. Classroom Assessment Data	3.Observations, performance tasks, and classroom assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Life and Environmental Science	Inquiry-Based Instruction Gizmos	CIS SIC/TRT	September 29, 2009	Quick Peeks, Reflection Conversations, Coaching plans, Observations	Principal and Assistant Principals
	Interactivate	Bob Panoff	October 20, 2009 October 26, 2009		

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Use of 5 E's based lesson planning, District Benchmark Tests.	District funded	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Gizmos, Interactivate, My Test online testing to predict performance and online science labs	District Funded	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Promise Grant professional development, school based training in tracking student data to improve instruction, PLC work within department.	Promise Grant	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Increase percentage of students performing at grade level proficiency in Science.	Team-up after school tutoring.	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Persuasive Writing		92% of all 8th grade students will score a 4.0 or above in Persuasive Writing		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Administer District Deadline Writing Prompts and Remediation	1 Principal	1. Summative Assessment Data	1. FCAT
2	2. Use writing prompt data to for instructional focus and differentiation.	2. Assistant Principal /Curriculum	2. FCAT data	2. District Writing Prompts, EoC,

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Persuasive Writing	Support and persuasive writing techniques	SIC and ELA Department Chair	On going based on writing prompt dates	Data from the prompts collected by SIC and turned into district for monitoring.	SIC

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
District On Demand Writing prompts, District Learning Schedule	District Funded	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
SIC lead school based professional development on developing student writing and PLC work within department on Early Release Day	District	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase parent involvement in student learning			Parent involvement in student learning will increase by	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Planned evening programs	Principal	Parent Participation and Feedback	Parent Attendance Sign-In Sheet and parent feedback, Parent School Climate Survey
2	On campus parent computer kiosk	Principal	Parent Participation and Feedback	Parent log for use of computer kiosk and parent feedback, Parent School Climate Survey
3	Parent Technology Night to introduce instructional and informational technology	Principal	Parent Participation and Feedback	Parent Attendance Sign-In Sheet and parent feedback, Parent School Climate Survey
4	Parent FCAT Night to provide in a language the parents can understand assistance to parents in understanding and interpreting the State's assessments and how to monitor their child's progress.	Principal	Parent Participation and Feedback	Parent Attendance Sign-In Sheet and parent feedback, Parent School Climate Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Education for teachers and other staff in how to work with parents as equal partners	Working with Parents as Partners	Guidance	TBA	Parent-Conference Notes	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Establish a school based parent-teacher organization	School Based	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Parent Computer Kiosk--Computer with Internet Connection	Title I Funds	\$7,500.00
Parent Link-Computer Based Phone System	District Funded	\$0.00
Total: \$7,500.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Planned parent center programs to inform parents of available resources.	Title 1	\$7,500.00
Creation and Distribution of a Quarterly Parent Newsletter to be sent home with students and posted on school website	School Based	\$0.00
Total: \$7,500.00		
Final Total: \$15,000.00		

Other Goals

Safety Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Crimes of violence especially fighting and campus disruptions.			Reduce crimes of violence by 40%, especially battery, fighting, harassments, and campus disruptions.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement structured movement between classes.	1. Principal and Grade-Level Administrators	1. Compare the number of crimes of violence from 2008-2009 to 2009-2010.	1. School Discipline Records
2	2. Foundations committee creates interventions based on data.	2. Principal and Grade-Level Administrators	2. Compare the number of crimes of violence from 2008-2009 to 2009-2010.	2. School Discipline Records
3	3. Refer to guidance, Communities In Schools, etc. for behavioral interventions.	3. Principal and Grade-Level Administrators	3. Compare the number of crimes of violence from 2008-2009 to 2009-2010.	3. School Discipline Records

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Reduced in-school and out-of-school suspensions			Reduce in-school and out-of-school suspensions by 20%	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement CHAMPS and Foundations strategies before suspensions.	1. Principal and Grade-Level Administrators	1. Compare the number of in-school and out-of-school suspensions from 2008-2009 to 2009-2010.	1. School Discipline Records
2	2. Work with faculty who use referrals leading to suspensions as a frequent consequence to find new alternatives for interventions.	2. Principal and Grade-Level Administrators	2. Compare the number of in-school and out-of-school suspensions from 2008-2009 to 2009-2010.	2. School Discipline Records
3	3. Refer to guidance, Communities In Schools, etc. for behavioral interventions.	3. Principal and Grade-Level Administrators	3. Compare the number of in-school and out-of-school suspensions from 2008-2009 to 2009-2010.	3. School Discipline Records

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Crimes of Violence	CHAMPS and Foundations	District led	Through out school year	Data from school discipline records	Principal and Grade-Level Administrators
In-School and Out-of-School Suspensions	CHAMPS and Foundations	District led	Through out school year	Data from school discipline records	Principal and Grade-Level Administrators

Budget:

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

No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Safety Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read 180	District Funded	\$0.00
Mathematics	Intensive Math classes using Americas Choice Navigator Math materials.	Title 1 and District Funded	\$0.00
Mathematics	My Test District Formatives and Benchmarks	District Funded	\$0.00
Writing	District On Demand Writing prompts, District Learning Schedule	District Funded	\$0.00
Science	Use of 5 E's based lesson planning, District Benchmark Tests.	District funded	\$0.00
Parental Involvement	Establish a school based parent-teacher organization	School Based	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Compass Odyssey Diagnostic, FAIR Assessment	District Funded	\$0.00
Mathematics	Compass Odyssey diagnostic, Gizmos, Interactivate	District Funded	\$0.00
Science	Gizmos, Interactivate, My Test online testing to predict performance and online science labs	District Funded	\$0.00
Parental Involvement	Parent Computer Kiosk--Computer with Internet Connection	Title I Funds	\$7,500.00
Parental Involvement	Parent Link-Computer Based Phone System	District Funded	\$0.00
			Total: \$7,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District Reading Training, Reading Endorsement Training, PLC work on reading strategies.	District Funded	\$0.00
Mathematics	PLC training for Math Department Head to help lead lesson studies within department	District	\$0.00
Mathematics	Promise Grant professional development	Promise Grant for teacher professional development	\$0.00
Writing	SIC lead school based professional development on developing student writing and PLC work within department on Early Release Day	District	\$0.00
Science	Promise Grant professional development, school based training in tracking student data to improve instruction, PLC work within department.	Promise Grant	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Learning to Finish Grant to provide reading support	Community partners	\$10,000.00
Reading	Team-up after-school tutoring and homework support	Communities in Schools	\$0.00
Mathematics	Learning to Finish grant to provide math support	Community Partners	\$10,000.00
Science	Increase percentage of students performing at grade level proficiency in Science.	Team-up after school tutoring.	\$0.00
Parental Involvement	Planned parent center programs to inform parents of available resources.	Title 1	\$7,500.00
Parental Involvement	Creation and Distribution of a Quarterly Parent Newsletter to be sent home with students and posted on school website	School Based	\$0.00
			Total: \$27,500.00
			Final Total: \$35,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene Correct II Prevent II Correct I Prevent I NA

[Show Attached school's Differentiated Accountability Checklist of Compliance \(Uploaded on 9/12/2009 8:12:53 PM\)](#)

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.

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

The current SAC does not reflect the diversity of the school student body. Active recruiting of parents from a variety of ethnic backgrounds is ongoing.

Projected use of SAC Funds	Amount
Purchase additional equipment for Reading Classes	630
Purchase uniform shirts for incoming 6th graders	3516.25

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council will partner with the Fort Caroline Parent Teacher Organization to make recommendations for improvements.

SAC Members

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Duval FORT CAROLINE MIDDLE SCHOOL 2381													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 860 Math: 860		2008-2009 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	52	N	41	N	90		Y			NA	52	48	N	60	59	N	49	N	42	N			
WHITE	98	Y	98	Y	71	Y	61	N	91		Y			NA	38	29	NA	39	39	N	65	NA	58	N			
BLACK	99	Y	99	Y	42	N	28	N	88		Y			NA	58	58	N	69	72	N	41	N	30	N			
HISPANIC	99	Y	98	Y		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	44	N	33	N	88		Y			NA	55	56	N	66	67	N	43	N	36	N			
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	96	Y	96	Y	25	N	21	N			Y			NA		75	NA		79	NA	26	N	26	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Duval FORT CAROLINE MIDDLE SCHOOL 2381													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 775 Math: 775		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	99	Y	48	N	40	N	90	90	Y			NA	56	52	N	59	60	N	44	N	49	N			
WHITE	99	Y	99	Y	62	Y	61	N	94	91	Y			NA	39	38	NA	40	39	N	53	NA	66	Y			
BLACK	99	Y	99	Y	42	N	31	N	88	88	N			NA	63	58	N	68	69	N	40	N	40	N			
HISPANIC	100	Y	99	Y		NA		NA			93	Y		NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	45	N	34	N	83	88	Y			NA	63	55	Y	69	66	N	41	NA	44	N			
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA			NA			NA			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Duval FORT CAROLINE MIDDLE SCHOOL 2381													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 832 Math: 832		2006-2007 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	44	N	41	N	94	90	Y			NA	55	56	N	59	59	N	40	N	52	N			
WHITE	99	Y	100	Y	61	Y	60	Y	94	94	Y			NA	43	39	NA	43	40	NA	44	NA	64	NA			
BLACK	98	Y	98	Y	37	N	32	N	93	88	N			NA	59	63	N	66	68	N	37	N	45	N			
HISPANIC	98	Y	99	Y		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	37	N	31	N	90	83	N			NA	65	63	N	68	69	N	39	N	46	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA			81			NA			NA			NA							
STUDENTS WITH DISABILITIES	98	Y	98	Y	20	N	17	N			NA			NA	69	80	N	76	83	N		NA		NA			

SCHOOL GRADE DATA

Duval School District FORT CAROLINE MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	45%	91%	30%	223	Writing and Science: Takes into account the % scoring 3.5 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	58%	57%			115	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?	65% (YES)	62% (YES)			127	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.
Points Earned					465	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Duval School District FORT CAROLINE MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	46%	83%	29%	212	Writing and Science: Takes into account the % scoring 3.5 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%	61%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	61% (YES)			133	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.
Points Earned					466	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Duval School District FORT CAROLINE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	47%	85%	40%	222	Writing and Science: Takes into account the % scoring 3.5 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	54%	59%			113	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?	62% (YES)	53% (YES)			115	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.
Points Earned					450	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested