

**2006-2007  
SCHOOL IMPROVEMENT PLAN  
Middle School**

**School Name: Fort Caroline Middle School  
School Number: 238**

**Date of Public Hearing: November 8, 2006**

**Signatures of Approval**

**Principal:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SAC Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Regional  
Superintendent:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**2005-2006  
SCHOOL IMPROVEMENT PLAN**

School Name: Fort Caroline Middle School  
School Number: 238

2005 School Performance Grade: C

DOE Requirements: (Optional for Other Schools) 40

To ensure maximum effectiveness of school improvement process, best practice is to complete *all* sections of the plan. Noted are sections required of different schools in order to comply with state and federal law.

\*F Schools, Repeating F Schools, and Schools in Need of Improvement (SINIs)

**Vision/Mission:**

**Our Mission at Fort Caroline Middle School is to provide a curriculum that will prepare our students for the world they are about to inherit.**

**\*School Profile Demography**

Fort Caroline opened its doors forty-two years ago, serving students in grades seven, eight, and nine. The early seventies through the early eighties, the sixth and seventh grade centers were implemented and Fort Caroline began serving eighth and ninth grades only. The 1985-1986 school year brought the 7th grade back to Fort Caroline with the closing of the seventh grade centers. The middle school concept was implemented at Fort Caroline during the 1991-1992 school year, serving sixth, seventh, and eighth grades students. This concept remains in place today.

The forty-two year-old facility is a one-story enclosed brick building with eleven portable buildings. FCMS has an indoor gymnasium and an outdoor track. The facility continually upgraded with new outside windows and doors, Internet wiring, retiling of the foyer and surrounding courtyard and landscaping the campus as upgrades in the 2004-2005 school year. In the 2004-2005 school year FCMS received a Wrigley’s Green-Up grant to improve the school grounds. The grant was awarded after students wrote about the needs to improve Fort Caroline’s landscape. Renovation of the student bathrooms was completed for the opening of the 2006-2007 school year, and provisions for a video monitoring system were put in place. 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. The magnet program in Duval County attracts many highly-focused neighborhood students. As a result 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. Mixed with the neighborhood students, is a small gifted population. Fort Caroline Middle School is a designated ESL Center drawing students from forty-plus countries. Languages other than English used by FCMS students as primary languages are Arabic, Spanish, French, Farci, and Creole.

Elementary schools that feed into Fort Caroline Middle School are: Fort Caroline Elementary, Arlington Elementary, Don Brewer Intermediate School, Justina Road Elementary and Lake Lucina Elementary.

**Fort Caroline Elementary School**

Date	Enrollment	Asian %	Black %	Hispanic %	Mixed %	White %	Free/Reduced Lunch%	Grade	AYP
8/15/06	791	2	58	5	5	30	54	A	Yes

**Don Brewer Intermediate School**

Date	Enrollment	Asian %	Black %	Hispanic %	Mixed %	White %	Free/Reduced Lunch%	Grade	AYP
8/15/06	591	2	39	5	5	49	36	A	Yes

### Justina Road

Date	Enrollment	Asian %	Black %	Hispanic %	Mixed %	White %	Free/Reduced Lunch%	Grade	AYP
8/15/06	395	1	73	10	5	11	84	D	No

### Lake Lucina

Date	Enrollment	Asian %	Black %	Hispanic %	Mixed %	White %	Free/Reduced Lunch%	Grade	AYP
8/15/06	538	3	43	10	7	37	46	A	Prov

A question that arises from these feeder pattern demographics is, “What are the percents of students who come to us from these schools?” We have not been able to acquire that data at this time.

### Demographics and Demographic Changes

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006	2004-2005
WHITE	147	156	30.1	33.2	43.6	45.1	47.7	48.8
BLACK	237	306	53.9	52.8	43.4	43.1	23.4	23.6
HISPANIC	49	54	10.2	8.4	5.9	5.2	23.4	22.5
ASIAN	9	13	2.2	3	3.5	3.3	2.2	2.1
AMERICAN INDIAN	0	0	0	0.1	0.2	0.2	0.3	0.3
MULTIRACIAL	8	28	3.6	2.5	3.4	3.1	3	2.7
DISABLED	41	107	14.7	14.8	15.3	15.6	14.9	15.1
ECONOMICALLY DISADVANTAGED	237	282	51.5	49	41.9	43.7	45.9	46.5
LEP	53	61	11.3	9.5	4.2	4.2	11.5	11.4
MIGRANT	0	0	0	0.1	0	0	0.9	1
FEMALE	450		44.7	45.3	49.3	49.1	48.6	48.5
MALE		557	55.3	54.7	50.7	50.9	51.4	51.5
TOTAL	1007		100	100				

The 2006 AYP student demographics report shows that 882 students enrolled at FCMS which is down from last years total of 1071. The total enrollment is approximately 8% less than last year. Of the total population of 882, 258- 29.3% are white, 477- 54.1% are African American, 100 are Hispanic- approximately 11.3%, 17 are Asian-American- 1.9%, 1 is an American Indian- 0.1%, 29 students are Multi-Racial-3.3%, 476-54% are Economically Disadvantaged, 125-14% are Limited English Proficiency, and 151-17% are students with Disabilities, 476-54% of the students are on free or reduced lunch. On the Reading portion of the FCAT all students with the exception of the economically disadvantaged and students with disabilities student subgroups met the Annual Yearly Progress (AYP). 60% of all students made learning gains in Reading with 64% of the lowest 25% made gains. On the Mathematics portion of the FCAT only the white subgroup met the Annual Yearly Progress (AYP). 58% of the total population made learning gains in math. 84% of eighth graders met high standards in writing.

Further breakdowns are noted in the individual goals portion of this document. Fort Caroline Middle School students matriculate to Terry Parker High School and Sandalwood High School, or to the various magnet high schools in Jacksonville.

As a result of these breakdowns and demographics, the faculty at Fort Caroline is aware of the fact that students bring a diversity of personal problems and concerns to school. Community In Schools Program (CIS) is housed at FCMS to provide immediate and intense interventions for at-risk students. A Graduation Enhancement Program and a special team for overage sixth graders provide for the special needs of students at risk as well as creating a grade-level population for entering sixth-grade students. Grief and other counseling services are available through the guidance department. Staff members have received training to enable them to respond to the needs of students who may be going through the trauma of a terminal illness or death in the family. Fort Caroline is a member of the Full Service Schools that enables a variety of social services to be coordinated for FCMS students and their families. Fort Caroline Middle has adopted Randy Sprick's Foundations for Safe and Civil Schools as well as the CHAMPS school-wide discipline program. Currently Fort Caroline's Business Partners are uncertain.

The attendance rate for Fort Caroline Middle School is 14.2 % compared to state average (% absent 21+ days) for middle schools of 11.3% and the district average for Duval of 13.7%.

## School Accountability Report

### 238: Fort Caroline Middle School

School Year (Click on year to see detailed report)	<a href="#">Grade</a> (Includes Learning Gains) <a href="#">more info</a>	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	Points Earned (Sum of Previous 6 Columns) <a href="#">more info</a>	Percent Tested	<a href="#">% Free and Reduced Lunch</a>	<a href="#">Minority Rate</a>
2006-2007	<i>B</i>	57	54	86	37	66	64	69	65			
<a href="#">2005-2006</a>	C	49	46	84	26	60	58	64	361	99	54	70
<a href="#">2004-2005</a>	C	43	43	72	N/A	59	63	69	349	98	53	67
<a href="#">2003-2004</a>	C	50	46	90	N/A	59	62	53	360	98	49	61
<a href="#">2002-2003</a>	C	50	43	86	N/A	65	61	73	378	98	43	58
<a href="#">2001-2002</a>	C	49	43	90	N/A	60	67	65	374	97		

### **Highly Qualified Certified Administrators/High Performance Management**

FCMS Principal, Kathy Kassees, has a Bachelor's of Business Administration from the University of North Florida with a management major and a mathematics' minor. Her Master's of Science in Educational Leadership is from Nova University. Employed in Duval County Public schools for twenty-eight years, she started at Raines High School as a math teacher and student activities director. She taught at Raines from 1979-1993. She moved to FCMS from 1993-1996 and served as the Assistant Principal of Curriculum. In 1996, she moved to Matthew Gilbert Middle School as the Vice-Principal of Curriculum until 2000. She returned to FCMS in 2000 as the principal and continues to serve in that capacity. She is the past-President of Duval County Secondary Schools Principal Association, on the New Teacher Recruitment and Retention Committee, and the Snapshot/Focus Walk committee. She has completed two years of National Institute for School Leadership training. Not only does Ms. Kassees bring her understanding of teaching math in the classroom she has embraced Reading in her role as instructional leader at FCMS. She has Ramp-Up Supervisory training and Reading Competencies One, Two, and Three. She models reading strategies in faculty meetings, provides knowledgeable feedback to teachers as she conferences with them about scientifically-based reading strategies being utilized in their classrooms.

Vice-Principal for Curriculum, Nandra Talton, is certified in Music (Grades K-12). Ms. Talton has a B.M.E from Georgia College and an M.M.E from Georgia State University. She taught music in Georgia for seven years before coming to Duval County in 1977. From 1977-1978 she served as School Music Resource Teacher for Rufus Payne, R.V. Daniels, and Normandy Elementary School. From 1979-1985 she was Choral Director at Fletcher Senior High School. Leadership roles began in 1986-1987 as an Administrative Intern for the Duval County School Board; 1987-1988 as Assistant Principal of Community Education; 1989-1994 as Assistant Principal for Student Services at Sandalwood High and Landmark Middle School; 1995-2004 advanced to Assistant Principal for Curriculum at Landmark Middle and came to Fort Caroline Middle School in 2004 as Vice-Principal. She is certified in Educational Leadership with additional training in the Leadership Development Program II, Principal Preparation I, the Principal Enhancement Program, and the Principal as Instructional Leader. She schedules classes that provide for all levels of student need. Additionally, she prepares the Academic Focus Calendar, shares data with staff, visits classes and conferences with teachers about Best Practices. She has served on SAC Review Committees, School Advisory Council, and Middle School Initiative Committee, HRMD selection Process Committee, Student Progression Committees, and Sand Scheduling Committee. Professional Memberships include Florida Associations for School Curriculum Development, National Association of Secondary School Principals, Florida Association for Secondary Schools, and Phi Delta Kappa.

Sixth Grade House Administrator, D'Lynette Arterberry has a B.S. in French and English from Louisiana State University and a M.Ed. in Educational Leadership from Jacksonville University. She worked in Escambia County for two years as a high school teacher. She taught in Middle School in Duval County from 1990-2004. She has been an administrator at Fort Caroline since 2004.

Seventh Grade House Administrator, Joann Walker, has a B.S. in Political Science and a M.Ed. in Educational Leadership from the University of North Florida. She worked in the Duval County Public Defenders office from 1985-1986 and for a law firm as a paralegal from 1986-1989 before becoming a middle school social studies teacher in Duval County. She has served as a House Administrator at FCMS since 1999 with a year away as the Vice-Principal at James Weldon Johnson Middle School from 2003-2004.

Eighth Grade House Administrator, Susan Price, has served as the House Administrator since 2004. Susan graduated from University of South Florida with a Bachelors of Science in Mathematics Education. She received her Masters in Educational Leadership from Nova Southeastern University and passed her FELE. She taught seventh and eighth grade math and served as team leader at Burns Middle School in Tampa, Florida from 1990-1997. From 1997-2004 she taught eighth grade Pre-Algebra and Algebra at Landmark Middle School in Jacksonville. At Landmark she served as Team Leader and as a club sponsor. She attended eighth grade Connected Math Workshops during that time. Her training in leadership includes: LDP1, CET Training, FET Training, SIP Committee, Leadership Team, and SAC Committee.

Fort Caroline Middle School administration has experience in raising low performing students scores and in keeping pace with the changes that Fort Caroline Middle School is experiencing.

### **\*High Quality, Highly Qualified Teachers**

Fort Caroline Middle School seeks to draw highly qualified teachers through the district recruitment fair and recommendations from human resources. Fort Caroline Middle School has a strong working relationship with the local universities. Many of their students come to FCMS for their pre-intern and internships. By providing a positive first-class standards-based working environment we attract applicants from this pool. Second-career teachers offer students a world of work perspective necessary for students for their future entry in the workforce. Fort Caroline recruits and hires second career teachers and provides a strong support for them as they acquire their alternative certification credentials. A strong professional development coordinator, standards coach, reading coach and administrative team provide the support necessary to nurture new teachers and refresh teachers who need support in implementing a standards-based curriculum.

## **ADDITIONAL REQUIREMENTS**

### **\*Teacher Mentoring**

Beginning and low-performing teachers are assigned teacher-mentors by the Professional Development Facilitator (PDF), Sarah Trauger. The PDF works closely with the Cluster II cadre and the Teacher Induction Program. The principal, Kathy Kassees, observes and evaluates beginning and low-performing teachers.

Low-performing teachers are identified through student achievement data and observation using the Classroom Observation Instrument. Out-of-Field Teachers go through the District's Alternative Certification program or the Transition to Teaching program and in extreme cases placed on a success plan.

Mentoring teachers work closely with the PDF and the School Standards Coach to identify areas of strengths and needs of the teachers that they mentor. Mentoring teachers meet with their advisees a

minimum of once a week, but usually have daily informal meetings. Beginning and low-performing teachers are assigned to teachers in their content area who have had outstanding performance evaluations, CET training and continue developing their professional skills. Planning periods are the same for grade-level academic teams and the team is a strong support to the new and low-performing teacher, too. Release time can be arranged for Beginning/Low-Performing Teachers to observe in other classrooms, and Mentors can be released to model in the advisee's classroom. Low-performing teachers who do not respond to this model can be placed on a success plan so that a full team approach can support them as they seek to develop the necessary skills.

Science:

Mentor: Sean Rufo (JUSI Science Teacher Leader)/Beginning Teacher: Alex Manolis

Mentor: Stephanie Stevenson (Former JUSI Science Teacher Leader) Standards Coach/Beginning Teacher: Brenda Beam

Mentoring for Out-of-field beginning teachers:

The principal expects that the teachers being mentored will receive satisfactory evaluations at the end of the mentoring period. The Teacher Assessment System and the Classroom Observation Instrument are used to evaluate at the beginning, middle and end of the mentoring period.

### **\*School-Wide Improvement Model**

Our school improvement model is a standards-based school improvement model developed from NCEE's research and the NCEE America's Choice Model, the Southern Regional Education Board (SREB): Standards In Practice (SIP) Model and the Florida's Continuous Improvement Model (FCIM). The Leadership Team along with the faculty is responsible for implementing the School Improvement Plan based on the NCEE, SREB, and FCIM models. Duval County Public Schools has developed a Standards-Based Implementation Rubric for the America's Choice model to support FCIM. Fort Caroline Middle School's Leadership Team chose the SREB: SIP as a tool to support standards-based instructional practices as teachers learn to carefully analyze student work to differentiated instruction. FCMS Leadership team consists of all the administrators, content area lead teachers, the School Standards Coach, and the Reading Coach. At the end of the 2004-2005 school year the Leadership team and the Regional Standards Coach reassessed the progress made on the implementation rubric and next steps. Based on the Leadership Team's assessment, the school climate survey for faculty, parents and students and disaggregated student achievement data, Fort Caroline Middle School's Leadership Team has developed an Action Plan for implementation for 2005-2006 and 2006-2007. Content-area lead teachers and the Standards Coach attended the SREB: SIP Train the Trainers workshop during 2005-2006 in order to roll out full-faculty training during 2006-2007 site-based professional development. The FCMS Action Plan for 2006-2007 follows: Preparing students for rigor, relevance and results is the next step in FCMS targets. Preparing students who may not be considered for AP classes in high school will be done through the AVID program. AVID training in "What is AVID" will be delivered to the principal and two teachers. This first training is an overview of the AVID process in order to decide how to implement in the 2007-2008 school year. We will be provided with information of how to prepare students who may not be considered for AP classes.

Five **elements** from the Implementation Rubric become our focus for implementing Standards-based education at Fort Caroline Middle School. These five elements are based on available student achievement data and feedback from teachers. From the five elements, three are chosen to narrow the focus, finally one element is chosen from the three to be the primary focus for the school-wide improvement model with the other four supporting the one element to focus our efforts for rigor,

results, and relevance.

### Elements for Implementation for 2006-2007

Focus	Target Group	5-3-1 Elements for Implementation for 2005-2006
Learning Communities	Whole School	1. Professional Learning Communities -Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, <u>Fair Isn't Always Equal</u> in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
High Performance Management	Leadership Team	2. The Leadership Team, and department heads/lead teachers monitor and support the implementation of SREB: Putting Standards in Practice and differentiated instruction.
Instructional	Leadership Team/Whole School	3. The Leadership Team and subject area teachers set performance targets for the School Improvement Plan, team plans and class plans based on student performance on state tests and other assessment data.
Instructional	Whole School	4. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area <b>to increase student growth in reading.</b>
Instructional	Mathematics Department	5. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

**Three elements** that will have the greatest impact on student achievement:

2. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
3. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
4. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

The **ONE** element of FCMS' focus:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.

**By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor and deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.
- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

**The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1

Professional development activities to implement the school improvement model will include:

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

**\*School Advisory Council**

The School Advisory Council is a dedicated group of individuals comprised of community leaders, teachers, parents, and business partners. This group is required to operate under the Sunshine Law, which means that the date, time and place of all meetings must be publicized. The meetings are held the first Wednesday of every month from 4:00PM until 6:00PM.

The Fort Caroline Middle School Advisory Council will have an active part in monitoring the School Improvement process. The plan will be presented to Council during the first scheduled School Advisory Council Meeting on November 8th at 6:30 p.m. Through out the year the Council will review each segment of the plan to ensure a successful implementation of the sections listed in the plan. The Council will be responsible for the on-going monitoring of the entire plan as well as providing financial support.

The School Advisory Council promotes education at Fort Caroline by responding to requests from the principal for needs based on the School Improvement Plan. Members of the School Advisory Council volunteer work as FCAT mentors and tutors.

### **\*Communications With Parents (Regarding Choice Options)**

Communication with parents is provided through Newsletters, an August and a February Open House. The first open house is to introduce parents to FCMS and the new school year, with the February follow-up to showcase Fort Caroline's accomplishments. Regular PTA meetings are held each month with special topic sessions held three times a year. Teachers communicate with parents through phone calls, conferences, scholarship warnings and grade reports. The ESOL translation site provided through the district provides teachers with a means of communicating with parents who do not speak English.

Parents were sent an opening letter with new procedures for before school supervision of students the gym and cafeteria. Report card letters with grade recovery information is sent home each grading period.

**Letters to Parents NA  
(CHOICE OPTIONS)**

### **Extended Learning Opportunities/Safety Nets**

Remediation provided during the school day as a safety net includes:

- Push-in tutoring for low achieving reading and math students will be provided twice weekly by content area teachers on planning. These teachers will work with the lowest quartile students on a regular basis.
- Accelerated Math and Reading programs are used with all underperforming NCLB subgroups as well as grade-level and above students to encourage individual excellence beyond the curriculum by providing a reading range and zone of proximal development for the teacher to assess the student's individual needs.
- Year long, daily Intensive Reading Instruction is provided for low-achieving students as identified on the FCAT SSR sixty-minute daily blocks for level one and two students.
- Reading Enrichment instruction using junior Great Books is provided for sixth grade students reading levels 3 and above to strengthen critical thinking.

- AVID training for principal and two identified teachers for implementation with students for the 2007-2008 school year.
- The Pre-Graduation Enhancement Program for overage students to move them toward an age-appropriate grade level.
- Standards-Based Promotion for students who are one-two years behind their age appropriate grade-level.
- Overage sixth grade students have been identified and placed in a team that will move them forward in the standards-based promotion program. These students have been removed from the regular sixth grade in order to differentiate instruction for all sixth graders.
- NWEA testing to assess student levels and progress for differentiated instruction.

Beyond-the-school-day opportunities include:

- Team Up for Standards-based promotion students. Accelerated Reading and Math are utilized in the Team Up program.
- Teachers tutor students before and after school in regularly scheduled tutoring sessions.
- Recovery of grades for all Ds and Fs will be available through the whole year regardless of which nine weeks the D or F was earned.

## **GOALS**

### **Goal 1: Academic Performance (Reading)**

#### **District Long-Range Target(s) for All Students in All Curriculum Groups:**

- All 6<sup>th</sup> – 8<sup>th</sup> grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 6<sup>th</sup> – 8<sup>th</sup> grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard.

**School Goal Statement:**

- Fifty-seven percent (57%) of Fort Caroline Middle School students will meet mastery (level 3) in reading.
- Sixty-six percent (66%) of Fort Caroline Middle School students will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard

**Needs Assessment**

Forty-nine percent (49%) of all students scored at level 3 or above in FCAT reading. We need to increase our level three readers by 8% in order to meet our goal.

Data analysis shows that students:

- 6<sup>th</sup> grade: Subgroup breakdowns of students scoring at level 3 or above in FCAT reading
  - 57% White meeting the current target
  - 38% Black, Hispanic, and Multicultural
  - 36% Economically Disadvantaged
  - 17% Limited English Proficient (LEP)
  - 19% Exceptional Student Education (ESE)
- 7<sup>th</sup> grade: Subgroup breakdowns of students scoring at level 3 or above in FCAT reading
  - 67 % White exceeding the current target
  - 47% Black,
  - 30% Hispanic
  - 45% Multicultural
  - 42% Economically Disadvantaged
  - 23% Limited English Proficient (LEP)
  - 36% Exceptional Student Education (ESE)
- 8<sup>th</sup> grade: Subgroup breakdowns of students scoring at level 3 or above in FCAT reading
  - 42% White
  - 31% Black,
  - 27% Hispanic
  - 22% Economically Disadvantaged
  - 21% Exceptional Student Education (ESE)

Sixty percent (60%) of all students showed at least one year's growth over the previous year's FCAT Reading Standards Component (SSS).

Data analysis shows that students

- 6<sup>th</sup> grade: Students showing at least one year's growth over the previous year's FCAT Reading Standards Component (SSS).
  - 60% White
  - 50% Black,
  - 63% Hispanic
  - 42% Multicultural
  - 51% Economically Disadvantaged
  - 70 % Limited English Proficient (LEP) exceeded our current target
  - 49% Exceptional Student Education (ESE)
- 7<sup>th</sup> grade: Students showing at least one year's growth over the previous year's FCAT Reading Standards Component (SSS).
  - 75% White exceeding the current target
  - 64% Black,
  - 57% Hispanic
  - 60% Multicultural
  - 66% Economically Disadvantaged meeting the current target
  - 65% Limited English Proficient (LEP)
  - 69% Exceptional Student Education (ESE) exceeding the current target
- 8<sup>th</sup> grade: Students showing at least one year's growth over the previous year's FCAT Reading Standards Component (SSS).
  - 62% White
  - 58% Black,
  - 60% Hispanic
  - 56% Economically Disadvantaged
  - 48% Limited English Proficient (LEP)
  - 60% Exceptional Student Education (ESE)

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

**1. Objective:** Fifty-seven percent (57%) of Fort Caroline Middle School students will read at or above grade level as evidenced by a score of level 3 or higher on FCAT Reading

<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<ol style="list-style-type: none"> <li>1. All teachers will use reading strategies as a part of their daily lessons to find a connection to his/her subject area.               <ol style="list-style-type: none"> <li>1.1. Strategy of the Month will be continued to empower student use of strategies.</li> <li>1.2. Based on the data analysis, The Strategy of the Month will focus on FCAT Strands of Reference and Research</li> <li>1.3. Book of the Month will be used to model strategies and to involve parents and the community with student reading goals.</li> <li>1.4. All ELA teachers will attend training for Reading Competencies 1-5.</li> </ol> </li> <li>2. Sixth grade level 3 and above students will receive daily enrichment reading instruction through the Great Books Curriculum.</li> <li>3. October &amp; January NWEA benchmark testing will provide instruction-level assessment of students for teachers to plan differentiated instruction and flexible grouping in their daily lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Coach, All Teachers</li> <li>2. Reading Coach, Designated 6th grade teachers: Diamond and Fields.</li> <li>3. Kathy Kassees, Paul Fenning, Laura Campbell, Stephanie Stevenson, Judy Williams</li> </ol>	<ol style="list-style-type: none"> <li>1. Full-time Reading Coach, Professional Development,               <ol style="list-style-type: none"> <li>1.1. Strategy of the Month                   <ol style="list-style-type: none"> <li>1.1.1. <u>Strategies That Work: Teaching Comprehension to Enhance Understanding</u> by Stephanie Harvey</li> <li>1.1.2. Professional Development Library.</li> </ol> </li> <li>1.2. Full-time Reading Coach</li> <li>1.3. Book of the Month sets</li> <li>1.4. Reading Competency Courses</li> </ol> </li> <li>2. Jamestown Readers Great Books sets and professional development</li> <li>3. NWEA training, computer lab, scheduling</li> </ol>
<ol style="list-style-type: none"> <li>4. Students will participate in the school-wide 25 Book Campaign from August 2006 – May 2007.</li> </ol>	<ol style="list-style-type: none"> <li>4. Reading Coach, Media Specialist, ELA Teachers</li> </ol>	<ol style="list-style-type: none"> <li>5. Full-time Reading Coach, Star-Diagnostic, Accelerated Reader, Sunshine State Young Reader's Award list, Newberry Award Winners list</li> </ol>

<p>5. Level 2 “Bubble” Students will receive 60 minutes daily of Intensive Reading Instruction, as well as their daily ELA instruction.</p> <p>5.1.Students receive individualized and small group instruction and assessment. The Intensive Reading Program aligns with Florida Reads! and National Reading Panel recommendations and provides instruction in five areas; phonemic awareness, phonics instruction, fluency, vocabulary development and reading comprehension.</p> <p>6. October &amp; January NWEA benchmark testing will provide instruction-level assessment of students for teachers to plan differentiated instruction and flexible grouping in their daily lessons.</p>	<p>5 Reading Coach, Intensive Reading Teachers 6 NWEA Testing Team: Kathy Kassees, Paul Fenning, Laura Campbell, Stephanie Stevenson, Judy Williams</p>	<p>5 Full-time Reading Coach, District Intensive Reading materials, Ramp-Up for Literacy materials, scheduling for 60-minute Intensive Reading Instruction 6. Training, computer lab, and scheduling.</p>
<p>7. Populations will be served:</p> <p>7.1.An ESE lead teacher will continue to coordinate teaching between ESE and standard classes to assist students in meeting AYP goals under NCLB.</p> <p>7.2. Dedicated ESL classes will differentiate instruction and remediate difficulties noted from the data on NCLB.</p> <p>7.2.NWEA benchmark testing will provide feedback to teachers for focused targeted instruction based assessment of student needs.</p>	<p>7 Pam Taylor, Sarah Trauger, Michele Dorcelien 8. NWEA Testing Team</p>	<p>7 Teacher Instruction and Rubrics 7.1Strategy of the Month <u>7.2Sharpen Up FCAT Reading Skills Workbook,</u> 7.3NWEA Data</p>
<p><b>Evaluation/Accountability:</b></p> <ol style="list-style-type: none"> <li>1. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings.</li> <li>2. The formative assessment for both objectives is the Spring 2005 FCAT Reading Standards Component (SSS)</li> <li>3. NWEA benchmark tests</li> <li>4. Spring 2006 FCAT Reading Standards Component (SSS) as the summative assessment.</li> </ol>		
<p><b>*Research-Based Program:</b> Renaissance Learning, Jamestown Publishers, CRISS Strategies, Research-based strategies from the Florida Reading Competencies courses, NCEE Ramp-Up for Literacy , NWEA testing</p>		

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):**From our 5-3-1 School wide Plan:**

**Three elements** that will have the greatest impact on student achievement:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
2. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
3. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

### **Reading Strategy Implementation**

- Strategy of the Month
  - The strategy of the month will be infused in content area reading.
  - Professional development for content area teachers will be provided during department meetings and other training days.
  - The strategies will be placed in the share folder for easy access for all the faculty.
- Book of the Month:
  - In October "Book and Munch" Sessions will begin as parents, students and FCMS' personnel come together to enjoy after school gatherings to read the Book of the Month together. The reading strategy of the month will be used as a guideline as parents and students enjoy reading and discussing the book of the month.
- Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure with reading levels as a focus for analysis and differentiation.
  - Teams turn in analysis of student work based on the reading strategies implemented that month for monitoring of progress of reading strategy implementation.
  - Content areas meet monthly with the principal for planning and communication of reading strategy implementation.
  - Reading Competency Classes are ongoing throughout the year. As teachers complete the competencies, they begin to share their expertise with their colleagues.
  - ESE Liaison will lead informal ESE team meetings and formal early release days' team meetings and provide support for ESE
  - ESL Teacher and ESL IR Teacher meet regularly to analyze student work and data from the PMRN and benchmark tests.
- **Intensive Reading**
  - May: Reading Coach and School Standards Coach attend district IR Supervisory Training
  - June/July: identified Intensive reading teachers to receive district training
  - July and August the Reading Coach and Vice-Principal analyze test data to recommend students for intensive reading classes
  - Throughout the school year:
    - The principal receives training
    - The Reading coach conducts weekly meetings with all Intensive reading teachers and conducts and monitors PMRN reading analysis and benchmark tests to diagnose and remediate unmet needs.
- **25-Book Campaign**
  - Media Specialist plans implementation with the ELA Department Chair
  - ELA Department Chair meets with ELA teachers and monitors implementation of 25-Book Campaign in the ELA classroom.

2. Objective: 66% (69% of lowest 25% ) of our sixth, seventh, and eighth grade students tested will show at least one year's growth over the previous year's FCAT Reading Standards component (SSS) with special attention to LEP.

Strategies (including timeline)	Lead Person/Team	Resources Needed
<ol style="list-style-type: none"> <li>1. Level 1 and 2 students will receive extended instruction through Intensive Reading, as well as their ELA instruction.               <ol style="list-style-type: none"> <li>1.1. Multiple computer stations will be created to provide intensive reading to Level 2 students.</li> <li>1.2. All ELA teachers will attend training for Reading Competencies 1-5.</li> <li>1.3. Pre-GI students are identified and receive 60 minutes of reading instruction and RUL Language Arts instruction.</li> </ol> </li> <li>2. Level 3 and above students will receive a reading instruction in a semester wheel class.</li> <li>3. All ELA teachers will implement Reader's and Writer's workshop as a strategy for their daily instruction.</li> <li>4. A model Reader's and Writer's classroom will be utilized as an observation/modeling tool for other ELA and Social Studies teachers to visit throughout the 2006-2007 school year.</li> <li>5. Through focused daily instruction students begin to understand strategies that help them to improve their reading and meet standards. Students will:               <ol style="list-style-type: none"> <li>5.1. Implement the Strategy of the Month.</li> <li>5.2. Engage in author and genre study to enhance reading and writing.</li> <li>5.3. Utilize classroom resources to assist in preparation to meet school and district standards and to remediate reading difficulties.                   <ol style="list-style-type: none"> <li>5.3.1. PTA and volunteers will level books in classroom libraries.</li> </ol> </li> <li>5.4. Students will be able to use Accelerated Reader from all classrooms when time permits in order to help students achieve the 25-book standard.</li> </ol> </li> <li>6. October and January NWEA benchmark testing will provide instruction-level assessment of students for teachers to plan differentiated instruction and flexible grouping in their daily lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Campbell, Rathman, McGriff, Diamond               <ol style="list-style-type: none"> <li>1.1. Campbell</li> <li>1.2. Trauger</li> <li>1.3. All Teachers</li> <li>1.4. Rathman, Campbell,</li> <li>1.5. Johnston</li> </ol> </li> <li>2. McGriff, Diamond, Fields</li> <li>3. District Standards Coach, SSC, ELA Teachers</li> <li>4. Model classroom, all teachers</li> <li>5. All students Williams, Media Specialist; Stevenson, SSC; PTA President</li> <li>6. Kathy Kassees, Paul Fenning, Laura Campbell, Stephanie Stevenson, Judy Williams</li> </ol>	<ol style="list-style-type: none"> <li>1. Full-time Reading Coach: NSPS Books, Reading Test data, Intensive reading teachers, curriculum materials and training. RUL teachers: curriculum materials, and training               <ol style="list-style-type: none"> <li>1.1. Computers, network, software</li> <li>1.2. Reading competency training</li> </ol> </li> <li>2. Full-time Reading Coach, reading teachers and materials for reading wheel classes.</li> <li>3. District Standards Coach, School Standards Coach, Full-time Reading Coach Literacy 101 training for Reader's and Writer's Workshop.</li> <li>4. Model Classroom</li> <li>5. <u>Strategies That Work: Teaching Comprehension to Enhance Understanding</u> by Stephanie Harvey, Book of the Month, Strategy of the Month, Class Sets for Author/Genre Study, Level classroom Libraries, Student Volunteers, PTA, Class Library, Accelerated Reader and other Renaissance Learning software</li> </ol>

<p>7 Populations will be served:</p> <p>7.1 An ESE lead teacher will continue to coordinate teaching between ESE and standard classes to assist students in meeting AYP goal under NCLB.</p> <p>7.2 Dedicated ESL classes will differentiate instruction and remediate difficulties noted from the data on NCLB.</p>		<p>6. Teacher Instruction and Rubrics</p> <p>6.1 Strategy of the Month</p> <p>6.2 <u>Sharpen Up FCAT Reading Skills Workbook, Ketchup in Reading</u></p>
<p><b>Evaluation/Accountability:</b></p> <ol style="list-style-type: none"> <li>1. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings.</li> <li>2. The formative assessment is the Spring 2006 FCAT Reading Standards Component (SSS)</li> <li>3. NWEA benchmark assessments Spring 2006 FCAT Reading Standards Component (SSS) as the summative assessment.</li> <li>4. Intensive Reading Teachers will do the PMRN throughout the year to monitor student's needs for remediation and instruction.</li> </ol>		
<p><b>*Research-Based Program:</b></p> <p>Renaissance Learning, Jamestown Publishers, CRISS Strategies, Research-based strategies from the Florida Reading Competencies courses, NCEE Ramp-Up for Literacy, NCEE Reader's Writer's Workshop, FCAT EXPLORER, NWEA Testing</p>		

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**From our 5-3-1 School wide Plan:**

**Three elements** that will have the greatest impact on student achievement:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
2. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
3. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

**Reading Strategy Implementation**

- Intensive Reading
  - July and August the Reading Coach and Vice-Principal analyze test data to recommend students for intensive reading classes
  - Throughout the school year:
    - The principal receives training
    - The Reading coach conducts weekly meetings with all Intensive reading teachers and conducts and monitors PMRN reading analysis and benchmark tests to diagnose and remediate unmet needs.
  - IR teachers also teach the reading wheel, therefore reading wheel is a part of the above community.
  - Reading Coach provides:
    - analysis of test data to recommend students for intensive reading classes
    - Strategy of the Month/Book of the Month training and materials
    - conducts weekly meetings with all Intensive reading teachers and provides reading guidance to all teams and subject areas
    - follow-up coaching
- **Reader's Writer's Workshop**
  - The SSC attends district ELA department meetings to coordinate and support implementation of Reader's and Writer's workshop.
  - The principal meets with the ELA department monthly to monitor and support implementation of Reader's and Writer's workshop.
- Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
- PTA training to level books- the media specialist and school standards coach with the PTA and school volunteers to find the tools and resources to level classroom sets of books.
- Accelerated Reader and STAR- the media specialist and school standards coach work with ELA teachers to diagnose student reading levels using STAR and find the "just right book" for students to read in the 25-book campaign. The media specialist has leveled all the books in the library for AR levels and helps ELA students and teachers with the implementation of the AR program.

**By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.
- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

**The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1.

Professional development activities to implement the school improvement model will include:

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	Intensive Reading and Ramp-Up Materials Accelerated Reader Author Genre Study Sets			
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	STAR diagnostic PMRN			
<b>Technology</b>				
<b>Professional Development</b>	Full-time Reading Coach School Standards Coach SREB: SIP Training	<b>District</b>		
<b>Other</b>	Book of the Month			
		<b>Total:</b>		

## Reading Elements:

### **\*Highly Qualified Certified In-Field Instructors:**

**Laura Campbell** is our Reading Coach and teaches one IR class for overage sixth grade students. She has her B.S in Elementary Education and Language Arts, and her M.Ed in Reading from Salisbury State University MD. She has attended NCEE RUL training and Intensive Reading Training. Her certification areas are Elementary Education and K-12 Reading. She has been teaching for 22 years.

**Sarah Trauger** is teaching Intensive Reading Course. She has a BA in Education/Varying Exceptionalities and has a master's degree in Reading from Jacksonville University as well as completing Intensive Reading Training. She is ESL certified. Formerly a TMH teacher this is her second year of teaching intensive reading. Also, she teaches at Jacksonville University.

**Amanda Rathman** has NCEE RUL training and intensive Reading Training She teaches IR classes. She has a BA in Humanities. Her certification area is Language Arts. This is her third year of teaching.

**Lynda Diamond** has a BA in Art Education. She teaches IR. She has completed Reading Endorsement. This is her second year of teaching IR. She is certified K-12 and has been teaching for 31 years.

**Regina Fields** has her BA in Public Administration and is certified in Middle Grades Integrated. She teaches a reading wheel. She has been teaching for 5 years.

**Language Arts teachers:** All language arts teachers have completed NCEE Reader's Writer's Workshop training or are currently enrolled.

**Jeanette Constantini**, sixth grade ELA teacher has a BS in English Education and an MAT in Middle School Education and Educational Technology. She is certified in English 5-9 and has been teaching ELA for 36 years.

**Ardee Harris** sixth grade ELA teacher has a BA in English and an MAT in Integrated Learning/Technology. Her certification is for English 6-12 and ESOL. She has been teaching ELA for 9 years.

**Lorraine Rigby** teaches 6<sup>th</sup> grade she has a BA a BA in Elementary Education and an MA in English. Her certification areas are Elementary, Middle School and High School English. She has been teaching for 32 years.

**Marie-Michele Dorcelien** teaches 6, 7, and 8<sup>th</sup> grade ESOL ELA. She has an M.Ed in Secondary Education TESOL, and an M.Ed. in Educational Leadership. She is certified in ESOL K-12 and Science. She has been teaching for 3 years.

**Diane Ashley** teaches 6, 7, 8 ESE ELA. ELA teacher has a BA in Criminal Justice and has received her certification in Varying Exceptionalities K-12. She has been teaching ELA for 4 years.

**Olivia Young** teaches 7<sup>th</sup> grade ELA. She has had NCEE Ramp-Up Training and has a BA in Elementary Education. She is certified in Elementary Education, Middle School Language Arts and ESOL. She has been teaching ELA for 28 years.

**Sarah Sanchez** teaches 8<sup>th</sup> grade ELA. She is a first-year teacher. She has completed ESL endorsement classes and Literacy 101. She has a BA in Communications and is certified in 6-12 English. She has been teaching ELA for two years.

**Karen Moody**, a 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELA teacher has a BA in English/Writing and has completed two reading endorsement components. Her certification is in Language Arts 6-12. She has been teaching ELA for 7 years.

**Tami Hines**, an 8<sup>th</sup> grade ELA teacher has a BAE in English Education. She is certified in English 6-12 and has her middle school endorsement. She has been teaching ELA for 14 years.

**Tina Johnston** teaches Pre-Graduation Enhancement and Standards-Based Language Arts. She has a B.A. in Education/Social Studies and is certified in Social Studies and Integrated Middle School.

She has had NCEE Ramp-Up training. She's been teaching for 11 years.  
**Pam Taylor** is our ESE Liaison. She has a BA and an MA in varying Exceptionalities. She is certified K-12 and has been teaching for 21 years.

### **Comprehensive K-12 Research-Based Reading Plan:**

#### **Teacher/Coach Information:**

##### **Reading Coach:**

**Laura Campbell** is the Reading Coach and teaches one IR class for overage sixth grade students. She has her B.S in Elementary Education and Language Arts, and her M.Ed in Reading from Salisbury State University MD. She has attended NCEE RUL training and Intensive Reading Training. Her certification areas are Elementary Education and K-12 Reading. She has been teaching for 22 years.

##### **School Standards Coach:**

**Stephanie Stevenson** is the School Standards Coach and teaches one class of reading research for level three and above over-age sixth grade students. She has her B.A. from the University of West Florida and her M. Ed from the University of South Florida in Curriculum and Instruction with an emphasis in Computer Technology. She has her ESOL endorsement and has completed reading competencies one and two. She has been teaching for 16 years.

#### **Goal 1: Academic Performance (Mathematics)**

##### **District Long-Range Target(s) for All Students in All Curriculum Groups:**

- All 6<sup>th</sup> – 8<sup>th</sup> grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 6<sup>th</sup> – 8<sup>th</sup> grade students tested will show at least one year's growth over the previous year on the FCAT Mathematics Standards component (SSS).
- All 8<sup>th</sup> grade students will successfully complete Algebra I.

##### **School Goal Statement:**

- Fifty-four percent (54%) of Fort Caroline Middle School students will meet mastery (level 3) in mathematics.
- Sixty-four percent (64%) of Fort Caroline Middle School students will show at least one year's growth over the previous year's FCAT Math Standards Component (SSS).
- All 8<sup>th</sup> grade students will successfully complete Algebra I.

##### **Needs Assessment:**

46% of all students scored at level 3 or above in FCAT mathematics. Data analysis shows that students

- 6<sup>th</sup> grade: Subgroup breakdowns of students scoring at level 3 or above in FCAT mathematics
  - 47% White
  - 25% Black,
  - 15% Hispanic
  - 25% Multicultural
  - 24% Economically Disadvantaged
  - 11% Limited English Proficient (LEP)
  - 13% Exceptional Student Education (ESE)
- 7<sup>th</sup> grade: Subgroup breakdowns of students scoring at level 3 or above in FCAT mathematics
  - 56% White exceeding this year's target
  - 32% Black,
  - 18% Hispanic
  - 25% Economically Disadvantaged

- 8% Limited English Proficient (LEP)
- 20% Exceptional Student Education (ESE)
- 8<sup>th</sup> grade: Subgroup breakdowns of students scoring at level 3 or above in FCAT mathematics
  - 62% White exceeding this year's target
  - 41% Black,
  - 43% Hispanic
  - 40% Economically Disadvantaged
  - 17% Limited English Proficient (LEP)
  - 21% Exceptional Student Education (ESE)

Fifty-eight percent (58%) of the bottom quartile of all students showed at least one year's growth over the previous year's FCAT Math Standards Component (SSS).

- 6<sup>th</sup> grade: Subgroup breakdowns of students showing at least one year's growth over the previous year's FCAT Math Standards Component (SSS).
  - 45% White
  - 27% Black,
  - 16% Hispanic
  - 36% Multicultural
  - 27% Economically Disadvantaged
  - 36% Limited English Proficient (LEP)
  - 23% Exceptional Student Education (ESE)
- 7<sup>th</sup> grade: Subgroup breakdowns of students showing at least one year's growth over the previous year's FCAT Math Standards Component (SSS).
  - 66% White exceeding this year's target
  - 62% Black,
  - 68% Hispanic exceeding this year's target
  - 70% Multicultural exceeding this year's target
  - 59% Economically Disadvantaged
  - 54% Limited English Proficient (LEP)
  - 64% Exceptional Student Education (ESE) meeting this year's target
- 8<sup>th</sup> grade: Subgroup breakdowns of students showing at least one year's growth over the previous year's FCAT Math Standards Component (SSS).
  - 69% White exceeding this year's target
  - 67% Black exceeding this year's target
  - 71% Hispanic exceeding this year's target
  - 71% Economically Disadvantaged exceeding this year's target
  - 47% Limited English Proficient (LEP)
  - 67% Exceptional Student Education (ESE) exceeding this year's target

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

**1. Objective:** Sixty-four percent (64%) of all students with an emphasis on all populations in sixth grade and the Black, Hispanic, Economically Disadvantaged and LEP in all grades will show at least one year's growth over the previous year's FCAT Math Standards Component (SSS). Targeted strands are measurement and algebraic thinking.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.	1. Kathy Kassees, Math Department	1. CPM books
2. All math teachers will analyze data on the SSM and the benchmark NWEA math scores in order to set performance targets for instruction.	2. All Math Teachers, Jennings and Leadership Team	2. Data , AIDE software, NWEA test and scores
3. All teachers will provide ongoing assessments to track student progress.	3. All math teachers	3. Accelerated Math Network 3.1. laser toner cartridges and paper 3.2. scanners
4. Special Populations will be served: 4.1. An ESE lead teacher will continue to coordinate teaching between ESE and standard classes to assist students in meeting AYP goal under NCLB. 4.2. Dedicated ESL classes will differentiate instruction and remediate difficulties noted from the data on NCLB.	4. Pam Taylor, Michele Dorcelien, ESL aides	4. Special Populations 4.1. ESE 4.1.1. Liaison 4.1.2. IEP accommodations and strategies for the ESE student 4.2. ESL 4.3. ESL teacher supplies accommodations and strategies for ESL students 4.4. Para-professional
5. Remediation begins day one for all students. Before and after school assistance will provide time for remediation. Teachers will set daily or weekly sessions.	5. Math Teachers	5. Six-period day

**Evaluation/Accountability:**

1. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings.
2. Evidence of accommodations
3. Growth on benchmark NWEA test and 2006-2007 FCAT SSM test
4. Growth and mastery of Standards on Accelerated Math assessments

**\*Research-Based Program:** Renaissance Learning Accelerated Mathematics, Connected Mathematics Program, FCAT Explorer, CPM series

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**Three elements** that will have the greatest impact on student achievement:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
2. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
3. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

The **ONE element** of FCMS' focus:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
  - Pre-Planning and follow-up workshops one early release day each month.
  - The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
  - The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
  - The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
  - Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

#### **Data analysis and Ongoing Assessment**

- Department Meetings to analyze FCAT, NWEA benchmark and Accelerated Math data and set mathematics performance targets for department plans and class plans based on student performance on state tests and other assessment data.
- Math teachers will implement the strategies learned in SREB: SIP and analyze student work with their teams and the mathematics department.
- Mathematics teachers utilize team planning time to work with the team
  - members to plan differentiation strategies for students
  - science teacher to develop science support and implementation of mathematics standards, such as measurement.

## **Special Populations**

- ESE Liaison will lead informal ESE team meetings and formal early release days' team meetings and provide support for ESE
- ESL Teacher and ESL aides meet regularly with mathematics teachers to provide support for ESL students.
- Common Planning Time for analysis of student work connected to the standards, guides instructional decisions

### **By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.
- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

### **The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1
  -

### **Professional development activities to implement the school improvement model will include:**

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

<p><b>2. Objective:</b> Fifty-four percent (54%) of our 6-8th grade students with an emphasis on sixth grade and these subgroups Black, Hispanic, Economically Disadvantaged will score at level 3 or above on the FCAT Mathematics Standards component (SSS).</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Through monthly department and leadership team meetings, restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.	1. Kathy Kassees, Math Department	1. CPM Books
2. All math teachers will analyze data on the SSM, Accelerated Math, and the October and January NWEA benchmark testing to plan differentiated instruction and flexible grouping in their daily lessons.	2. Jennings, Moredock, All math teachers	2. Data , AIDE software, NWEA test and scores
3. As strands of weaknesses are determined, the mathematics teachers will develop learning strategies that remediate these weaknesses for their daily lessons plans.	3. Math Teachers	3. Data 3.1. SSS Math Standards 3.2. monitoring tools 3.3 Accelerated Math
4. Continue to use Connected Mathematics Program daily throughout the 2006-2007 school year.	4. Jennings, Math Teachers	4. Connected Math Books, Training
5. Throughout the 2006-2007 school year, all teachers will provide ongoing periodic formative, interim, and summative assessments to track student progress.	5. Math Teachers	5. Accelerated Math 5.1. laser toner cartridges and paper 5.2. (3.2) scanners
6. Remediation begins day one for all students and continues throughout the 2006-2007 school year. Before and after school assistance will provide time for remediation. Teachers will set daily or weekly sessions.	6. Math Teachers	6. Six-period day
<p><b>Evaluation/Accountability:</b></p> <p>5. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings.</p> <p>6. Evidence of accommodations</p> <p>7. Growth on benchmark NWEA test and 2006-2007 FCAT SSM test</p> <p>8. Growth and mastery of Standards on Accelerated Math assessments</p>		
<p><b>*Research-Based Program:</b> Renaissance Learning Accelerated Mathematics, Connected Mathematics Program, FCAT Explorer, CPM series</p>		

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**Three elements** that will have the greatest impact on student achievement:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
2. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
3. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

The **ONE element** of FCMS' focus:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.

#### **Data analysis and Ongoing Assessment**

- Common Planning Time to analyze FCAT, benchmark and AR data and set mathematics performance targets for department plans and class plans based on student performance on state tests and other assessment data.
- Math teachers common planning to utilize training for accelerated math software
- Leadership Team trained in SREB: Standards in Practice so that they can guide their departments in analyzing student work and teacher assignments and designing teaching and scoring rubrics to improve math instruction.

#### **Connected Mathematics Program**

- District Workshops
- Mathematics teachers utilize team planning time to work with the team
  - members to plan differentiation strategies for students to increase rigor
  - science teacher to develop science support and implementation of mathematics standards, such as measurement.

**By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.

- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

**The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1

Professional development activities to implement the school improvement model will include:

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

<b>3. Objective:</b> 50% of our 8th grade students in all subgroups will successfully complete Algebra I.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources needed</b>
1. Through monthly department and leadership team meetings, restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.	1. Kathy Kassees, Math Department	1. CPM Books
2. All math teachers will analyze data on the SSM, Accelerated Math, and the October and January NWEA benchmark testing to plan differentiated instruction and flexible grouping in their daily lessons.	2. Jennings, Moredock, All math teachers	2. Data , AIDE software, NWEA test and scores
3. As strands of weaknesses are determined, the mathematics department will develop learning strategies that remediate these weaknesses.	3. Math Teachers	3. Data 3.1. District Math Standards 3.2. planning time, monitoring tools
4. Continue to use CPM Algebra Program.	4. Jennings, Math Teachers	4. CPM Books, Training
5. Throughout the 2006-2007 school year, all teachers will provide ongoing periodic formative, interim, and summative assessments to track student progress.	5. All Math Teachers	5. Accelerated Math 5.1. laser toner cartridges and paper 5.2. (3.2) scanners
6. Remediation begins day one for all students. Extended periods and before and after school assistance will provide time for remediation. Teachers will set daily or weekly sessions.	6. Math Teachers	6. Six-period day
<b>Evaluation/Accountability</b>		
<ol style="list-style-type: none"> <li>1. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings.</li> <li>2. All student growth on benchmark SDMT and 2006-2007 FCAT SSM test</li> <li>3. Evidence of accommodations</li> <li>4. Growth on benchmark NWEA test and 2006-2007 FCAT SSM test</li> </ol>		
<b>*Research-Based Program:</b> Renaissance Learning Accelerated Math , Connected Math CPM Algebra Program		

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**From our 5-3-1 School Wide Plan:**

1. Professional Learning Communities -Teacher teams have regular planning time to work together to coordinate curriculum, discuss and assess student progress and build a strong support structure.
2. Content and Performance Standards: Teacher analysis of student work connected to the standards, guides instructional decisions
3. The Leadership Team and subject area teachers set mathematics performance targets for the School Improvement Plan, team plans and class plans based on student performance on state tests and other assessment data.

**Data analysis and Ongoing Assessment**

- Common Planning Time to analyze FCAT, benchmark and AR data and set mathematics performance targets for department plans and class plans based on student performance on state tests and other assessment data.
- Math teachers common planning to utilize training for accelerated math software
- Leadership Team trained in SREB: Standards in Practice so that they can guide their departments in analyzing student work and teacher assignments and designing teaching and scoring rubrics to improve math instruction.

**Connected Mathematics CPM Algebra Program**

- District Workshops
- Common Planning Time for analysis of student work connected to the standards, guides instructional decisions

**By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.
- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

**The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1
  -

Professional development activities to implement the school improvement model will include:

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

**Budget:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>*Research-Based Program(s) (Instructional Materials)</b>	Renaissance Learning Accelerated Math Program Connected Mathematics			
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	NWEA benchmark test			
<b>Technology</b>	Accelerated Mathematics Program			
<b>Professional Development</b>	Connected Mathematics Accelerated Mathematics SREB-Standards In Practice			
<b>Other</b>				
		<b>Total:</b>		

## **Mathematics Elements:**

### **\*Highly Qualified Certified In-Field Instructors:**

**Patricia Bell** teaches 6<sup>th</sup> grade Connected Math. She has a BA in Business Education and an MAT in Educational Technology. She is certified in Business and Math. She has been teaching math for 28 years.

**Bill Moredock**, teaches 6<sup>th</sup> grade Connected Math. He has a BA in Business and holds a 5-9 math certification. He has been teaching math for 4 years.

**Donald Abboud** teaches 6<sup>th</sup> grade Connected Math. He has a BS in Accounting and is certified in Integrated Middle School. He has been teaching math for 5 years.

**Keith Ross** teaches 6<sup>th</sup> -8th grade gifted and standard Connected Math. He has a BA in History. His certification areas are Math and Social Studies He has been teaching for 24 years/ math for 9 years.

**Byron Gainers** teaches 7<sup>th</sup> grade Connected Math. He has a BA in Business Administration. He is certified in Math and Science. He has been teaching math for 12 years.

**Lisa Timley** teaches 7<sup>th</sup> grade Connected Math. She has a BA in Communications and is certified in Middle School Integrated. She has been teaching math for 6 years.

**Delores O'Neal Kelly** teaches 6<sup>th</sup> - 8<sup>th</sup> grade ESE Math. She has a B.Ed in Special Education. She is certified in Special Education K-12. She has been teaching for 12 years.

**Mike Jennings** teaches 8<sup>h</sup> grade Connected Math and CPM Algebra. He has a BA and an M.BA in Business. His certification area is 5-12 Math. He has been teaching math for 9 years

**Pam Taylor** is our ESE Liaison. She has a BA and an MA in varying Exceptionalities. She is certified K-12 and has been teaching for 21 years.

**Goal 1: Academic Performance (Writing)****District Long-Range Target for All Students in All Curriculum Groups:**

- All 8<sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing.

**School Goal Statement:**

Improve academic achievement in writing so that at least eighty-six percent (86%) of 8th grade students scored a 4.0 or higher on the 2006-2007 FCAT Writing.

**Needs Assessment:**

- Eighty-four percent (84%) of 8th grade students scored met the proficiency of 3.5 for the 2005-2006 school year.
- A score of 4.0 or higher is required for 2006-2007 to be proficient.
- Sixty-five percent (65%) made a 4.0 or higher on the 2005-2006 FCAT Writing
- Data analysis shows the percentage of students that received a 4.0 or higher on 2005-2006 FCAT Writing.
  - 70% White
  - 65% Black
  - 44% Hispanic
  - 55% Economically Disadvantaged
  - 27% Limited English Proficient (LEP)
  - 39% Exceptional Student Education (ESE)

**Objective 1: All NCLB Subgroups will increase their scores by 10% to make AYP**

<b>Strategies (including timeline)</b>				<b>Lead Person/Team</b>	<b>Resources Needed</b>
1. In order to align scaffold instruction for rigor, relevance, and results and to increase collegial relationships Fort Caroline Middle School has created an aligned instructional plan to roll out during the 2006-2007 school year to move students forward in the FCAT Writes! essay.				1. All ELA Teachers, SSC and Reading Coach	1. Expository and persuasive deadline prompts, FCAT writing models and rubrics
<b>Grade</b>	<b>Essay Type</b>	<b>Instructional Target</b>	<b>Target Scores</b>		
Sixth	expository	Organization will be the focus in sixth grade.	3-4		
Seventh	persuasive	organizational structure will refined with introductions to support	4-5		
Eighth	Persuasive/expository	Maintenance instruction for support with a strong focus on elaboration and creativity	5-6		

<p>2. A baseline prompt will be administered in August. Teachers will score the papers using the FCAT 6 point rubric and develop a class profile. Whole Group focused instruction will follow. A second cycle of writing testing and instruction will begin in December with focused differentiated instruction. A prompt will be administered to sixth and seventh graders the day that 8<sup>th</sup> graders take the FCAT Writes! portion of the FCAT test. A debrief of lessons learned will develop the plan for the following year.</p>	<p>2. ELA Teachers, SSC, Reading Coach</p>	<p>2. NCEE Standards, department meetings</p>
<p>3. Teacher analysis of student work connected to the standards, guides instructional decisions focusing on low-performing NCLB subgroups. Using the timeline in #2 teachers will document their instruction through the development of a Writing Data notebook, which will be a part of the yearly performance evaluation.</p>	<p>3. ELA Teachers, Coaches, Principal</p>	<p>3. FCAT Data, Writing Roll out results.</p>
<p>4. Remediation begins day one and continues throughout the 2006-2007 school year for all students. Before and after school assistance will provide time for remediation. Teachers will set daily or weekly sessions.</p>	<p>4. ELA Teachers</p>	<p>4. Six-period day</p>
<p>5. An ESE lead teacher will continue throughout the 2006 – 2007 school year to coordinate teaching between ESE and standard classes to assist students in meeting AYP goal under NCLB.</p>	<p>5. Pam Taylor</p>	<p>5. ESE Liaison, IEP accommodations and Strategies for the ESE Student</p>
<p>6. Dedicated ESL classes will differentiate instruction and remediate difficulties noted from the data on NCLB.</p>	<p>6. Michele Dorcelien</p>	<p>6. ESL teacher supplies accommodations and Strategies for ESL students, ESL aides</p>
<p><b>Evaluation/Accountability:</b></p> <ol style="list-style-type: none"> <li>1. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings.</li> <li>2. IEP Accommodations will be met.</li> <li>3. Scores on Deadline Prompts will increase, FCAT scores will increase</li> </ol>		
<p><b>*Research-Based Program:</b> NCEE Reader’s Writer’s Workshop, CRISS Strategies, FCAT EXPLORER</p>		

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**Three elements** that will have the greatest impact on student achievement:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
2. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
3. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

The **ONE element** of FCMS' focus:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.

#### **Data analysis and Ongoing Assessment**

Lead ELA Teacher Provides:

- analysis of data to lessons and strategies to improve student writing
- training and support for scoring and providing feedback to students for baseline and follow-up expository and persuasive deadline writing prompts
- weekly meetings with ELA teachers to provides guidance for them and for them to provide to their teams and other subject areas focusing on low-performing NCLB subgroups

Leadership Team trained in SREB: Standards in Practice so that they can guide their departments in analyzing student work and teacher assignments and designing teaching and scoring rubrics to improve writing instruction.

#### **Special Populations**

ESE Liaison will lead informal ESE team meetings and formal early release days' team meetings and provide support for ESE

School Standards Coach and Reading Coach provide:

support for scoring and providing feedback to students for baseline and follow-up expository and persuasive deadline writing prompts

- focused instructional support for classroom teachers
- Test-Taking Genre Workshop

**By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.
- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

**The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1

Professional development activities to implement the school improvement model will include:

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

**Objective 2: 84% of all 8<sup>th</sup> grade students tested will score 4.0 or higher on FCAT Writing.**

<b>Strategies (including timeline)</b>				<b>Lead Person/Team</b>	<b>Resources Needed</b>																
<p>1. In order to align scaffold instruction for rigor, relevance, and results and to increase collegial relationships Fort Caroline Middle School has created an aligned instructional plan to roll out during the 2006 – 2007 school year to move students forward in the FCAT Writes! essay.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Essay Type</th> <th>Instructional Target</th> <th>Target Scores</th> </tr> </thead> <tbody> <tr> <td>Sixth</td> <td>expository</td> <td>Organization will be the focus in sixth grade.</td> <td>3-4</td> </tr> <tr> <td>Seventh</td> <td>persuasive</td> <td>organizational structure will refined with introductions to support</td> <td>4-5</td> </tr> <tr> <td>Eighth</td> <td>Persuasive/expository</td> <td>Maintenance instruction for support with a strong focus on elaboration and creativity</td> <td>5-6</td> </tr> </tbody> </table>				Grade	Essay Type	Instructional Target	Target Scores	Sixth	expository	Organization will be the focus in sixth grade.	3-4	Seventh	persuasive	organizational structure will refined with introductions to support	4-5	Eighth	Persuasive/expository	Maintenance instruction for support with a strong focus on elaboration and creativity	5-6	1. All ELA Teachers, SSC and Reading Coach	1. Expository and persuasive dead-line prompts, FCAT writing models and rubrics
Grade	Essay Type	Instructional Target	Target Scores																		
Sixth	expository	Organization will be the focus in sixth grade.	3-4																		
Seventh	persuasive	organizational structure will refined with introductions to support	4-5																		
Eighth	Persuasive/expository	Maintenance instruction for support with a strong focus on elaboration and creativity	5-6																		
<p>2. A baseline prompt will be administered in August. Teachers will score the papers using the FCAT 6 point rubric and develop a class profile. Whole Group focused instruction will follow. A second cycle of writing testing and instruction will begin in December with focused differentiated instruction. A prompt will be administered to sixth and seventh graders the day that 8<sup>th</sup> graders take the FCAT Writes! portion of the FCAT test. A debrief of lessons learned will develop the plan for the following year.</p>				2. ELA Teachers, SSC, Reading Coach	2. NCEE Standards, department meetings																
<p>3. Teacher analysis of student work connected to the standards, guides instructional decisions focusing on low-performing NCLB subgroups. Using the timeline in #2, teachers will document their instruction through the development of a Writing Data notebook, which will be a part of the yearly performance evaluation.</p>				3. ELA Teachers, Coaches, Principal	3. FCAT Data, Writing Roll out results.																
<p>4. Remediation begins day one and continues throughout 2006-2007 school year for all students. Extended periods and before and after school assistance will provide time for remediation. Teachers will set daily or weekly sessions.</p>				4. ELA Teachers	4. Six-period day																
<p>5. Throughout the 2006-2007 school year, an ESE lead teacher will continue to coordinate teaching between ESE and standard classes to assist students in meeting AYP goal under NCLB.</p>				5. Pam Taylor	5. ESE Liaison, IEP accommodations and Strategies for the ESE Student																

6. Dedicated daily ESL classes will differentiate instruction and remediate difficulties noted from the data on NCLB.	6. Michele Dorcelien	6. ESL teacher supplies accommodations and Strategies for ESL students, ESL aides
<b>Evaluation/Accountability:</b> 1. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings. 2. IEP Accommodations will be met. 3. 3. Scores on Deadline Prompts will increase, FCAT scores will increase		
<b>*Research-Based Program:</b> NCEE Reader's Writer's Workshop, CRISS Strategies, FCAT EXPLORER		

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**Three elements** that will have the greatest impact on student achievement:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
2. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
3. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

The **ONE element** of FCMS' focus:

1. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.

#### **Data analysis and Ongoing Assessment**

Lead ELA Teacher Provides:

1. analysis of data to lessons and strategies to improve student writing
2. training and support for scoring and providing feedback to students for baseline and follow-up expository and persuasive deadline writing prompts
3. weekly meetings with ELA teachers to provides guidance for them and for them to provide to their teams and other subject areas focusing on low-performing NCLB subgroups

Leadership Team trained in SREB: Standards in Practice so that they can guide their departments in analyzing student work and teacher assignments and designing teaching and scoring rubrics to improve writing instruction.

#### **Special Populations**

ESE Liaison will lead informal ESE team meetings and formal early release days' team meetings and provide support for ESE

School Standards Coach and Reading Coach provide:

support for scoring and providing feedback to students for baseline and follow-up expository and persuasive deadline writing prompts

- focused instructional support for classroom teachers
- Test-Taking Genre Workshop

**By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.
- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

**The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1

Professional development activities to implement the school improvement model will include:

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	NCEE America's Choice Literacy Materials for Reader's and Writer's Workshop			
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	NCEE Literacy Program			
<b>Technology</b>				
<b>Professional Development</b>	Reader's and Writer's Workshop, Grading Writing using FCAT Scoring rubric SREB-Standards In Practice			
<b>Other</b>				
		<b>Total:</b>		

**Goal 1: Academic Performance (Science)****District/School Target(s) for All Students in All Curriculum Groups:**

- All 8<sup>th</sup> grade students tested will score 3 or higher on FCAT Science.

**School Goal Statement:**

Thirty-seven percent (37%) students will score a 3.0 or higher on the 2006-2007 FCAT Science test.

**Needs Assessment:**

- Twenty-six percent (26%) made a 3.0 or higher on the 2006-2007 FCAT Science test.
- Forty-three percent (41%) of all 8<sup>th</sup> grade students tested scored at the state mean score or above on the FCAT Science Standards component (SSS).

Percent of students scoring at the state mean

- 56% White
- 34% Black,
- 29% Hispanic
- 27% Economically Disadvantaged
- 47% Limited English Proficient (LEP)
- 19% Exceptional Student Education (ESE)

**1. Objective:** Thirty-seven percent (37%) students will score a 3.0 or higher on the 2006-2007 FCAT Science Standards component (SSS).

<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
1. All Science teachers set science performance targets for students throughout the 2006 – 2007 school year. Targets are based on student performance on state tests and other assessment data. 1.1. Science teachers plan together in monthly department meetings to coordinate curriculum, discuss and assess student progress and build a strong support structure. 1.2. Science Teachers will set targets for student performance for daily instruction for science classes and individual students. 1.3. Use SSS and NSPS to create common formative and summative assessment strategies for uniform analysis of student work. 1.4. Teachers’ daily analysis of student work and differentiated instruction connected to the standards, guides instructional decisions.	1. Science Lead Teacher, Science Teachers, SSC	1. FCAT Date, AIDE software, 1.1. Department Meetings, district curriculum guide 1.2. NSPS Books, SSS, district curriculum guide 1.3. Student work and other data sources 1.4. Common meetings

<p>2. Science teachers will collaborate with other content areas for cross-curricular data analysis during weekly team meetings.</p> <p>2.1. Results of in class and other diagnostic assessments analyzed for patterns of deficiencies-by grade level and class.</p> <p>2.2. Implementation of differentiated instruction based on analysis of student work.</p> <p>2.3. Science teachers will work together with math teachers to meet the math deficit for measurement throughout the 2006 – 2007 school year.</p>	<p>2. Science Teachers, other team content area teachers</p>	<p>2. common planning for teams, Rubrics, NSPS books, SSS, Benchmark Reading and Math data, Test Taking Genre Strategies</p>
<p>3. Throughout the 2006-2007 school year, science teachers, ESOL Department Head, and ESE lead teacher will correlate accommodations for special populations to become compliant with the NCLB Act.</p>	<p>3. Rufo, Dorcelien, Taylor, Klentz</p>	<p>3. ESL and ESE Accommodations and recommended strategies</p>
<p><b>Evaluation/Accountability:</b></p> <p>1. Review of student work is included on the agenda of all team, house, and subject area and faculty meetings.</p> <p>2. The Science Department will report to the Leadership Committee at mid-year and at the end of the year.</p> <p>3. FCAT Science Scores and school-based benchmark assessments.</p>		
<p><b>*Research-Based Program:</b>          Jacksonville Urban Systemic Initiative: Science Teacher as Teacher Leader, NCEE Standards, NCEE Workshop Classroom environment, Project GLOBE</p>		

**Professional Development/Learning Communities** (Must address planning, delivery, follow up and evaluation strands):

**Three elements** that will have the greatest impact on student achievement:

4. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure.
5. Teacher teaching reading strategies (CRISS, CLBS, Pacing Guide) - Teachers use reading strategies and techniques for differentiation learned from faculty professional development to make a connection to his/her subject area **to increase student growth in reading.**
6. Restructure the math curriculum to implement more rigorous mathematics instruction. Based on FCAT Levels differentiation of math includes honors, advanced, and standard classrooms.

The **ONE element** of FCMS' focus:

2. Professional Learning Communities - Teacher teams have regular planning time to work together to implement SREB: Putting Standards in Practice and lessons learned from the faculty book study, Fair Isn't Always Equal in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.

#### **Data analysis and Ongoing Assessment**

- Science teachers trained in SREB: Standards in Practice so that they can analyze student work and teacher assignments and designing teaching and scoring rubrics to differentiate instruction.
- Science Lead teacher analyzes data with his department and leads
  - setting targets for student performance for classes and individual students
  - Using SSS and NSPS to create common assessments for uniform analysis of student work.
  - analyzing of student work connected to the standards, guides instructional decisions
  - provides a model classroom

#### **Reading Coach provides:**

- Targeted reading strategy training for all content area teachers to improve student reading
- provides reading guidance to all teams and subject areas

#### **Special Populations:**

- ESE Liaison will lead informal ESE team meetings and formal early release days' team meetings and provide support for ESE
- ESL Teacher will provide support for ESL

#### **School Standards Coach provides:**

- Curricular support
- Test-Taking Genre Implementation

**By the December 2006 Implementation Review, the following strategies will be used to implement the ONE focus element chosen for our school wide focus:**

- ❖ The Leadership Team will monitor deliver SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- ❖ Leadership team led early release faculty group meetings (interdisciplinary) focused on analyzing teacher assignments and student work based on the standards and data from formal and informal assessments and monitoring the use of reading strategies.
- ❖ Weekly team/department meetings focused on assessing student progress, looking at student work samples and discussing alignment of the standards and the assignments, as well as techniques for differentiation.
- ❖ The leadership team analyzes and uses the data to understand analyze the implementation of Putting Standards into Practice.

**The evidence and results that will demonstrate the implementation of these strategies will be:**

- ❖ Leadership Team creates a portfolio to show FCMS implementation of standards through:
  - department and team meeting agendas & minutes, focus walk forms, copies of student work samples and common scoring rubrics, and other artifacts that support the 5-3-1

Professional development activities to implement the school improvement model will include:

- The Leadership Team will monitor the delivery of SREB: Standards in Practice Training at Pre-Planning and follow-up workshops one early release day each month.
- The Administrative Team and faculty teams will present assigned sections of Fair Isn't Always Equal as the school-wide book study in order to coordinate curriculum, to discuss and to assess student progress, and techniques for differentiation and build a strong standards-focused support structure for rigor, results, and relevance.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with follow-up sessions coaching teachers to improve instruction focused on student needs as shown by assessments and student work.
- The School Standards Coach and Reading Coach will provide regular coaching meetings with faculty to analyze student data.
- Teachers will attend content-area workshops provided by the district required to revitalize and extend content area knowledge and skills.

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	JUSI Teacher Leader Program			
<b>*Research-Based Resource(s) (e.g. websites, assessment tools)</b>	Project Globe, TIDES curricular support	JUSI (set up in 2003)		
<b>Technology</b>				
<b>Professional Development</b>	Test-Taking Genre for Science SREB-Standards In Practice	JUSI		
<b>Other</b>				
		<b>Total:</b>		

### Science Elements:

**\*Highly Qualified Certified In-Field Instructors:** All Science Teachers attended JUSI Science Workshops for their grade levels and curriculum.

**Sean Rufo** is the department chair and has been a JUSI Science Teacher leader for the past 3 years. He has received intensive leadership training during the summers from JUSI and in follow-up sessions during the school years. He teaches 7<sup>th</sup> grade comprehensive science. He has a BS in Biology. He holds a certificate in Middle Grades Science and has taught science for 6 years.

**Jennifer Beale-Collier** teaches 6<sup>th</sup> grade comprehensive science. She has a BA in Psychology and holds certifications in Integrated Middle School and ESE. She has taught for 6 years and science for 4 years.

**Alex Manolis** teaches 6<sup>th</sup> grade comprehensive science. He has a BS in Computer Science and is certified in Integrated Middle School Curriculum. He has taught science for 3 years.

**David Carter** teaches 6<sup>th</sup> grade comprehensive science. He has a BA in Biology, M.Ed in Administration and Supervision. His certification areas are Biology and Administrative Supervision. He has taught science for 37 years.

**Brenda Beam** teaches 7<sup>th</sup> grade comprehensive science. She has a BA in Biology. This is her first year of teaching and she is seeking alternative certification.

**Norma Brooks** teaches 8<sup>th</sup> grade comprehensive science. She has a BS/Ed in Science and is certified in middle school science and 6-12 Earth-Space Science. She has taught science for 5 years.

**Mary Green** teaches 8<sup>th</sup> grade comprehensive science. She has a BS in Biology. she is certified in Science 6-12. She has taught science for 3 years.

**Diana Mason** teaches 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade standard and gifted science. She has a BA in Science and is certified in Science 6-12 and gifted. She has been teaching for 16 years.

**Cathy Klentz** teaches 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade ESE science. She has a BS in Collaborative Special Education and is certified grade K-12. She has taught science for 4 years.

**\*Parental Involvement**

<b>Goal Statement:</b> To increase the inclusion of parents in many aspects of school life.		
<b>Needs Assessment:</b> Fort Caroline Middle School experiences a lack of parental involvement in their student's education as evidenced by parental participation during the 2005-2006 school year. Parent Involvement is needed in academic programs in an effort to increase student achievement among all students and subgroups.		
<b>Objective:</b> There will be a 10% increase in parent involvement as compared to the previous year.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<ol style="list-style-type: none"> <li>1. Increase communication with parents.               <ol style="list-style-type: none"> <li>1.1. Quarterly newsletter including standards-aligned student work for awareness of what is “good enough” and information about safety nets available to their children.</li> <li>1.2. School website</li> <li>1.3. In the final report card mail-out, inform parents/guardians about the results of state assessments and about school targets. Student goal and AYP information mailed to parents quarterly.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Julie Deyo, Samantha Robinson, SRO Zamore, Susan Price, Karen Moody, Tammy Hines, Judy Williams, Paul Fenning, and Sarah Sanchez</li> </ol>	<ol style="list-style-type: none"> <li>1. Newsletter</li> <li>2. Parent/Guardian Website</li> <li>3. Individual student goal sheets and AYP information, School Mailing system</li> </ol>
<ol style="list-style-type: none"> <li>2. Hold academically focused meetings to involve parents               <ol style="list-style-type: none"> <li>2.1. Open House in August and February.</li> <li>2.2. Book and Munch; parents and children Book of the Month Book Reading and Discussion once a month.</li> <li>2.3. Communicate with parent/guardian about services supporting learning that are available to them and their children with three workshops throughout the school year.                   <ol style="list-style-type: none"> <li>2.3.1. Services supporting learning that are available to them and their children,</li> <li>2.3.2. Review in relation to purpose and effectiveness in promoting a culture of learning in a standards-based system.</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. PTA President, Special Area Teachers, Parent Involvement Committee: Samantha Robinson, SRO Zamore, Susan Price, Laura Campbell, Stephanie Stevenson, Judy Williams and Paul Fenning</li> </ol>	<ol style="list-style-type: none"> <li>4. Book of the Month</li> </ol>
<ol style="list-style-type: none"> <li>3. Follow-Up Communication of Parent Involvement Events through mail or phone calls after each event.</li> </ol>	<ol style="list-style-type: none"> <li>3. Parent Involvement Committee</li> </ol>	<ol style="list-style-type: none"> <li>5. Stamps, envelopes, resource people</li> </ol>

<p>4. Work with community agencies to form partnerships to support key elements of the framework, providing tutoring and /or mentoring assistance throughout the school year.</p> <p>4.1. Community In Schools is located on the FCMS campus to work with all students but especially with students at-risk.</p>	<p>4. Paul Fenning, Cathy Irvine</p>	<p>4. Full-service Schools, Communities in Schools</p>
<p>5. On going planning throughout the school year with Jacksonville University to provide a mentoring program for our students.</p>	<p>5. JoAnn Walker, Cathy Irvine</p>	<p>5. Jacksonville University, Community in Schools</p>

**Evaluation/Accountability:**

1. Copies of Newsletters
2. PTA Attendance
3. Book and Munch Agenda and Attendance
4. Workshop Agendas and Attendance
5. 2006-2007 School Climate Survey Results

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
Workshops and Book and Munch	FCMS Faculty and Staff	SIP	\$3000	
Newsletter				
Other Mailing				
Food and Beverages				

### School Safety and Discipline

**Goal Statement:** In conjunction with the Foundations For Safe & Civil Schools, Community In Schools and school-based overage-student pullout programs we will decrease by 10% the number of non-compliant behaviors and incidents of crimes and violence, and increase positive student behavior in social and academic areas.

**Needs Assessment:** Report for 2004-2005 (2005-2006 data is currently unavailable)

- 48% of the total population students commit one or more Class II violations.
  - 34% White
  - 61% Black
  - 41% Hispanic
  - 29% Asian
  - 34% Multicultural
  - 59% Economically Disadvantaged
  - 39% Limited English Proficient (LEP)
  - 57% Exceptional Student Education (ESE)
- 3% the total population of students commit one or more Class III violations
  - 2% White
  - 3% Black
  - 1% Hispanic
  - 4% Asian
  - 3% Multicultural
  - 3% Economically Disadvantaged
  - 1% Limited English Proficient (LEP)
  - 6% Exceptional Student Education (ESE)
- 0% of the total population of students commit one or more Class IV violations

Incidents of Crimes and Violence	Violent Acts Against Persons	Alcohol, Tobacco, and Other Drugs	Property	Fighting and Harassment	Weapons Possession	Other Nonviolent Incidents and Disorderly Conduct	Total
FORT CAROLINE MIDDLE SCHOOL 2004-2005	9	9	12	31	3	6	70

**Objective:** To decrease Class II offenses by 10%.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. Daily implementation of the school wide plan based on strategies of CHAMPS and Foundations for Safe and Civil Schools.	1. Susan Price, Delores Kelly, Foundations Committee	1. CHAMPS implementation 1.2. Support from House administrators and faculty in school-wide plan

2. From Day 1 and continuing throughout the school year institute immediate consequences for non-compliant behavior, i.e., 1 <sup>st</sup> tardy-detention that day.	2. FCMS Administrators and Faculty	2. Parent contact, daily detention.
3. From Day 1 and continuing throughout the school year, implement the Pre-GI program to remove over age at-risk students from the mainstream population for special interventions.	3. Tina Johnston, Lolita Sessoms	3. Designated portable buildings, special scheduling, Community In Schools, Full-Service Schools
4. Create an overage-sixth grade pullout program to remove students from the mainstream sixth grade population for special interventions and implement the program from Day I continuing through out the school year.	4. Jennifer Collier, Tina Johnston, Lolita Sessoms, Laura Campbell, Stephanie Stevenson	4. Over age-Sixth Grade Team, designated portable buildings, special scheduling, Community In Schools, Full-Service Schools
5. Repeat ISCE Offenders will be referred to Guidance for a parent meeting and interventions from Day 1 and continuing through out the school year.	5. Paul Fenning, Tom Mezzano	5. Services and Interventions, Intervention Specialist
<b>Evaluation/Accountability:</b> <ol style="list-style-type: none"> <li>1. Pre-GI student data</li> <li>2. Over-age sixth grade student data</li> <li>3. ISCE Tracking Data</li> <li>4. Student Intervention data</li> <li>5. Data collection of referrals and evidence of other non-compliant behavior</li> <li>6. Crimes of Violence were Fighting and Harassment on the Florida School Indicators Report</li> </ol>		

<b>Objective:</b> To decrease Class III offenses the total number of incidents of Crime and Violence on the Florida school Indicators Report committed by students by 10%.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
1. From Day 1 and continuing throughout the school year, implement school wide plan based on strategies of CHAMPS and Foundations for Safe and Civil Schools.	1. Susan Price, Delores Kelly, Foundations Committee	1. CHAMPS implementation 1.2. Support from House administrators and faculty in school wide plan

2. From Day 1 and continuing through out the school year, implement the Pre-GI program to remove over age at-risk students from the mainstream population for special interventions.	2. Tina Johnston, Lolita Sessoms	2. Designated portable buildings, special scheduling, Community In Schools, Full-Service Schools
3. Create an over age-sixth grade pullout program to remove students from the mainstream sixth grade population for special interventions. Implement the pull-out program from Day 1 and continuing throughout the school year.	3. Jennifer Collier, Tina Johnston, Lolita Sessoms, Laura Campbell, Stephanie Stevenson	3. Over age-Sixth Grade Team, designated portable buildings, special scheduling, Community In Schools, Full-Service Schools
4. From Day 1 and continuing through out the school year, repeat ISCE Offenders will be referred to Guidance for a parent meeting and interventions.	5. Paul Fenning, Tom Mezzano	4. Services and Interventions, Intervention Specialist
<b>Evaluation/Accountability:</b> <ol style="list-style-type: none"> <li>1. ISCE Tracking Data</li> <li>2. Student Intervention data</li> <li>3. Data collection of referrals and evidence of other non-compliant behavior</li> <li>4. Crimes of Violence were Fighting and Harassment on the Florida School Indicators Report</li> </ol>		

### Technology

<b>Goal Statement:</b> To develop a lab and to provide teacher training for NWEA testing and test data analysis in order to meet the needs of students in reading and mathematics.		
<b>Needs Assessment:</b> Fifty-one percent (51%) of our students are reading below grade level on the 2006 SSS Reading and Mathematics portions of the FCAT. In order to provide students with appropriate focused instruction, teachers need not only FCAT data but also benchmark data to differentiate instruction based on accurate current data that aligns with the SSS and the FCAT.		
<b>Objective:</b> To create a computer lab to accommodate NWEA testing for the student population.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<ol style="list-style-type: none"> <li>In August, inventory at the beginning of the school year what is currently in the school and functioning on the school network.</li> <li>In September, utilize unused computers to create a lab that will serve the whole school population and support the NWEA testing platform throughout the school year.</li> </ol>	<ol style="list-style-type: none"> <li>Kathy Kassees, Paul Fenning, Judy Williams, Stephanie Stevenson, Laura Campbell</li> </ol>	<ol style="list-style-type: none"> <li>A networked computer lab and NWEA.</li> </ol>
<b>Evaluation/Accountability:</b>		
<ul style="list-style-type: none"> <li>NWEA testing results.</li> </ul>		

<b>Goal Statement:</b> To increase the technology in the school to exceed the county's standard in order to help meet the needs of students doing reading and math below grade level.		
<b>Needs Assessment:</b> : Fifty-one percent (51%) of our students are reading below grade level as measured on the 2006 SSS Reading portion of the FCAT. To service these students, we must maintain and increase Renaissance Learning software. Currently we have STAR and Accelerated Reader. We need to increase the remediation tools in the Renaissance Learning software suite as we continue to upgrade STAR and Accelerated Reader and the hardware and peripherals necessary to run these programs.		
<b>Objective:</b> To have 4 computer workstations in every Reading classroom.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<ol style="list-style-type: none"> <li>In August, inventory what is currently in the school and functioning.</li> <li>After the inventory, provide as many computer workstations as possible in every reading classroom for PMRN testing and fluent reader.</li> <li>Continuously maintain a working laser printer in every reading classroom.</li> </ol>	<ol style="list-style-type: none"> <li>Judy Williams, Stephanie Stevenson, Laura Campbell</li> </ol>	<ol style="list-style-type: none"> <li>Accelerated Reader, STAR diagnostic, laser printer cartridges, paper, other Renaissance Learning Reading Software, PMRN, and Fluent reader</li> </ol>
<b>Evaluation/Accountability:</b>		
<ul style="list-style-type: none"> <li>ELA/Reading and Math classrooms will have at least 4 computer workstations with STAR, Accelerated Reader working laser printer.</li> </ul>		

<b>Goal Statement:</b> To increase the technology in the school to exceed the county's standard in
--

order to help meet the needs of students doing reading and math below grade level.		
<b>Needs Assessment:</b> : Sixty-four percent of our students are performing below grade level as measured on the 2006 Mathematics portions of the FCAT. To service these students, we must maintain and increase Renaissance Learning software. Currently we have STAR and Accelerated Math. We need to increase the remediation tools in the Renaissance Learning software suite as we continue to upgrade STAR and Accelerated Math and the hardware and peripherals necessary to run these programs.		
<b>Objective:</b> To have 4 computer workstations in every Math classroom.		
<b>Strategies (including timeline)</b>	<b>Lead Person/Team</b>	<b>Resources Needed</b>
<ol style="list-style-type: none"> <li>1. Inventory what is currently in the school and functioning.</li> <li>2. After inventory, provide 4 computer workstations in every Math classroom.</li> <li>3. In October, create a stand-alone math and science network in the sixth grade wing and utilize the math and science network for differentiated instruction and/or enrichment daily.</li> <li>4. Provide Scanners for the AM program on an as needed basis.</li> <li>5. Maintain a working laser printer in every math classroom throughout the school year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Judy Williams, Stephanie Stevenson, Bill Moredock</li> </ol>	<ol style="list-style-type: none"> <li>1. Accelerated Math, STAR diagnostic, Scanners, laser printer cartridges, paper, other recycled Windows 98 computers for the stand-alone lab.</li> </ol>
<b>Evaluation/Accountability:</b>		
<ul style="list-style-type: none"> <li>• Math classrooms will have at least 4 computer workstations with STAR, Accelerated Math, scanners, working laser printer.</li> <li>• Stand-Alone math-science lab for remediation and enrichment.</li> </ul>		

**Budget:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	Accelerated Reader Accelerated Math STAR Diagnostic NWEA Testing			
<b>Research-Based Resource(s) (e.g. websites, assessment tools)</b>	STAR diagnostic NWEA testing			
<b>Technology</b>	Renaissance Learning			

	Software, computers, scanners, printers			
<b>Professional Development</b>	AR and AM site-based training			
<b>Other</b>				
		<b>Total:</b>		

**\*Return On Investment (ROI)**

<p><b>Goal Statement:</b>   ROI index will exceed 72% this year.  <b>Comment:</b> When 2004-2005 figures are posted we will recalculate the data</p>		
<p><b>Needs Assessment:</b></p>		
<p><b>Objective:</b> To increase our ROI over last year's.</p>		
<p><b>Strategies (including timeline)</b></p>		
<p>Continue to manage our funds efficiently while we continue to make learning gains in reading and math.</p>	<p>Kathy Kassees, SAC Committee</p>	<p>Resources Needed</p>
<p><b>Evaluation/Accountability:</b>  2004-2005 ROI  2006-2006 ROI</p>		

**Final Budget Summary:**

<b>Issues to Address</b>	<b>Describe Resources</b>	<b>Funding Sources</b>	<b>Total (funds) Available</b>	<b>Unmet (funds unavailable)</b>
<b>*Research-Based Program(s) (Instructional Materials)</b>	<b>SREB Module: Standards in Practice</b>	<b>School Improvement</b>	<b>\$11,091.04</b>	
<b>Research-Based Resource(s) (e.g. websites, assessment tools)</b>	<b><u>“Fair Isn’t Always Equal”</u></b> <b>Book of the Month</b>		<b>\$1,565.00</b> <b>\$750.00</b>	
<b>Technology</b>	<b>AR &amp; AM Supplies</b>		<b>\$2,000.00</b>	
<b>Professional Development</b>	<b>Opening Workshop for SREB training</b> <b>Mid-term meeting</b> <b>AVID Training</b>		<b>\$655.00</b> <b>\$750.00</b> <b>\$2500.00</b>	
<b>Other</b>	<b>Student Planners</b>		<b>\$2,500.00</b>	
		<b>Balance:</b>	<b>\$371.04</b>	

**\*SAC Members**

<b>Implementation Evaluation (Previously: Adequate Progress)</b>
Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.
Ft. Caroline will conduct two formative and one summative SIP evaluation: November 8, 2006, January 24, 2007, and June 14, 2007 pending the arrival of FCAT scores and AYP information. District staff, SAC members, the administrative team, and the leadership team will be involved in the evaluation process. Other interested parties will be welcomed. Teams will be assigned to reading, mathematics, writing, and science sections of the plan; all members will look at the implementation of the Ft. Caroline Middle School’s School Improvement Plan. If changes are made to objectives the SIP will be revised and sent to the school board for approval. Changes to strategies, materials, professional development will be integrated into the SIP and shared with stakeholders. Key results of the evaluations will be shared via newsletter with parents and community members. Results from the summative evaluation will form the basis of the needs assessment for the 2007 – 2008 school year.

**\*Additional Resources**