

2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: OAK VIEW MIDDLE SCHOOL
District Name: ALACHUA
Principal: KAREN CLARKE
SAC Chair: JEFF RIZZO
Superintendent: DR. W. DANIEL BOYD, Jr.
Date of School Board Approval: September 2009

VISION and MISSION STATEMENTS

The Oak View Middle School is committed to the following goals:

- Create a positive and productive learning environment for all students in a drug-free, safe school.
- Encourage students to make well-reasoned decisions.
- Enable students to make well-reasoned decisions.
- Help students achieve change constructively.
- Lead students to appreciate man's highest accomplishments in the areas of knowledge, arts, beliefs, laws, morals and customs.
- Prepare students to perform academically at the highest state, national, and international levels.
- Teach students to understand and exercise the rights and responsibilities of citizenship.
- Provide students with the knowledge and skills needed to succeed in today's world.
- Cooperate with parents in the development of the physical, moral and intellectual endowments of each child.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Oak View Middle School opened in January, 1994 in Newberry, Florida. Previously, grades six thru eight were served as a part of Newberry Jr. Sr. High School. In 1992, the School Board of Alachua County approved the construction of Middle School AA which became the home of students in grades six thru eight in Western Alachua County, in North Central Florida. In the fall of 2008, fifth grade students were moved from Newberry Elementary to alleviate overcrowding on that campus. Currently, Oak View serves approximately 600 students in grades five thru eight from the communities of Archer, Newberry and West Gainesville. Most of our student body is from the southwestern corner of Alachua County which is comprised of small communities, new developments and agricultural lands.

Unique School Strengths for Next Year

Oak View Middle School earned 517 accountability points for the 2008-2009 school year, which resulted in a "B" grade.

The school's Principal successfully completed the Florida Principal's Promise Program focusing on the Next Generation SSS in Math and Science. Both the Principal and Assistant Principal have successfully completed their Reading Endorsement. The school's Leadership Team has successfully completed training in Kagan Strategies and CIMS Model which will be utilized in the 2009-2010 school year.

Unique School Weaknesses for Next Year

Due to district level budget cuts, Oak View will lose its full-time Reading Coach. Last year, this position served as a data analyst, professional development liaison and PMRN coordinator. This will limit the schools ability to continue providing content area teachers with coaching on infusing "best-practices" and Reading Benchmarks across the curriculum.

Student Demographics

<p>Oak View Middle School serves diverse school population that consists of approximately 600 students.</p> <p>Student Demographic Data:</p> <p>Percent Asian: 1.5%</p> <p>Percent Black: 20.5%</p> <p>Percent Hispanic: 7.7%</p> <p>Percent Indian: 0.2%</p> <p>Percent Mixed: 4.0%</p> <p>Percent White: 66.1%</p> <p>Percent ELL: 1.6%</p> <p>Percent Gifted: 13.4%</p> <p>Percent SWD Non-Gifted: 24.0%</p> <p>Percent Free and Reduced: 53.3%</p>
<p>Student Attendance Rates</p> <p>2007-2008- Daily Attendance – 95.8%</p> <p>2008-2009- Daily Attendance – 96.5%</p>
<p>Student Mobility</p> <p>The school mobility rate is 28.6 %.</p>
<p>Student Suspension Rates</p> <p>2006-2007 Out of School Suspension Rate: 182; In School Suspension Rate: 11</p> <p>2007-2008 Out of School Suspension Rate: 87 ; In School Suspension Rate: 0</p> <p>2008-2009 Out of School Suspension Rate: 169; In School Suspension Rate: 0</p>
<p>Student Retention Rates</p> <p>Oak View Middle School's Retention Rate is 1.3%.</p>
<p>Class Size</p> <p>Oak View Middle School's class size average is 17.02%. The district average is 17.93%.</p>
<p>Academic Performance of Feeder Pattern</p> <p>The two primary feeder elementary schools for Oak View are Archer Community and Newberry Elementary School. Archer Community School, a Correct 1 school, improved its school grade from a "C" to an "A" for the 2008-2009 school year. Archer Community also made 100% AYP in all categories for the 2008-2009 school year. Newberry Elementary, a Correct 1 school, improved its school grade from a "B" to an "A" for the 2008-2009 school year. Newberry Elementary school also made 100% AYP in all categories for the 2008-2009 school year. The high school in the school's feeder pattern, Newberry High School, maintained its school grade as a "C". Newberry High School's AYP status improved from 77% to 85% for the 2008-2009 school year. Newberry High School is in Correct 1 status. Black, Economically Disadvantaged and SWD need improvement in reading. Black and Economically Disadvantaged Students need improvement in Math. Newberry High School met the AYP requirement in Writing.</p>
<p>Partnerships and Grants</p> <p>Oak View is particular proud of the partnership and collaboration with the University of Florida. The SPICE program pairs a Science Doctoral student with a current Science teacher, which has been a positive collaborative endeavor for our school. For the 09-10 school year, Oak View will partner with UF on a Music Instinct Grant as part of the National Community Outreach Initiative. This grant will explore the relationship between music and science.</p> <p>Oak View has recently been designated as a SMART Showcase School. This award recognizes exemplary technology integration and leadership.</p>

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

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

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

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year)
Principal	Karen Clarke	Educational Leadership, Reading Endorsement, MG Social Studies (5-9), Elementary Education (1-6)	16	9	Principal at Oak View Middle 2005-2009. 2008-2009: Grade: B Reading Mastery: 70%, Math Mastery: 59%, Writing Mastery: 86%, Science Mastery: 44%. AYP: 77%, Black, Economically Disadvantaged and SWD in this school need improvement in Reading. White, Black, Economically Disadvantaged and SWD in this school need improvement in Math. 2007-2008: Grade: B Reading Mastery: 68%, Math Mastery: 61%, Writing Mastery: 85%, Science Mastery: 41%. AYP: 85%, Black and SWD in this school need improvement in Reading. Black, Economically Disadvantaged and SWD in this school need improvement in Math. 2006-2007: Grade: C Reading Mastery: 63%, Math Mastery: 55%, Writing Mastery: 82%, Science Mastery: 42%. AYP: 85%, Black, Economically Disadvantaged and SWD in this school need improvement in Reading. Black, Economically Disadvantaged and SWD in this school need improvement in Math.

Assistant Principal	Kevin Purvis	Educational Leadership, Reading Endorsement, Social Sciences 6-12	4	5	Assistant Principal at Oak View Middle 2006-2009. 2008-2009: Grade: B Reading Mastery: 70%, Math Mastery: 59%, Writing Mastery: 86%, Science Mastery: 44%. AYP: 77%, Black, Economically Disadvantaged and SWD in this school need improvement in Reading. White, Black, Economically Disadvantaged and SWD in this school need improvement in Math. 2007-2008: Grade: B Reading Mastery: 68%, Math Mastery: 61%, Writing Mastery: 85%, Science Mastery: 41%. AYP: 85%, Black and SWD in this school need improvement in Reading. Black, Economically Disadvantaged and SWD in this school need improvement in Math. 2006-2007: Grade: C Reading Mastery: 63%, Math Mastery: 55%, Writing Mastery: 82%, Science Mastery: 42%. AYP: 85%, Black, Economically Disadvantaged and SWD in this school need improvement in Reading. Black, Economically Disadvantaged and SWD in this school need improvement in Math.
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HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science, and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year)
Reading K-12	Lissa Campbell	B.S. in Education; M.S. in Gifted and Computer Education;	4	4	A. Quinn Jones is a Special Center School and is not eligible to be graded. For the past three years, A. Quinn Jones has not satisfied the

		Reading K-12; Secondary English 6-12			NCLB criteria or AYP. 2008-2009- Students in grades 6 thru 10 had significant gains on FCAT Reading ranging from 20-50%. All third graders passed the FCAT with a level 3 or higher in both Reading and Math.

HIGHLY QUALIFIED TEACHERS

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. New Teacher Orientation Prior to Pre-Planning with Administration and Veteran Mentor Staff Members	Principal	August 2009	
2. Partnering New Teachers with Veteran Staff Members	Assistant Principal	On Going	
3. College Campus Job Fair and Recruiting with District Personnel Team	Principal	May 2010	
4.			

Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

Staff Demographics

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
37	8%	38%	32%	22%%	43%	100%	27%	2.7%	8%

Teacher Mentoring Program

Please describe the school's teacher mentoring program for new and struggling teachers by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jeanne Clark	Brittany Kiel Carolyn Wallace Chris Eberhart	District Assigned	Monthly Cohort Meeting a school site; Curriculum Engagement strategies; (Behavior Management Strategies; Technology Collaboration; Assist in Completion of Teacher Induction Program; Review of data

ADDITIONAL REQUIREMENTS

Coordination and Integration (for Title I schools only)

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training

Other

Response to Instruction/Intervention (Rti)

School-based Rti Team

Identify the school-based Rti Leadership Team.

Principal: Ensure that school based team is implementing Rti. Ensures implementation of intervention support and documentation. Facilitates professional development to support Rti implementation. Facilitates parental communication regarding Rti activities and plans.

Assistant Principal: Identifies patterns of student need. Works with staff to identify appropriate research based intervention strategies. Assists in design and implementation for progress monitoring, data collection and data analysis. Participates in design and delivery of professional development. Provides support for assessment and implementation monitoring.

Guidance Counselor: Assists with data collection and data analysis. Provides quality services and expertise on program design and intervention with individual students. Serves as a liaison between school and parent/guardian to communicate Rti process of support for the child's academic, emotional, behavioral and social needs.

General Education Teacher: Participates in student data collection. Delivers Tier 1 instruction/intervention. Collaborates with other staff to implement Tier 2 interventions. Integrates Tier 1 material/instruction with Tier 2/3 activities.

ESE Teacher: Participates in student data collection. Collaborates with general education teachers. Integrates core instructional activities/material into Tier 3 instruction.

School Psychologist: Participates in collection, interpretation and analysis of data. Assists with development of intervention plans.

Speech/Language Pathologist: Assist in selection of screening measures. Participates in student data collection. Helps identify patterns of student need with respect to language skills.

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

The team will meet twice monthly to review data to identify students who are at moderate and high risk for not meeting benchmarks. Based on the findings, the team will identify professional development needs and resources to meet the needs of these students.

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

The Rti leadership team will meet with SAC and Principal to help develop the SIP. The team will provide relevant data to assistance in the development of the SIP.

Rti Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), FCAT

Progress Monitoring: PMRN, On-Track, FAIR, Treasures Benchmark Assessments, FCAT Simulations

Mid-Year: PMRN, FAIR, On-Track, DAR, SRI

End of Year: PMRN, SRI, FAIR, On-Track, DAR, FCAT

Describe the plan to train staff on Rti.

Professional development will be provided during teacher planning time and after school.

School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN
Data Disaggregation 2008-2009 FCAT Data
<i>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</i>
Strengths- Students are performing above district and state averages in both 7 th Grade Reading and 8 th Grade Math. Based on the 2009 FCAT, the percent of students making learning gains increased in Reading. Weaknesses- Across all grade levels in Reading, Main Idea and Research/Reference are low. Across all grade levels, the lowest content area in math is Measurement. Grade 8 scores well in Number Sense while grades 5-7 score lower in Number Sense. In Science, the lowest content area for 8 th grade in Earth/Space Science, while for 5 th grade is low in Physical/Chemical Science.
Instructional Calendar Development
<i>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</i>
Teachers will utilize a district developed instructional focus calendar with input from district curriculum specialists in the areas of Reading, Math, Writing and Science. Teachers will assess benchmarks at various times through-out the year utilizing the district's On-Track Assessment program.
<i>Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?</i>
Reading: Main Idea/Purpose and Research/Reference are the least proficient strands across grade level Math: Measurement and Number Sense are the least proficient strands Science: For 8 th grade, Earth and Space Science is the least proficient strand while in 5 th grade, Physical/Chemical Science is the least proficient strand. Writing: Support is the least proficient strand.
<i>What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?</i>
Utilizing student data obtained from FCAT, On-Track Assessment and Classroom Assessments, learning gains will be monitored by individual classroom teachers and departments. The master schedule has been developed with flexibility to ensure that student's individual needs are being met.
<i>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</i>
Career and Technical courses are offered to students at all grade levels to ensure students have the skills required to enter the 21 st Century workforce. The new technology magnet program will provide opportunities for students to gain real-world experience in technology applications.
<i>How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?</i>
Students are involved in academic and career planning courses. A wide variety of electives, including career/technical courses, ensures that students have the ability to select the course that is meaningful to them.

DO
Direct the Instructional Focus
<i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i>
Individual teacher lesson plans are aligned to the departmental instructional focus calendars. Departments review IFCs to ensure vertical alignment of the curriculum. Grade level teams meet bi-weekly to share "best practices".
<i>How are instructional focus lessons developed and delivered?</i>

Utilizing the IFCs within departments, teachers develop lessons that focus on specific benchmarks.
<i>How will instructional focus lessons be revised and monitored?</i>
Administration will regularly review lesson plans and will provide feedback to teachers. Lessons may be revised by individual teachers or with input from departments.

CHECK
Assessment
<i>Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.</i>
All students will participate in the district assessments (On-Track, FAIR). All teachers will utilize frequent and specific benchmarks assessments within their classrooms to monitor student progress. Students requiring intensive instruction, will be monitored and PMRN.
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i>
Utilizing their data notebooks, teachers will review assessment reports weekly or bi-weekly to identify students reaching 80% mastery.
Maintenance
<i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i>
Utilizing the district developed IFCs, teachers and department will adjust IFC based on feedback from assessments. Teachers will utilize spiral review and enrichment activities to reinforce previously taught concepts.
<i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i>
Teams will meet bi-weekly to review "best practices" and student assessment performance. Subject area departments will meet bi-weekly to review student data. Leadership team will meet bi-weekly to assess the overall schools progress and data trends.
Monitoring
<i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i>
Administration provided all teachers with a data notebook prior to the start of the school year with pertinent student data information. This tool will be utilized by teachers to assist them in organizing their data and IFCs. Administration will regularly monitor classroom utilizing the CWT model. IFCs and Instructional Focus lessons will be monitored using On-Course lesson planning software. Leadership Team will meet bi-weekly to review school trends and overall school progress.

ACT
Supplemental and Intensive Instruction/Interventions
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
Core instruction will be provided the district adopted textbooks and supplemental materials. Students requiring supplemental instruction will be served in Intensive academic classes utilizing district adopted, research based programs. Students requiring intensive instruction/interventions will be served using pull-out model to serve those students needed intensive skills. An after-school academic tutoring program will target students that need specific academic intervention.
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
In the supplemental and intensive instruction/interventions, students are frequently assessed and placed within the research based program based on those assessments.
<i>How does the school identify staff's professional development needs to improve their instructional strategies?</i>

Annual surveys are conducted amongst faculty members to identify professional development needs. Training is also provided based on district level initiatives.
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
Students will be targeted for supplemental and intensive instruction/interventions based on their FCAT scores, On-Track and IFC benchmark assessments. All students who scored a Level 1 on the FCAT will be placed in intensive instruction/intervention classes. Any students not making AYP will also be targeted for this instruction.
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
Effectiveness will be measured by making learning gains on the frequent assessments and by making the required learning gains on the Spring FCAT.
Enrichment
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
Student's enrichment needs will be met by utilizing different learning modalities. Project based learning will be utilized to ensure that the higher yield learning strategies and met. Differentiated instructional strategies and high level Bloom's Taxonomy learning will be utilized to enhance enrichment.
<i>Describe how students are identified for enrichment strategies.</i>
FCAT Scores, On-Track Assessment, Grades, Teacher Recommendations and Student work ethic.

Professional Learning Communities

Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading Department	Marilyn Shaw	Bi-Weekly	2 nd & 4 th Tuesday	Data Analysis, Literacy Plan, Kagan Strategies, Best Practices
Language Arts Dept.	Jessica Campbell	Bi-Weekly	2 nd & 4 th Wednesday	Data Analysis, Kagan Strategies, Best Practices
Math Department	Dave Rice	Bi-Weekly	2 nd & 4 th Wednesday	Data Analysis, Kagan Strategies, Best Practices
Science Department	Phil Riley	Bi-Weekly	2 nd & 4 th Tuesday	Data Analysis, Kagan Strategies, Best Practices
Social Studies Dept.	Scott Jamison	Bi-Weekly	2 nd & 4 th Wednesday	Data Analysis, Kagan Strategies, Best Practices
ESE Department	Karen Merton	Monthly As Needed	4 th Tuesday	Data Analysis, Kagan Strategies, Best Practices
5 th Grade Team (Tigers)	Sharon Sailor	Bi-Weekly	1 st & 3 rd Wednesday	Data Analysis, Kagan Strategies, Best Practices
6 th Grade Team (Wolfpack)	Danielle Johnson	Bi-Weekly	1 st & 3 rd Wednesday	Data Analysis, Kagan Strategies, Best Practices
7 th Grade Team (Eagles)	Ernestine Flournoy	Bi-Weekly	1 st & 3 rd Wednesday	Data Analysis, Kagan Strategies,

				Best Practices
8 th Grade Team (Panthers)	Dave Rice	Bi-Weekly	1 st & 3 rd Wednesday	Data Analysis, Kagan Strategies, Best Practices
Leadership Team	Karen Clarke	Bi-Weekly	1 st & 3 rd Tuesday	Data Analysis, Literacy Plan, Kagan, Best Practices

NCLB Public School Choice (for Title I schools only)

Notification of (School in Need of Improvement) SINI Status
 Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification
 Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification
 Attach a copy of the SES Notification to Parents

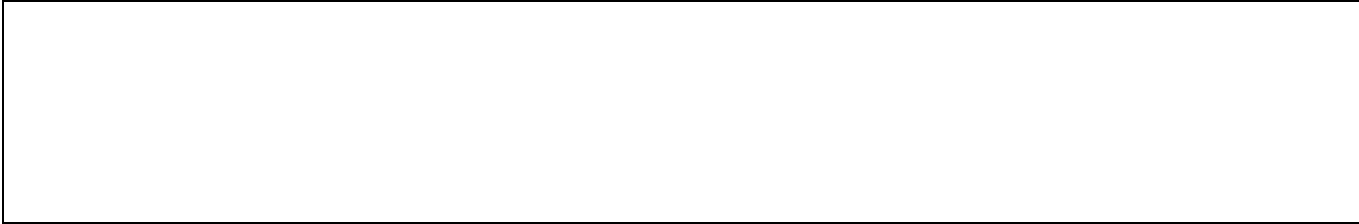
Pre-School Transition

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)



PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 5-8, 25% of SWD achieved mastery on the 2009 FCAT.	In grades 5-8, 72% of the SWD will achieve mastery on the 2010 FCAT.	1. FAIR , SRI, and Classroom Assessments will be utilized to monitor student progress	1. Administration, Reading Department Chair, Classroom Teacher	1. FAIR, SRI, and Classroom data reports will be reviewed. Data notebooks will be utilized to assist in the organization of data, assessment reports, and Instructional Focus Calendars	1. FAIR, SRI, On Track and Classroom Assessment Reports
		2. Increase student engagement through the use of Kagan Structures	2. Administration Teacher trainers, District Staff	2. Analyze number and type of discipline referrals. Data chats using benchmark assessments, classroom data, and observation.	2. Assessment reports, Discipline reports.
		3. 90 minute Challenge/Intervention Block to meet individual needs	3. Reading Dept. Chair, ESE Dept. Chair, Administration, Literacy Coach	3. Data chats using benchmark assessments, classroom data, and teacher observation	3. FAIR, SRI, On Track, READ 180 and Classroom Assessment reports
31% of African American students	72% of African Am. students in	1. Review FAIR, SRI, and	1. Reading Dept. Chair, Teachers,	1. FAIR, SRI, Teacher Assessment data	1. FAIR, SRI, On Track and Teacher

scored below Level 3 on 2009 FCAT.	grades 5-8 will score a Level 3 or above on 2010 FCAT.	Classroom assessment data to determine student instructional needs. Plan differentiated instruction using research based instructional strategies within the 90 minutes reading block.	Administration	reports will be reviewed. Data chats using benchmark assessments, classroom data, and teacher observation	Assessment Reports
		2. Increase student engagement through the use of Kagan Structures	2. Administration, Teacher trainers, District Staff	2. Analyze number and type of discipline referrals. Data chats using benchmark assessments, classroom data, and observation.	2. Assessment reports, Discipline data
		3. 90 minute Challenge/Intervention Block to meet individual needs	3. Administration, Reading Dept. Chair	3. Data chats using benchmark assessments, classroom data, and teacher observation	3. Assessment Reports
In grades 5-8, 70% of students demonstrated mastery on 2009 FCAT Reading	In grades 5-8, 72% of students will demonstrate mastery on 2010 FCAT Reading	1. Learning Goals posted using a common configuration.	1. Administration and Leadership Team	1. Focused walk-throughs utilizing CWT Look-Fors to ensure that all teachers are using common learning goals configuration.	1. CWT reports generated through Teachscape.
		2. Utilize Continuous Improvement Model to identify students needing intervention and enrichment	2. Administration and Leadership Team	2. Review data notebooks frequently to ensure needs of students are being met based on assessments	2. Progress Monitoring
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 5-8, 72% of all students will achieve mastery on 2010 FCAT.	Implementation of IFC	Assistant Principal	September 2009	Lesson Plans, CWT and IFCs, Data chats	Administration, Department Chairs
In grades 5-8, 72% of SWD will score a level 3 or above on FCAT.	Kagan Strategies	Leadership Team	May 2010	Lesson Plans, CWT, data chats	Administration

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher
All teachers will be trained in the Five Keys of Reading. Teachers are also encouraged to obtain Reading Endorsement/CAR-PD training. Literacy strategies will be taught across all content areas following the scaffolded literacy plan developed by the Literacy Team. Evidence of the use of Literacy strategies will be monitored via lesson plans and CWTs.

Budget			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
72% of students in grades 5-8 will demonstrate mastery on 2010 FCAT Reading	Kagan training FCIM Training	District Provided	
Technology			
Objective	Description of Resources	Funding Source	Available Amount
72% of students in grades 5-8 will demonstrate mastery on 2010 FCAT Reading	Training on FCAT Testmaker Pro and FOCUS	CREATE	500.00
			500.00
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
72% of students in grades 5-8 will demonstrate mastery on 2010 FCAT Reading	5 Keys of Reading Training led by Literacy Coach	Title II (Literacy Coach) CREATE (Materials)	500.00
			500.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			1000.00

End of Reading Goal

Mathematics Goal

Based on School Grade and Adequate Yearly Progress Data:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 5-8, 51% of students scored at or above grade level on 2009 FCAT Math.	72% of students in grades 5-8 will score at or above grade level in math.	1.Students scoring Level 1 on FCAT Math will be placed in an Intensive Math class to focus on remediation and intervention if appropriate.	1. Administration, Math Dept. Chair	1. Maintain a record of strategies and interventions utilized with lowest 25 th percentile	1.Student progress on assessments.
		2. Common configurations including learning goals, essential questions, and use of agenda.	2.Administration, Math Dept. Chair	2.Classroom Walk Throughs by administration will be used to ensure all teachers are following common configurations	2. Student progress on assessments
		3.Utilize the FCIM to identify students needing intervention and enrichment	3.Administration, Math Dept. Chair, Math Teachers	3.Using data notebooks, student progress will be tracked and monitored	3. Student progress on assessments
In grades 5-8, 22% of black students scored at or above grade level in math.	72% of black students will score at or above grade level in math	1. Use of Kagan Strategies to increase student engagement rate.	1.Administration	1. Classroom walk throughs and data chats	1. Student progress on assessments and discipline reports.
		2. .Identify and closely monitor the progress of students in the lowest quartile; review and revise instruction based on student progress	2.Administration, Math Dept. Chair	2. Maintain a record of strategies and interventions in Data Notebooks.	2. Student progress on assessments
		3.	3.	3.	3.

24% of SWD in grades 5-8 scored at or above grade level on 2009 FCAT Math	72% of SWD in grades 5-8 will score at or above grade level.	1. Use of Kagan Strategies to increase student engagement rate.	1. Administration	1. Classroom walk throughs and data chats	1. Student progress on assessments and discipline reports.
		2. Identify and closely monitor the progress of students in the lowest quartile; review and revise instruction based on student progress	2. Administration, Math Dept. Chair	2. Maintain a record of strategies and interventions in Data Notebooks.	2. Student progress on assessments
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 5-8, 74% of students will achieve mastery on 2010 FCAT Math	Implementation of FCIM	District Staff Administration	August 2009	Use of data notebooks, data chats, classroom observations	Administration

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Implementation of FCIM	District Level Training	District	
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Each classroom has access to Instructional Technology to Enhance instruction	SMART Boards, Multimedia Projectors, Notebook Software, Laptop, Bluetooth, Document Cameras, Student Response Systems	AP, PTA, Fund Raising Equalization, Business Donations	29000.00

Total:29000			
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
SMART Board Training	Alachua County Digital Educators, Master Digital Educator,	District Funds	
Software Training	Brain Pop, Discovery Learning, Comic, Life, Sylvan Math, Discovery Learning, FCAT Testmaker Pro	District Funds	
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Mathematics Goal

Science Goal

Needs Assessment:

Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
44% of students scored Level 3 or above on 2009 FCAT Science	50% of students will score Level 3 or above on 2010 FCAT Science	1.Content area literacy strategies will be implicitly taught and documented in lesson plans.	1.Administration and Science Dept.	1. CWT's will be conducted by administration and lesson plans will be reviewed on a regular basis.	1.Frequent mini assessments
		2.Students will participate in hands-on lab activities weekly utilizing the scientific method	2.Administration, and Science Dept.	2.Labs will be scheduled and will be monitored by administration	2.Frequent mini assessments
		3.	3.	3.	3.
44% of students scored Level 3 or above on 2009 FCAT Science	50% of students will score Level 3 or above on 2010 FCAT Science	1.Tier 1: Students will complete weekly lab activities	1.Science Dept.	1. Science Dept, will review results of assessments bi-weekly to assess progress towards benchmarks.	1.Standards-Based Assessments generated through FCAT Testmaker Pro, On-Track, FOCUS
		2.Tier 2: Students not responding to Tier 1 instruction will be provided supplemental instruction in homeroom or in before/after school tutoring sessions	2.Science Dept,	2.Science Dept, will review assessment results biweekly to assess progress towards benchmarks.	2.Standards-Based Assessments generated through FCAT Testmaker Pro, On-track, FOCUS.
		3.Tier 3: Student not responding to Tier 1 and Tier 2 interventions will receive targeted interventions	3.Science Dept	3. Science Dept. will review assessment results biweekly to assess progress towards benchmarks.	3.Standards-Based assessments generated through FCAT Testmaker Pro, On-Track, FOCUS
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
50% of students will score Level 3 or above on 2010 FCAT Science	Inquiry-Based Teaching Strategies	University of Florida Professors	August 2009	Monitored via lesson plans and CWT's	Science Dept. Chair, Administration, UF Staff Members
50% of students will score Level 3 or above on 2010 FCAT Science	FCIM Training	District Staff	Summer 2009	Data Notebooks will be reviewed to monitor IFC's and data trends	Administration, Science Dept. Chair

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
50% of students will score Level 3 or above on 2010 FCAT Science	FCAT Booklets as part of state adopted textbook.	District Textbook Funds	
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Software Training	FCAT Testmaker Pro, Brain Pop, Discovery Learning	District	
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Science Goal

Writing Goal

Needs Assessment:

Based on School Grade Data:

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

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
On the 2009 FCAT Writing Test, 93% of 8 th grade students scored Level 3.5 or above in writing	95% of 8 th grade students will score Level 3.5 or above on 2010 FCAT Writing	1. Students will utilize writing process regularly in all content areas.	1. Administration, Language Arts Dept. Chair	1. Classroom observations, review of student work, review of lesson plans	1. Review of scored writing samples.
		2. Students will write on one prompt monthly which will be rubric scored.	2. Administration, Language Arts Department	2. Common rubric scoring process, classroom observations, Review of lesson plans	2. Review of scored writing samples
		3. Revision and editing process will be explicitly taught at all grade levels	3. Administration, Language Arts Department	3. Review of lesson plans, classroom observations, data chats	3. Review of writing samples, lesson plan reviews.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
95% of 8 th grade students will score Level 3.5 or above on 2010 FCAT Writing	Write Traits	Teacher Trainers	October 2009	Monitor student writing through Google docs, Data chats, lesson plan reviews	Administration, Language Arts Dept. Chair

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
95% of 8 th grade students will score Level 3.5 or above on 2010 FCAT Writing	District adopted textbook series	District Textbooks Funds	
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
Write Traits Training	Teacher Trainers	AP Funds	500.00
			Total:500.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Writing Goal

Parent Involvement Goal

Needs Assessment:

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on climate survey data, 88% of parents believe that this is a parent friendly school.	Increase the opportunities for parents to increase participation in their child's educational experiences	1. Provide monthly newsletters and updates as appropriate.	1. Administration	Review of newsletters	1. Newsletter samples
		2. Provide 5 th and 6 th grade Orientation and Magnet Program Orientation	2. Administration, 5 th and 6 th grade team leaders	2. Review of orientations, parent feedback.	2. Formal and informal parent and teacher feedback
		3. Frequent email communications about school activities	3. Administration	3. Frequency of email communications, parent responses	3. Email log
Based on climate survey data, 91% of parents believe that the parents and community are informed about and involved in school activities.	Increase parent approval ratings by 1% on the communication and information components of the annual Climate Survey	1. Update website regularly and adjust details to be more user-friendly.	1. Administration, webmaster	1. Review of parent feedback, web monitoring software	1. Parent feedback, web monitoring counts
			2.	2.	2.
			3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
N/A					

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
N/A			
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
N/A			
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
N/A			
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Parent Involvement Goal

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on school discipline data report, the number of out-of-school suspensions increased from 456 days in 07-08 to 1,038 days in 08-09.	To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	1.Drum Hero School Wide Presentation	1.Administration	1. Monthly review of discipline data reports	1. Discipline data report
		2.Biblio Therapy thru 5-6 grades	2. . Guidance Counselor	2. Monthly review of discipline data reports	2. Dean of Students Log
		3.	3	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	Anti-Bullying Training	District Staff	June 2010	Discipline data reports	Administration Dean of Students
To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	Safe Schools Conference	Florida Association of School Resource Officers	July 2010	Presentation to staff Discipline data reports	Administration Dean of Students School Resource Officer

Other Goals

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
To reduced the number of discipline incidents that led to out-of-school suspension.	FASRO Safe Schools Conference. Sessions include drug awareness, gang related activity, bullying, cyber crimes and juvenile legal updates.	Discipline AP Funds	2000.00
To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	Anti Bullying Training	District Staff	
			Total:2000.00
Other			
Objective	Description of Resources	Funding Source	Available Amount
To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	Books and Materials for Bibliotherapy lessons presented by Guidance Counselor	Discipline	500.00
			Total:500.00

End of Other Goals

FINAL BUDGET (Insert Rows as Needed)

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Goal	Description of Resources	Funding Source	Available Amount
72% of students in grades 5-8 will demonstrate mastery on 2010 FCAT Reading	Kagan training FCIM Training	District Provided	0.00
In grades 5-8, 74% of students will achieve mastery on 2010 FCAT Math	District Implementation of FCIM	District Provided	0.00
50% of students will score Level 3 or above on 2010 FCAT Science	FCAT Booklets as part of state adopted textbook.	District Textbook Funds	0.00
95% of 8 th grade students will score Level 3.5 or above on 2010 FCAT Writing	District adopted textbook series	District Textbooks Funds	0.00
			Total:0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
72% of students in grades 5-8 will demonstrate mastery on 2010 FCAT Reading	Training on FCAT Testmaker Pro and FOCUS	CREATE	500.00
Each classroom has access to Instructional Technology to Enhance instruction	SMART Boards, Multimedia Projectors, Notebook Software, Laptop, Bluetooth, Document Cameras, Student Response Systems	AP, PTA, Fund Raising Equalization, Business Donations	29000.00
Parental Involvement	Adobe DreamWeaver	General	159.00
			Total:29659.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
72% of students in grades 5-8 will demonstrate mastery on 2010 FCAT Reading	5 Keys of Reading Training led by Literacy Coach	Title II (Literacy Coach) CREATE (Materials)	500.00
SMART Board Training	Alachua County Digital Educators, Master Digital Educator,	District Funds	0.00
Software Training	Brain Pop, Discovery Learning, Comic, Life, Sylvan Math, Discovery Learning, FCAT Testmaker Pro	District Funds	0.00
Write Traits Training	Teacher Trainers	AP Funds	500.00

To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	FASRO Safe Schools Conference	Discipline AP Funds	2000.00
To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	Anti Bullying Training	District Staff	0.00
			Total:3000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
To reduced the number of bullying and classroom disruption incidents that lead to out-of-school suspension.	Books and Materials for Bibliotherapy lessons presented by Guidance Counselor	Discipline	500.00
			Total:500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input checked="" type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

✗ *Attach school's Differentiated Accountability Checklist of Compliance*

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No Lottery funds are allocated to the school for 2009-2010	0

Describe the Activities of the School Advisory Council for the Upcoming Year
The School Advisory Council will meet monthly to monitor the implementation of the School Improvement Plan.

SAC Membership Roster
List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Karen Clarke	Principal
Marilyn Bishop Shaw	Teacher
Leslie Hardy	Teacher
Phil Riley	Teacher
Sharon Sailor	Teacher
Tom Mason	Parent
Marti Parsells	Parent
Ashlee Nix	Parent
Margarita Gonzalez	Parent
Pamela Wilson	Parent
Jeff Rizzo	Community Member
Robert Quinlan	Community Member
Joe Knapp	Community Member
Pat Perkins	Community Member
Iris Bailey	Community Member
Herbert Collins	School Support Staff
Georgianna Dougherty-Gray	School Support Staff