

Executive Summary

Howard Bishop Middle School is a diverse, comprehensive middle school located in northeast Gainesville, Florida. Bishop earned a school grade of A, and has FCAT average scores for 7th graders in reading and math above the state and district averages. However, these performance data are skewed due to the high achievement of students in the district magnet program at the school. The vast majority of African American students, students with disabilities, and those who are economically disadvantaged are achieving below grade level. These subgroups comprise 90% of the 500 students who live in the Bishop attendance zone. Raising the achievement of these students, especially those achieving in the lowest quartile in reading, and closing the sizeable achievement gap within the school is the focus of this School Improvement Plan.

The plan places great emphasis on increasing reading skills. In this area, the school has adopted a two pronged approach: 1) infusing an emphasis on reading comprehension strategy instruction in all subject areas throughout the school; 2) creating a hotbed of literacy within the school community to produce a school where everyone reads, and reading achievement is valued, recognized, and celebrated. Strategies to implement this plan include regular diagnosis and progress monitoring for students scoring below level 3 on the FCAT, and the use of data to drive instruction. Instructional emphases include expanded use of the READ 180 curriculum, SRA Corrective Reading, and fluency building programs. Students will receive additional instructional time through flexible scheduling, before and after school tutoring, and summer remediation. Extensive staff development for all teachers and the creation of professional learning communities will increase capacity for the infusion of reading strategies in every subject area. A variety of school-wide literacy programs including Accelerated Reader, book clubs, and One School One Story will encourage and reward independent reading.

Improving student performances in mathematics, science, and writing are also addressed in the plan. A key strategy to improve math achievement is a math tutoring and homework help center before and after school. Math remediation and tutoring, additional technology resources, and professional development are also emphasized. Science teachers will focus on mapping the science curriculum to insure that students receive a planned progression of content knowledge, skills, and lab experiences throughout their three middle school years. Programs such as SPICE, project based learning, and science fair will enhance inquiry-based, hands-on nature of science instruction at Bishop. Writing skill instruction will be emphasized in all subject areas, additionally progress monitoring assessment will insure students' continuous improvement in writing, math and science.

There is an emphasis on including students with disabilities in the regular curriculum. Through instructional approaches including consultation, support facilitation, and co-teaching, teacher teams will provide the necessary support, accommodations, and modifications to allow nearly all of our students with mild to moderate disabilities to engage in the regular curriculum. The infusion of technology-based instruction through our laptop program "Transforming Teaching and Learning, will continue. This seeks to close the "digital divide" while engaging students in rigorous, higher order thinking activities combined with the motivating use of wireless laptops. Another emphasis is on increasing parent involvement, especially among those subgroups not achieving adequate yearly progress. Through a school initiative known as Teen Champions, we will reach out with teacher liaisons, monthly conferences, dinners, parenting programs, and incentives to involve more parents in their children's education.

This comprehensive, innovative plan, created through the collaboration of the faculty and school advisory council, will result in greater opportunities and higher achievement for our students.

BISHOP SCHOOL GRADES

2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
A	A	A	B	A	B	A

VISION/MISSION

The Mission of Howard Bishop Middle School is to educate all students to achieve their highest level of academic and technical performance, while fostering positive growth in social/emotional behaviors. We commit to a collaborative and comprehensive system of support (teaming, student services, parents, community services, etc.) utilizing all available resources to assure these student outcomes.

SCHOOL PROFILE DEMOGRAPHICS

Howard Bishop is a diverse school of approximately 800 students. The school is the home of the Academy of Technology and Gifted Studies, a district magnet program for gifted learners. The enrollment of the magnet program accounts for 40% of the school population. During the 2007-08 school year 58% of the students attending Howard Bishop were economically disadvantaged, and 57% were African American. These percentages are much higher among the students living in the Howard Bishop attendance zone, where over 90% are African American and economically disadvantaged. The student body includes 178 students with disabilities, or about 23% of the population. The No Child Left Behind Adequate Yearly Progress Report for 2007 indicates that 66% of the school's students are reading at or above grade level, and 69% achieve at or above grade level in math. However, these data include the performance of the student in the magnet program, which masks the actual achievement of the majority of our students in our school zone. Disaggregated data reveal that among African-American students the grade level achievement percentages are 35% in reading and 42% in math. The percentages for economically disadvantaged students are 39% in reading and 43% in math, while students with disabilities show 35% and 37% in reading and math respectively. While our mission is to educate all children to their full potential, these data indicate a significant need to focus on increasing the math and literacy skills of students in our major program. We will continue a school-wide emphasis on building a hotbed of literacy, celebrating reading success, and incorporating reading comprehension strategies into instruction in all areas. Howard Bishop is a school committed to the middle school philosophy. We organize teachers and students into small interdisciplinary teams and strive to create an environment in which students feel known, safe, and cared about. While adopting academic rigor as a foundation in instruction, teachers work to create relevant learning experiences that build on approaches that are developmentally appropriate for young adolescents. Howard Bishop is integrating laptop computers into instruction for all 7th and 8th graders in the major program. Each team has the opportunity to use wireless laptops, projectors, printers, SmartBoards and digital cameras, accompanied by extensive teacher training. Teachers will engage students in project based learning, higher order thinking a problem solving using technology, and collaborative team planning.

QUALITY STAFF

Highly Qualified, Certified Administrators

Our principal, Michael Thorne, has been employed in the Alachua County Public Schools for 7 years, In addition he has spent a total of 29 years in education, beginning as a middle school science teacher, then moving into administration in 1991. During his eighteen years of administrative experience he has been principal at three different schools, and assistant principal at four schools in Orange County, Indian River County and Alachua County. Assistant Principal for Curriculum, Kim Ball, has 24 years experience teaching social studies, special education and

reading. She has served as an administrator at the school and district level for seven years. Royce Kamman served as Assistant Principal for Administration for the past three years. Prior to that, he spent ten years as a secondary school physical education and social studies teacher. All three administrators are actively involved with increasing student academic achievement. They continuously attend district level in-service training, and share information with staff. They work with district staff to design professional development opportunities and regularly lead staff development workshops at Howard Bishop. They continue to develop and monitor data-driven instruction.

High Quality, Highly Qualified Teachers

Howard Bishop Middle School participates in the district teacher recruitment fair. We hire the most highly recommended teachers from among the newly qualified college graduates, as well as maintaining a majority balance of highly qualified, experienced teachers, many with advanced degrees in their areas of expertise. A significant percentage of Howard Bishop teachers have been committed to our school for over 5 years.

ADDITIONAL REQUIREMENTS

Teacher Mentoring

Beginning teachers participate in the district's induction program and consult with a mentor teacher weekly throughout the year. Release days are used for teacher training, peer observation, coaching and mentoring. The principal meets regularly with new teachers to provide focused induction activities addressing topics such as open house presentations, grading practices, exceptional student education, parent conferencing and student discipline. The school's Reading Coach works with teachers on instruction, models strategies, provides in-service training, works with academic teams to plan instructional strategies appropriate to each set of student needs, and conferences with individual teachers to assist them in reaching their instructional goals.

School Advisory Council

The school Advisory Council serves in an advisory capacity to the school principal, and in the preparation and evaluation of the school improvement plan and the school's annual budget. The SAC's role includes inquiring, evaluating, informing, suggesting and recommending. The SAC is the sole body responsible for final decision making at the school relating to school improvement. The principal facilitates an election process to determine from within the school and community those individuals willing to make a commitment to participate on the SAC. Council members representing teachers, career service employees, and parents are elected by their representative peer groups at the school. Teachers elect teachers, parents elect parents, and career service personnel elect career service personnel. The principal and the SAC will select other community members. If these elections do not fulfill statutory requirements, the principal recommends additional members to provide proper representation.

Extended Learning Opportunities

The before and after school tutorial program CROP is offered four days a week for two hours each day. The program includes math, science, reading, and social studies tutoring, as well as FCAT preparation. In the summer, CROP credit retrieval will be available to accommodate students who are short credits.

GOALS FOR EACH ACADEMIC AREA

Reading: Needs Assessment

The following measures determined the needs:

- Disaggregated data by grade level, subject area, clusters, student teams, subgroups, gender, FCAT level, Thinklink Predictive Assessment reports and FCAT explorer were analyzed
- District produced reports, Reading Coach’s progress monitoring reports and individual student diagnostic reports, and FCAT reports made available to staff
- Support was given through district and school-wide training to school team collaboration.

The needs are as follows:

- 35% of our African American are at or above grade level
- 39% of our economically disadvantaged are at or above grade level
- 35% of our students with disabilities are at or above grade level
- 69% of our lower 25% attained annual learning gain in reading

Reading Goal Statement

All Howard Bishop students will make annual learning gains that enable them to master state standards in reading.

OBJECTIVES FOR READING

Identify subgroups/needs:

- | | |
|--|--|
| <input checked="" type="checkbox"/> African-American | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Economically Disadvantaged |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> American Indian | <input checked="" type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Level 1 Students |
| <input type="checkbox"/> Improved performance in tested clusters | |

OBJECTIVES:

1. 58% of the total school population will be reading at or above grade level as evidenced by the 2007 AYP school report.
2. 70 % or greater of the lowest 25 percent of students will demonstrate a required annual learning gain as determined by the 2007 FCAT reading scores.
3. 58% of our African American students will be reading at or above grade level as evidenced by the 2007 AYP school report.
4. 58% of our economically disadvantaged students will be reading at or above grade level as evidenced by the 2007 AYP school report.
5. 58% of our students with disabilities will be reading at or above grade level as evidenced by the 2007 AYP school report.

Strategies:

Strategy 1: Utilization of research based reading instructional strategies, appropriately leveled prescriptive reading instruction, and flexible grouping techniques for students in the lowest quartile.

Persons responsible: School level administrators and Reading Coach

Timeline: Implemented by the beginning of the year, and monitored throughout the school year through quarterly assessments.

Resources: Training of differentiated instruction methods, guided reading strategies, CRISS strategies, and vocabulary building activities, SRI lexile, fluency, Read180, and Thinklink Predictive Reports.

Progress Monitoring:

- Reading Coach and APC or administrator, and each team will review Jamestown Timed Readings for fluency, Scholastic SRI for comprehension and cluster data each nine weeks to facilitate the planning of instruction.

Strategy 2: Student data will be used to determine correct placement and prescriptive reading strategies, in research based remedial reading programs, and in after school tutoring and summer programs. All of these will place equal emphasis on reading and comprehending informational and literary texts.

Person(s) responsible: School level administrators, Reading Coach, and Language Arts department.

Timeline: Fall 2008- March 2009, addressed monthly during weekly team meetings.

Resources: SRA Corrective Reading, Read 180, the basal reader Bridges to Literature, Accelerated Reader, and Project CRISS.

Progress Monitoring: The Reading Coach, Assistant Principal for Curriculum and the Principal will meet bi-monthly to monitor student progress and current placement in each program.

Strategy 3: The school will adopt a literacy-focused program of staff development for all teachers, especially content area teachers, where all faculty will be encouraged to create literacy-rich class environments.

Persons responsible: School Administrators, Reading Coach, Literacy Committee and Steering Committee. (Team Leaders).

Timeline: August 2008- May 2009.

Resources: Monthly staff development, increased availability of listening centers, books on tape, and classroom libraries.

Progress Monitoring: Administrators will review documentation of literacy strategies in Lesson Plans and observe during Classroom Walk Throughs. The Steering committee and Literacy Committee will meet regularly to ensure the promotion of a literacy-rich environment.

Strategy 4-Technology will be integrated with reading instruction to increase learner engagement and develop research skills, higher-order thinking, and the application of knowledge in real-world situations.

Person(s) Responsible: Administrator (s) .

Timeline: Aug 2008-May 2009

Resources: Lab proctor, laptop carts.

Progress Monitoring: Technology Committee and Teams will meet regularly to assess student engagement and teacher training needs.

Strategy 5-Implement school wide literacy programs to encourage independent reading among all students.

Person(s) Responsible: Administrator(s) and Literacy Committee

Timeline: Aug 2008-May 2009

Resources: Accelerated Reader incentive program, student book clubs, word of the week, sustained silent reading, One School-One Story. Progress Monitoring: Administrators and Literacy Committee will meet quarterly to ensure the success and implementation of the literacy programs.

Evaluation:

- . •Quarterly reports from the Reading Coach
- . •Student achievement on FCAT reading components
- . •Lowest 25 percent student achievement in reading
- . •2009 AYP report

Research-Based Program:

READ 180
SRA Corrective Reading
Accelerated Reader
Project CRISS & Marzano High Yield Strategies= SBS (Success Building Strategies)

Professional Development Aligned with this Objective:

Project CRISS/Marzano
READ 180
5 Keys of Reading
Literacy Strategies
Effective Instructional Strategies
Technology integration into the curriculum
Teacher mentoring/coaching training
Differentiated Instruction

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	READ 180, Bridges to Literature, SRA Corrective Reading	DOP Funds, ESE Funds	County funds	
Research-Based Resource(s) (i.e., websites, assessment tools)	FCAT Explorer	LOT/ADV funds	0	
Technology	Repairs	School Internal Accounts, ADV funds	500.00	
Professional Development	Inclusion and Remediation strategies, Book Studies, SBS, CRISS Training, Literacy Workshops, Laptop Training	Lottery funds, CREATE, FDLRS	500.00	
Other	: Before and after-school reading, math tutoring, summer school for 6th and 7th graders	Safe and Drug Free Schools Grant, Lottery funds, PTA funds	500.00	
		Total:	\$1,500.00	

** This planning tool was adapted from Marion County's Planning Tool.*

READING ELEMENTS Highly Qualified Certified In-Field Instructors:

Audrey Spiers teaches 6th grade reading. She is certified in Elementary Education, Middle Grades Social Studies and Ed.. Leadership. She is working on Reading endorsement.

Pat Yancey teaches 8th grade reading and language arts. She is certified in Middle Grades English and is working toward completion of the reading endorsement.

Brenda Robinson teaches 8th grade reading and language arts. She is certified in Reading, Middle Grades English and Elementary Education.

Christie McGann teaches 6th grade reading and language arts. She is certified in Middle Grades English, She is working toward completion of the reading endorsement.

Mattie Walker teaches 6th grade reading and language arts. She is certified in Reading
Devona Spradley is certified in Middle Grades Integrated Curriculum and is Reading endorsed.

Faylyn Emma is certified in Middle Grades English, Math and ESE. She also is working towards her Reading Endorsement.

Lyvonne Johnson is certified in ESE and has both her Reading Endorsement and Gifted Endorsement.

Priscilla Batista is certified in ESE and is working on Reading Endorsement

MATHEMATICS

According to FCAT test data, 42% of our African American students, 43% of economically disadvantaged students, and 37% of students with disabilities are achieving at or above grade level in math.

Mathematics Goal Statement:

All Howard Bishop students will make annual learning gains the enable them to master state standards in Mathematics.

OBJECTIVES FOR MATHEMATICS

Identify subgroups/needs:

- African-American
- Hispanic
- White
- American Indian
- Asian

- Students with Disabilities
- Economically Disadvantaged
- Limited English Proficiency
- Lowest 25% performing students on FCAT
- Level 1 Students
- Improved performance in tested strands

1) Objective:

- 62% of the total student population will achieve at or above grade level as evidenced by a score of Level 3 or higher on the 2007 FCAT math assessment.
- 62% of our African American students, economically disadvantaged students, and students with disabilities will achieve at or above grade level as evidenced by a score of Level 3 or higher on the 2007 FCAT math assessment.
- 62% of African American students, economically disadvantaged students, students with disabilities, and students in the lowest quartile in math will achieve the required annual learning gain on the 2007 FCAT math assessment.

Strategies:

- Students achieving below grade level in mathematics will participate in a math tutoring program before and after school.
- Use ThinkLink.com standards-based assessments for progress monitoring and diagnosis. Provide targeted remediation and differentiated instruction to students based on data gathered.
- Flexible grouping techniques, and alternative instructional strategies and materials will be utilized to provide math instruction for students in each major demographic group with scores in the lowest quartile in math, and to increase the opportunity of students with disabilities to be included in the regular curriculum.
- Implement the school inclusion plan to provide access to the regular curriculum for at least 75% of the students with disabilities.
- Technology will be integrated with math instruction to engage students in problem solving, higher order thinking, the application of math in real-world situations, and to increase student engagement.
- Utilize the following technology-based instructional resources: FCAT Explorer, Thinklink.
- Continue our relationship with the University of Florida to utilize volunteer SOAR tutors.

Evaluation:

- Teachers will use a variety of diagnostic materials including ThinkLink.com, and Holt, Prentice Hall, and Glencoe assessments to monitor student math progress. Team meetings will meet weekly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services.
- Data discussed at least once a month during regularly scheduled team meetings.

Research-Based Program:

Prentice Hall, Glencoe, and Holt Mathematic

Professional Development Aligned with this Objective:

- Holt Middle School resources
- Middle School and Pre-algebra Activities Kits
- Glencoe Pre-algebra
- McDougal Littell Geometry
- Technology integration techniques using laptop computers to infuse higher-order thinking activities into the curriculum
- Inclusion strategies and methodologies for meeting the needs of individual students with disabilities

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Make Every Day Count ALGEBRA READINESS PROGRAM			
Research-Based Resource(s) (i.e., websites, assessment tools)	FCAT EXPLORER		County Funded	
Technology				
	Inclusion and remediation strategies, laptop training, Math and Science Integration.	CREATE funds,	100.00	

Professional Development				
Other	Before and after-school tutoring.	Safe and Drug Free Schools Grant,	County funded	
		Total:	100.00	

MATHEMATICS ELEMENTS
Highly Qualified Certified In-Field Instructors:

- Chad Bankston teaches 6th Grade Math and is certified in MG Integrated Curriculum
- Valerie Freeman teaches 6th grade math. She is certified in Middle Grades Math and Marketing
- Teresa Wilson teaches 8th grade math. She is certified in Middle Grades Math & Science and Elementary Education
- Judith Masuda teaches 6th grade math. She is certified in Middle Grades Math, Administration and Supervision, Elementary Education, and holds the gifted endorsement
- Marianne McDowell teaches 6th grade math. She is certified in Middle Grades Math, Early Childhood Education, and Elementary Education
- Raymond Rummel teaches 8th grade math. He is certified in Math 7-12, Middle Grades Math, and Educational Leadership
- Despina Veilleux teaches 8th grade math. She is certified in Middle Grades Math and Middle Grades General Science.
- Faylynn Emma teaches 7th Grade math and is certified in MG Math and ESE

WRITING

Needs Assessment:

88% of 8th graders met state standards on the 2007-08 FCAT Writing Assessment.

Writing Goal Statement:

Improve student achievement in writing.

OBJECTIVES FOR WRITING:

Objective:

90% of all 8th grade students will score Level 3.5 or above on the expository and persuasive portions of the FCAT Writing Assessment.

STRATEGIES

- . • All students will participate in quarterly timed writing assessments as part of the Principal's Writing Award program.
- . • Reading and Language Arts teachers will prepare a writing portfolio for each child with samples of student work and documentation of quarterly achievement in the areas of focus, organization, support, and conventions.
- . • Students will use the Holt on-line writing program and Inspiration software to practice prewriting strategies and master the writing process.

Evaluation:

- . • Language Arts teachers will holistically score student writing prompts three times prior to the FCAT writing test (in Sept. Nov. & Jan.) and collaborate with the Assistant Principal for curriculum in identifying specific areas for improvement.
- . • The Teams will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services. Reinforced during weekly team meetings.

Research-Based Program:

- . • Holt, Reinhart on-line essay scoring with latent semantic analysis
- . • READ 180 Enterprise.
- . • FCAT Explorer

Professional Development Aligned with this Objective:

- . • Training on using FCAT Explorer for skill practice and data analysis
- . • Training on Holt on-line essay scorer and Inspiration.
- . • READ 180 training, with specialized small-group rotation emphasis
- . • Technology integration techniques using laptop computers to infuse higher-order thinking activities into the curriculum

- Inclusion strategies and methodologies for meeting the needs of individual students with disabilities
- Effective instructional practices and strategies designed to meet or exceed state levels of academic performance SBS
- Teacher mentoring/coaching activities following training

BUDGET:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	Read180 Enterprise.		County Funded	
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology	On line assessments. ThinkLink	School budget	1600.00	
Professional Development	Inclusion strategies, writing process and rubric scoring	CREATE funds	County Funded	
Other				
		Total:	1600.00	

SCIENCE

Fifty-seven percent of Eighth Graders met the state standards on the 2007-08 Science FCAT.

Goal Statement:

All Howard Bishop students will make annual learning gains the enable them to master state standards in Science.

OBJECTIVES FOR SCIENCE

Sixty-five percent of all Howard Bishop Eighth Graders will score at a level 3 or above on the FCAT Science Assessment.

Strategies:

- . • Continue delivery of inquiry based instruction aligned with the Sunshine State Standards and benchmarks. Increase the quantity and quality of hands-on inquiry based lab activities at each grade level.
- . • Continue the S.P.I.C.E. (Science Partners in Inquiry-based Education) program. Through SPICE, graduate fellows from the University of Florida will work two days per week in science classes to facilitate the emphasis on hands-on lab experiences and inquiry-based instruction.
- . • Provide the expectation and support for 100% student participation of 8th graders in the school science fair.
- . • Establish a science mentoring program with scientists from the business community and the University of Florida to engage students in the scientific process. SPICE.
- . • Enroll students in an after school science fair help and science tutoring program..
- . • Infuse the use of project-based technology instruction into the science curriculum.
- . • Monitor progress on ThinkLink Assessment for 8th grade.
- .

Evaluation:

Compare student performance on the 2009 FCAT Science assessment with achievement from 2008.

Research-Based Program:

- SPICE
- Project CRISS/Marzano (SBS)
- ThinkLink Science Assessment.

Professional Development Aligned with this Objective

- . • SPICE Summer Institute
- . • UF Math-Science Partners Workshops
- . • Inclusion Strategies
- . • CRISS /SBS
- . • Summer laptop institute and on-going technology curriculum integration training.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)	Classroom libraries and science reading resources	Media/School budget	200.00	
Technology	Laptop computers and computer resources	SPICE Funds/Grant		
Professional Development	<ul style="list-style-type: none"> •Project CRISS/SBS •Book Studies •Laptop Training ThinkLink 	SAC Funds	600.00	
Other				
		Total:	800.00	

SCIENCE ELEMENTS

Highly Qualified Certified In-Field Instructors

- . • Towanda Luckie teaches 7th grade science. She is certified in Middle Grades Science and Health.
- . • Brett Purdy teaches 8th grade science. He is certified in Middle Grades Science.
- . • Lisa Sauberan teaches 6th grade science. She is certified in Middle Grades

Science and holds the gifted endorsement.

- Chad Bankston teaches 6th grade science. He is certified in Middle Grades Integrated Curriculum.
- Paul Jost teaches 8th Grade Science, He is certified in Middle Grades Science, Biology and Physics.
- Noni Carbonneau teaches 7th Grade Science. She is certified in Middle School Science and Social Studies.
- Steven Doherty teaches 7th Grade Gifted Science. He is certified in Biology and is working on his Gifted Endorsement.
- Teresa Wilson teaches 8th Grade Science and is certified in Biology and Middle Grades Science.

PARENTAL INVOLVEMENT

Needs Assessment:

On the school climate survey, 48% of students responded that their parent participated in at least one school event involving parents this school year.

Goal Statement:

Increase parent involvement.

OBJECTIVES FOR PARENTAL INVOLVEMENT

Objective::

75% of parents in the target group for involvement (Teen Champions) will participate consistently throughout the school year. Students in target group will increase their grade point averages and achieve required annual learning gains on the FCAT.

Strategies:

- Hold monthly parent involvement curriculum events, including family reading nights, family math nights, science night, fun and fitness night, and FCAT night.
- Expand the Teen Champions parent involvement group to include each team with their representative families. Identify teachers as home liaisons to communicate via phone and home visits. Meet monthly for parent conferences. Gain parent commitments to enforce homework and reading expectations.
- Hold nighttime student-led parent conferences.

Evaluation:

Compare 2009 grade point averages and FCAT developmental scale scores to 2008 data for students in the target group.

Research-Based Program:

Best Practices and Strategies for Parent/Family Involvement
<http://osi.fsu.edu/waveseries/wave6.pdf>; Promising Partnership Practices 2003
<http://csos.jhu.edu>; Reaching All Families: Creating Family-Friendly Schools, August 1996
<http://www.ed.gov/pubs>; National Standards for Parent/Family Involvement Programs-National PTA <http://www.pta.org/parentinvolvement/standards>.

Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities.

BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)	Teen Champions	Grant ----- SAC funds	1000.00 250.00	
Technology				
Professional Development				
Other	Materials, supplies, transportation, food	SAC funds	250.00.	
		Total:	1,500.00	

GOAL: SCHOOL SAFETY & DISCIPLINE

Goal Statement

Students will be provided with a safe, nurturing environment in which to learn.

Needs Assessment

The school climate survey addressed school safety. Approximately 28% of students reported not feeling safe at school, and 29% reported being bullied or picked on. The annual dean's report indicates 371 incidents of classroom disruptions resulting in discipline referrals.

Objective

1) Increase the percentage of students feeling safe at school, and decrease the percentage experiencing bullying. 2) Decrease the number of behavioral disruptions in the classrooms. 3) Decrease the number of discipline referrals through team behavior interventions.

Strategies

- . • Develop interdisciplinary teacher teams that share the same students, and part of the building. Require weekly team meetings to address behavior and academics.
- . • Involve students in Challenge Day community building events.
- . • Involve students in a series of anti-bullying activities.
- . • Utilize peer mediation to resolve conflicts.
- . • Review and update the existing school-wide discipline plan.
- . • Increase supervision in commons areas throughout the school during transition times, before, and after school.
- . • Grade level assemblies will be held to inform students of expected behavior throughout the school and the consequences for misbehavior.
- . • SSS implement weekly school success tips.

Evaluation

- 1) Compare responses on the 2009 climate survey to results from 2008.
- 2) Review monthly dean's reports and compare to data from the 2007-08 school year.

Professional Development Aligned with this Objective

- . •Peer Mediation
- . •Middle School philosophy and teaming

Budget for Safety and Environment

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Peer Mediation teacher supplement	Safe and Drug Free Schools	0	
Research-based Resource(s)				
Technology				
Professional Development	Bullying Training Too Good for Drugs	Safe and Drug Free School	0	
Other				
		Total	0	

Goal:

Technology

Goal Statement

Engage students in the use of project-based learning with technology to increase problem solving and higher order thinking skills.

Needs Assessment

Over 90% of student in the major program are economically disadvantaged, with limited access to computers at home and at school. The technology gap correlates to an achievement gap. About half the major program students scored at level 1 in reading, and nearly three-fourths are reading below grade level.

Objective

- 1) All teachers will receive technology training to increase use of technology to support instruction.

- 2) There will be a 10% increase in the number of students of trained teachers who score at or above grade level on the 2008 Reading FCAT.

Strategies

- Provide staff development opportunities for teachers focusing on technology curriculum integration

Evaluation

1) Compare faculty responses on the Inventory of Teacher Technology Skills to be administered as a pre and post test. 2) Compare students' scores on the 2008 Reading FCAT to scores on the 2007 Reading FCAT.

Research Based Program

A body of research documents the benefits of utilizing technology in the classroom on several educational outcomes. Researchers have long recognized student engagement as being important to student achievement, and have documented that technology has a positive impact on student engagement in specific subject areas, including mathematics, reading, English, and special education classes. The "Laptops for Learning" final report (2004) suggests the following benefits related to laptop use:

- **Increased student motivation**

- A shift toward more student-centered classroom environments
- Better school attendance than with students not using laptops
- Sustained level of academic achievement during middle school years as opposed to students not using laptops, whose academic achievement tended to decline during this time period
- Academic benefits most significant in at-risk populations

Professional Development Aligned with this Objective

• Coaching with Technology Coordinator
• District Technology Learning Center

Budget for Technology

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development				
Other				
		Total	0	

Goal: Indoor Air Quality

Goal Statement

Students, faculty, and staff will be provided with a safe indoor environmental air quality (IEQ) in which to work and/or learn.

Needs Assessment

Health concerns that are believed to be building-related will be reported to the principal in writing. The principal will follow-up as per district protocol.

Objective

IEQ concerns will be minimized by focusing on prevention. When problems arise, the site-based instructional and custodial staff will attempt to identify and resolve common problems. The principal will bring in district-level facility/environmental management support as necessary. Among the greatest challenges is managing relative humidity keeping warmer temperatures in classrooms during the cooling season to keep the building dry and above outdoor dew point temperature. Preventing dust accumulations will reduce the burden of allergens for which people ill be exposed. Chemicals will be used and stored with safety and ventilation in mind.

Strategies

Teachers' Role:

- report musty or moldy smells to the Principal
- Only approved carpets and furnishings should be brought into classrooms
- Keep doors and windows closed to prevent unfiltered air from entering rooms
- keep food out of classrooms

Custodial Staff Role:

- Maintain stored instructional materials in a way that promotes easy housekeeping
- Properly store chemicals and do not bring chemicals to work from home
- Ensure that exposure to pet allergens is minimized
- Promptly report moisture spills on carpet
- Deodorizers are not advisable for use in classrooms
- Sinks are run weekly to keep drain traps from allowing sewer gases and pests from entering
- Check under sinks for leaks
- Check all air filters monthly and replace as needed
- Keep all supply and return air grills dust free
- Walk-off systems are kept at all entrances and preferably are long enough for four foot falls to catch dirt and moisture
- Ensure that all restroom exhaust fans are operational and dust free
- Maintain all HVAC rooms and mezzanines free of cobwebs, storage, and floors are swept clean
- Inspect all spaces for moisture problems prior to reoccupying classrooms after extended breaks
- Check vacuums for belt breakage
- Ensure elevated surfaces are dusted
- Floor drains are filled with approximately 1 quart of water weekly
- Sinks are run weekly when school is on extended leave
- Mop water should be changed whenever the bottom of the bucket is not visible
- Carpet must not stay damp for more than 12 hours to prevent mold growth
- The areas around the heating, ventilation, and air conditioning system outdoor intake vent is kept clean, dry and pest free
- Ensure that mopping, carpet hot water extraction, thorough vacuuming and dusting is performed according as scheduled
- Report large stains on ceilings or floors to principal.

Evaluation

The annual safety casualty and sanitation report will include necessary corrective action with regard to maintaining indoor environmental quality. The Board will review the reports annually. The maintenance department will use equipment capable of providing at least hourly measurements of temperature and relative humidity and providing data graphically. The data will be compared to outdoor measurements at a time of the year that would provide some assurance that the HVAC system is capable of controlling relative humidity below 60% for several hours at least every 48 hours.

Research-Based Program

Professional Development Aligned with this Objective

Budget for Air Quality

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development	Custodial training		district	
Other				
		Total	0	

Goal: Student Health and Fitness

Goal Statement

Students will develop healthy living habits which will lead to improved health and physical fitness.

Needs Assessment

The Wellness Committee and Steering Committee completed the County’s evaluation measurement tool and determined the following:

- 1) Health curriculum needs to be stressed in the PE classes.
- 2) Food Service staff needs too provide nutrition education through promotion programs in the cafeteria.
- 3) Wellness Committee needs to continue to educate parents on our school website.
- 4) Wellness Committee needs to develop a plan for training staff on best practice of nutritional education and their own personal health.
- 5) Strengthen our intramural program of have more fitness clubs.

Objective

Educate students and families about the importance of appropriate nutrition and exercise through PE Dept., Food Service Staff, and Wellness Committee.

Strategies

- . •Provide parents with instruction in nutrition and healthy eating habits for early adolescents on school website.
- . •Provide students and families with screening for blood pressure, cholesterol, and body fat
- . •Introduce students and families to various lifelong fitness activities
- . • Health curriculum reinforced in the PE classes.

Evaluation

Research-Based Program

Professional Development Aligned with this Objective

Budget for Health

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)				
Technology				
Professional Development				
Other				
		Total		

SAC MEMBERS:

- . •Anyana Roberts, Dean
- . •Chris Carnes, parent
- . •Brian Soucek, business partner
- . •Carrie Miller, parent
- . •Wanda Durham, career service
- . •Tony Jones, community
- . •Jeff Smith, community
- . •Louis Rhodes, teacher
- . •Lisa Sauberan, teacher

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)			0	
Research-Based Resource(s) (i.e., websites, assessment tools)			1250.00	
Technology			2,100.00	

Professional Development			1,100.00	
Other			0	
		Total:	4,450.00	

