

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: FAIRVIEW MIDDLE SCHOOL

District Name: Leon

Principal: Mr. Scott Hansen

SAC Chair: Mrs. Tammy Pugh

Superintendent: Mr. Jackie Pons

Date of School Board Approval:

Last Modified on: 9/28/2011

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

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

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

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

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mr. Scott Hansen	School Principal (all levels) History (grades 6-12) Political Science (grades 6-12) Social Science (grades 5-9) Middle Grades, Endorsement	3	13	Fairview Middle School (0451) 2010-2011 School Grade B No 2009-2010 School Grade A No Lincoln High School (1091) 2008-2009 B No 2007-2008 A No 2006-2007 A No 2005-2006 B Provisional
Assis Principal	Mrs. Althoria Pickett	School Principal, (all levels), English (grades 6-12) Middle Grades, Endorsement	6	10	Fairview Middle School 2010-2011 B No 2009-2010 A No 2008-2009 B No 2007-2008 B No 2006-2007 B No 2005-2006 A Provisional
Assis Principal	Mr. Rick Williams	Administration/Supervision (grades 7-12) Mathematics (grades 5-9) Mathematics (grades 6-12) Athletic Coaching (grades K-12) Middle Grades,	11	32	Fairview Middle School 2010-2011 B No 2009-2010 A No 2008-2009 B No 2007-2008 B No 2006-2007 B No 2005-2006 A Provisional 2004-2005 B Provisional 2003-2004 B No

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Mrs. Racquel Harrell	English 6-12	9		2010-2011 B No 2009-2010 A No 2008-2009 B No 2007-2008 B No 2006-2007 B No 2005-2006 A Provisional 2004-2005 B Provisional 2003-2004 B No 2002-2003 B No

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Fairview Middle School Advertisements-Mr. Hansen produces advertisements on the PATS system as needed.	Mr. Scott Hansen Mrs. Katie Matthews	on-going	
2	2. New to the View-Teacher Mentors-Ms. Martha Kisiah and administrative team have a pre-pre planning meeting for teachers new to Fairview. The teachers have a one or two day workshop(s) on School Improvement Goals, year long expectations, technology, discipline, grading and grade reporting, parent communication, and other pertinent information for continuous and successful existence at Fairview	Ms. Martha Kisiah, Administrators, Mrs. Cheryl Collier-Brown and Mrs. Fran Hern (LCTA Reps.)	Pre-Planning and throughout the school year.	

Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	3.8%(2)	26.9%(14)	38.5%(20)	34.6%(18)	42.3%(22)	100.0%(52)	15.4%(8)	9.6%(5)	36.5%(19)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Arecia Shelton- Director of Guidance
Susan Barnes- School Psychologist
Althoria Pickett- Assistant Principal for Curriculum
Pam Fraser- Program Specialist
Classroom Teachers
Parent (as invited)

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

1. In stage one, the teacher identifies and analyzes a problem. The teacher can individually, or with the help of others and/or the intervention assistance team, brainstorm alternative solutions, determine success (usually six-nine weeks), and implement interventions.
 2. In stage two, the teacher meets with the intervention team to review progress monitoring data and effectiveness of interventions, discuss options, and to determine if a referral to student services is appropriate.
 3. In stage three, a referral is made to Student Services to determine eligibility for an ESE Program.
 - The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students.
 - The psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.
 - The school social worker conducts social assessments and follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the objectives, and assist parents in finding appropriate community resources.
 - The ESE program specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.
 - The attendance officer is on call to join the intervention team to discuss students who have been deemed chronically absent. She reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues.
 - The referral coordinator drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the RtI leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. Many times these students are also not meeting proficiency on FCAT. Once strategies are determined to be effective departments scaffold these strategies in a plan of success for the student. The RtI Leadership Team is also responsible for follow-up on the student's plan throughout the school year.

RtI Implementation

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

Teacher and Classroom Assessments
FCAT as baseline Data for math (non Algebra I)

FAIR testing (3 times a year)
Writing Diagnostic in August for all students 6-8 (baseline)
Writes Upon Request (4 times a year)
SuccessMaker (IPM and growth) throughout the school year
Science Progress Monitoring 3-4 times a year
KTEA and KBIT testing
Classroom behavior records/log
Discipline data from Educator's Handbook

Describe the plan to train staff on RtI.

Faculty and staff receive training on RtI during department retreats held during pre-planning week. The Referral Coordinator also holds a whole school mini-training during the planning week activities. Exceptional Student Education teachers receive additional training facilitated by district personnel. The faculty and staff receive RtI information through monthly correspondence from the referral coordinator. In addition, teachers receive individual assistance from the referral coordinator when referring a specific student to the RtI team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Racquel Harrell Reading Coach
Mr. Scott Hansen Principal
Mrs. Althoria Pickett Assistant Principal
Mr. Lee Cameron Language Arts Department Chair
Mr. Harry Wright ESE Department Chair
Mrs. Jennifer Cameron, Science Department Chair
Mrs. Maria Wray, Social Studies Department Chair
Mrs. Arecia Shelton-Martin, Guidance Department Chair
Ms. Terry King, Math Department Chair
Mr. Everett Blakely, Electives Department Chair
Mrs. Meghan Davis, I.B. Coordinator & Scheduling

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

Literacy Leadership Team meets monthly. During these meetings we discuss scheduling of the reading courses (blocks and non-blocks) Reading Programs at Fairview, changes in reading programs, supplemental materials available, and focus for the next school year. Mrs. Harrell will also speak with us about information from the Reading Coaches meeting.

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

For the 2011-2012 school year the Literacy Team will continue to look at the needs of the lowest 35% (levels 1 & 2 students) to determine if the reading programs/curriculum being used by our 6th, 7th, and 8th grade block classes and level 2 reading classes are meeting the needs of the students. The Literacy Team will also monitor the implementation of the READ 180 phase-in-process beginning this school year with 6th graders; continuing to 7th grade in 2012-2013, and 8th grade in 2013-2014.

NCLB Public School Choice

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

Public School Choice with Transportation (CWT) Notification
No Attachment

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

***Elementary Title I Schools Only: Pre-School Transition**

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

***Grades 6-12 Only**

Sec. 1003.413(b) F.S.

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

Fairview is incorporating a school wide Vocabulary and Comprehension Across the Curriculum approach. Weekly vocabulary words (by grade level) are shared during first period and all first period teachers teach the words and assess the comprehension through a variety of measures. Science teachers will contribute to the writing goal by assessing expository writing of science lab activities in the classroom using Writes Upon Request writing rubric. Science teachers will also utilize the reading tool, Framing Routine, to help reading goal. Social Studies teachers will use the CARS Strategies (Content Area Reading Strategies) throughout their classrooms and across the FCAT Levels. All Language Arts teachers continue to incorporate weekly Silent Sustained Reading.

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	In 2012, the number of students achieving proficiency (level 3) in reading, will increase by 3%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
64% (576)	67% (603)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student readiness and mastery of FCAT benchmarks	Language Arts Teachers will follow a FCAT reading benchmark focus calendar	Department Head, Reading Coach, Language Arts teachers, APC	Classroom assessments, District assessments, Progress monitoring	FAIR, FCAT, Student Portfolios
2	Students have a limited exposure to non-fiction	Social Studies Teachers will work with students and provide frequent non-fiction and reader response comprehension activities	Social Studies Teachers, APC, Language Arts Teachers	Classroom assessments, District and State assessments, and Progress Monitoring	FAIR, FCAT, Data Director
3	Student challenge areas (ex. weaknesses in specific FCAT reading categories) not always immediately available to teachers. Students coming from other states or private schools may not have FCAT/Assessment scores.	Use data from FAIR, Department diagnostics, Data Director, and classroom diagnostics to drive classroom instruction	Department Head, Reading Coach, APC	Increased student achievement levels, improved classroom grades (on specific benchmarks)	FAIR, Classroom Assessments, Data Director FCAT

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	In 2012, the number of students achieving above proficiency (FCAT levels 4 and 5) in reading will increase by 3%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
19% (162)-level 4's in reading 11% (94)-level 5's in reading	22%(198)-level 4's in reading 14% (126) level 5's in reading
*based on 857 total scores reported from Data Director	*based on 900 enrolled in 2011-2012

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not provided higher level questioning and differentiated learning techniques.	Teachers will participate in professional development to increase their knowledge in higher level questioning and differentiated learning. Higher level questions will be incorporated into lessons.	Language Arts Department Chair, Language Arts teachers, APC	Lesson plan review, classroom observations	Classroom Walkthrough data, FAIR, FCAT
2	Lack of collaboration between social studies and language arts teachers regarding teaching reading skills/strategies.	Social Studies teachers will infuse reading benchmarks into their instruction	Social Studies and Language Arts teachers, APC	Lesson Plan reviews, Benchmark assessments	FAIR, FCAT
3	Lack of differentiated instruction	Teachers will use differentiated instruction techniques to enhance curriculum	Language Arts teachers, APC	Lesson Plans	FAIR, FCAT, Classroom Assessments
4	Students are not provided extended time for remediation of benchmark challenge areas	Homeroom/1st period teachers will provide weekly benchmark mastery opportunities (reading in the content area)	Reading Coach, Social Studies, Science and Language Arts Teachers	Lesson plans, classroom observations	FAIR, FCAT, Classroom Assessments

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	In 2012, the number of students making learning gains in reading will increase by 3%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
62% (558)	65% (585)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended remediation in reading comprehension and fluency	Offering flexible scheduling allowing for movement as students master skills	Intensive reading coaches, department chair, Assistant Principal for Curriculum	Data from FAIR progress monitoring, classroom tests, classroom portfolios	FCAT Data results and number of students increasing achievement levels.
2	Students have limited time reading non-fiction literature	Language Art and Social Studies teachers will work together to provide opportunities for exposure to non fiction works and Silent Sustained Reading	Language Arts and Social Studies classroom teachers and Language Arts and Social Studies Department Chair	Reader Response Journals	FCAT Data Results (specifically Reference & Research and Main Idea
3	Students have challenges comprehending new vocabulary	Participation in school-wide weekly implementation of vocabulary builder	All teachers, and APC	Classroom Assessments, School-wide assessments	FCAT data, increased correct vocabulary usage

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

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	In 2012, the lowest 25% of students making learning gains in reading will increase by 3%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
66% (594)	69% (621)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended remediation in reading, comprehension, and fluency	All level 1 students are scheduled into a 90 minute uninterrupted block of learning time and all Level 2 reading students have a 50 minute reading class in addition to their language arts class.	APC, Language Arts Department Head, Reading Coach	Reading programs, progress monitoring, classroom assessments	FAIR, FCAT
2	Students are not exposed to complex questioning	Higher level questions will be incorporated into all lessons (across the content areas)	Department Chairs, all Teachers, APC	Lesson plan reviews, classroom assessments	FAIR, FCAT
3	Students have a limited exposure to non-fiction	Social studies teachers will work with students and provide frequent non-fiction and reader response comprehension activities	Social Studies teachers, APC, Language Arts Teachers	Classroom assessments, District and State Progress Monitoring	FAIR, FCAT

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	In 2012, the number of Black students not making AYP in reading will decrease by 2%.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
51% (297)Black	49% (286) Black

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student Apathy	Teachers will differentiate teaching instruction,	Teachers, Administrators	Classroom Assessments, Student report card grades	FAIR, Classroom Assessments, FCAT

1		implementation of school-wide academic incentive programs, frequent recognition of student achievement			
2	Students need extended remediation in reading comprehension and fluency	All Level 1 and Level 2 students will receive 90 minutes worth of remediation	APC, Reading Coach, Language Arts Department Chair	Reading Program progress monitoring data,	FAIR and FCAT
3	Teachers are unclear of student challenge areas (ex. weaknesses in specific FCAT reading categories)	Use data from FAIR classroom diagnostics, and Data Director to drive classroom instruction	Department Chair, Reading coach, Teachers, APC	Increased student achievement levels and improved classroom grades (on specific benchmarks)	FAIR, Classroom Assessments, FCAT

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

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

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

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Problem-Solving Process to Increase Student Achievement

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

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

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

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	In 2012, the number of students identified as economically disadvantaged not making AYP in reading will decrease by 4%.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
46% (253)	42% (231)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended remediation in reading comprehension and fluency	All Level 1 and Level 2 students will receive a 90 minute extended time of reading	APC, Reading Coach, Language Arts Department Chair	Reading Program, Progress Monitoring, Classroom Assessments	FAIR, FCAT
2	Student Apathy	Teachers will differentiate instruction, Implementation of school-wide academic incentive programs, frequent recognition of student achievement	Teachers Administrators	Classroom Assessments, Student report card grades	FAIR, Classroom Assessments, FCAT
3	Teachers unclear of student challenge areas (ex. weaknesses in specific FCAT categories)	Use data from FAIR, Classroom diagnostics and Riverside to drive classroom instruction	Department Chair, Reading Coach, Teachers, Administrators	Classroom Assessments, Student Report Card grades	FAIR, Classroom Assessments, FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fall Language Arts & Social Studies Retreat: Areas of focus include curriculum						

alignment to Reading and Writing Benchmarks, Instructional Strategies, aligning the reading curriculum to Social Studies Benchmarks/strategies and Data Analysis	6-8 Grade Language Arts and Social Studies Teachers	Department Chairperson	Language Arts Department	August 2011	Monitor Lesson Plans via Sharepoint	Assistant Principal for curriculum, Department Chairperson
Spring Language Arts & Social Studies Retreat: Areas of focus include Data Analysis, Curriculum Assignment to Reading and Writing Benchmarks, Instructional Strategies, and planning for the new school year.	6th-8th grade Language Arts teachers	Department Chairperson	Language Arts Department	May 2012	Monitor Lesson Plans via Sharepoint Faculty Data Chats	Assistant Principal for Curriculum, Department Chair
Language Arts Department Meetings	6th-8th grade Language Arts Teachers	Department Chairperson	Language Arts Department	Monthly (August 2011-May 2012)	Faculty Data Chats/Sharing Grade level reports-student academic progress	Department Chairperson

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Prepare students for FCAT 2.0 Reading	FCAT Coach Workbooks for each student (6-8)	SIP	\$8,000.00
Promote reading comprehension	Classroom Novels	SIP	\$3,000.00
			Subtotal: \$11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On-going Promethean Board Training	Expand instructor expertise utilizing new equipment	SIP	\$0.00
Data Analysis Training-Riverside Publishing-Data Director	Expand instructor expertise utilizing new equipment	SIP	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Language Arts Department Spring Retreat	Curriculum alignment, grade level teaming, vertical teaming, data analysis, and instructional strategies topics will be discussed	School Improvement Funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	In 2012, we will increase the percentage of students achieving proficiency in mathematics from 66%(594) to 70%(630).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
66%(594)	70%(630)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of grade level proficiency in math	Utilize Successmaker computer program to identify areas of difficulty for differentiated instruction. Provide Saturday Math Camps to target student specific skill gaps and increase critical thinking skills.	Assistant Principal for Curriculum, Math Instructors	Analyze student data generated by the Successmaker program Monitor lesson plans	Quarterly LCS District-wide Progress Monitoring Assessments On-going progress monitoring utilizing Successmaker program.
2	Increased student mobility rate.	Enroll all level 1 and level 2 students in an intensive math class. Intensive math instruction will target each student's skills gap.	Assistant Principal for Curriculum, Math Instructors, Math Department Chairperson	Analyze teacher generated formal assessments on a quarterly basis. Analyze student data generated by the Successmaker program Conduct Data Chats with students to develop student plan of action	Formal/Informal Classroom Assessments Student Portfolio Successmaker Program
3	Lack of student transportation	Provide before school and after school tutorials via Math Instructors and the 21st Century Program.	Assistant Principal for Curriculum, Math Instructors, 21st Century Program Coordinator	Analyze student academic progress in core math course	On-going progress monitoring of student academic performance through mid-term progress reports and report cards.

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	In 2012, we will increase the percentage of students achieving above proficiency in mathematics from 29% (261) to 33%(297).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

29%(261)		33%(297)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Instructional Time Technology availability for students	Utilize FCAT Explorer program to target students gaps and weaknesses. Provide Saturday Math Camps to target student specific skill gaps and increase critical thinking skills.	Assistant Principal for Curriculum Math Instructors	Analyze student data generated by the FCAT Explorer program (quarterly) Monitor lesson plans	FCAT Explorer program Formal/Informal Classroom Assessments Quarterly LCS District-Wide Progress Monitoring Assessments
2	Student Apathy	Utilize Math Pull Out program to target specific skill weaknesses	Assistant Principal for Curriculum Math Instructors	Analyze Buckle Down diagnostic assessments Monitor lesson plans	Buckle Down assessments Formal/Informal Classroom assessments
3	Student Readiness Level	Enrollment of students in Pre-Algebra, Algebra I and Geometry courses based on qualifying criteria	Assistant Principal for Curriculum Math Department Chairperson Math Instructors	Analyze/Monitor student academic progress in core math course	Algebra I-End of Course Baseline, Mid-year and Final Exam (May 2012) Geometry-End of Course Baseline, Mid-year and Final Exam (May 2012) Formal/Informal Classroom assessments On-going progress monitoring of student academic performance through mid-term progress reports and report cards.

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	In 2012, we will increase the percentage of students making learning gains in mathematics from 65%(585) to 69%(621).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
65%(585)	69%(621)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of grade level proficiency in math	Utilize Successmaker computer program to identify areas of difficulty for differentiated instruction. Provide Saturday Math Camps to target student specific skill gaps and increase critical thinking skills.	Assistant Principal for Curriculum, Math Instructors	Analyze student data generated by the Successmaker program Monitor lesson plans	On-going progress monitoring utilizing Successmaker program. Quarterly LCS District-Wide Progress Monitoring Assessments.
2	Increased student mobility rate.	Enroll all level 1 and level 2 students in an intensive math class. Intensive math instruction will target each student's skills gap.	Assistant Principal for Curriculum, Math Instructors, Math Department Chairperson	Analyze teacher generated formal assessments on a quarterly basis. Analyze student data generated by the Successmaker program Conduct Data Chats with students to develop student plan of action	Formal/Informal Classroom Assessments Student Portfolio
3	Lack of student transportation	Provide before school and after school tutorials via Math Instructors and the 21st Century Program.	Assistant Principal for Curriculum, Math Instructors, 21st Century Program Coordinator	Analyze student academic progress in core math course	On-going progress monitoring of student academic performance through mid-term progress reports and report cards.

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	In 2012, we will increase the percentage of students in the lowest 25% making learning gains in mathematics from 61%(549) to 65%(585).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
61%(549)	65%(585)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of grade level proficiency in math	Utilize Successmaker computer program to identify areas of difficulty for differentiated instruction. Provide Saturday Math Camps to target student specific skill gaps and increase critical thinking skills.	Assistant Principal for Curriculum, Math Instructors	Analyze student data generated by the Successmaker program Monitor lesson plans	On-going progress monitoring utilizing Successmaker program. Quarterly LCS District-Wide Progress Monitoring Assessments.
	Increased student mobility rate.	Enroll all level 1 and level 2 students in an	Assistant Principal for Curriculum,	Analyze teacher generated formal	Formal/Informal Classroom

2		intensive math class. Intensive math instruction will target each student's skills gap.	Math Instructors, Math Department Chairperson	assessments on a quarterly basis. Analyze student data generated by the Successmaker program Conduct Data Chats with students to develop student plan of action Monitor lesson plans	Assessments Student Portfolio
3	Lack of student transportation	Provide before school and after school tutorials via Math Instructors and the 21st Century Program.	Assistant Principal for Curriculum, Math Instructors, 21st Century Program Coordinator	Analyze student academic progress in core math course	On-going progress monitoring of student academic performance through mid-term progress reports and report cards.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	In 2012, we will increase the percentage of Black students making AYP in mathematics from 50%(278) to 55%(306).
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Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black: 50%(278)	Black: 55%(306)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of grade level proficiency in mathematics	Utilize Successmaker computer program to identify areas of difficulty for differentiated instruction. Provide Saturday Math Camps to target student specific skill gaps and increase critical thinking skills.	Assistant Principal for Curriculum, Math Instructors	Analyze student data generated by the Successmaker program Monitor lesson plans	On-going progress monitoring utilizing Successmaker program. Quarterly LCS District-Wide Progress Monitoring Assessments.
2	Increased student mobility rate	Enroll all level 1 and level 2 students in an intensive math class. Intensive math instruction will target each student's skills gap	Assistant Principal for Curriculum, Math Instructors, Math Department Chairperson	Analyze teacher generated formal assessments on a quarterly basis. Analyze student data generated by the Successmaker program Conduct Data Chats with students to develop student plan of action	Formal/Informal Classroom Assessments Student Portfolio
	Lack of student transportation	Provide before school and after school	Administrators, Assistant Principal	Analyze student academic progress in	On-going progress

3	Student apathy	tutorials via Math Instructors and the 21st Century Program. Implementation of school-wide academic incentive program, frequent recognition of student achievement	for Curriculum, Math Instructors, 21st Century Program Coordinator	core math course and intensive math course Analyze student climate survey results	monitoring of student academic performance through mid-term progress reports and report cards. Student climate survey Formal/Informal classroom assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	In 2012, we will increase the percentage of Economically Disadvantaged students making AYP in mathematics from 48%(264) to 54%(297).
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
48%(264)	54%(297)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of grade level proficiency in mathematics	Utilize Successmaker computer program to identify areas of difficulty for differentiated instruction. Provide Saturday Math Camps to target student specific skill gaps and increase critical thinking skills.	Assistant Principal for Curriculum, Math Instructors	Analyze student data generated by the Successmaker program Monitor lesson plans	On-going progress monitoring utilizing Successmaker program. Quarterly LCS Distric-Wide Progress Monitoring Assessments.
2	Increased student mobility rate	Enroll all level 1 and level 2 students in an intensive math class. Intensive math instruction will target each student's skills gap	Assistant Principal for Curriculum, Math Instructors, Math Department Chairperson	Analyze teacher generated formal assessments on a quarterly basis. Analyze student data generated by the Successmaker program Conduct Data Chats with students to develop student plan of action	Formal/Informal Classroom Assessments Student Portfolio
3	Lack of student transportation Student apathy	Provide before school and after school tutorials via Math Instructors and the 21st Century Program. Implementation of school-wide academic incentive program, frequent recognition of student achievement	Administrators, Assistant Principal for Curriculum, Math Instructors, 21st Century Program Coordinator	Analyze student academic progress in core math course and intensive math course Analyze student climate survey results	On-going progress monitoring of student academic performance through mid-term progress reports and report cards. Student climate survey Formal/Informal classroom assessments

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fall Math Retreat: Areas of focus include curriculum alignment to NGSSS Benchmarks, Instructional Strategies and Data Analysis	6th-8th grade - Math	Department Chairperson	Math Department	August 9, 2011 (9am - 1pm)	Monitor lesson plans via Sharepoint	Assistant Principal for Curriculum, Department Chairperson
Spring Math Retreat: Areas of focus include curriculum alignment to NGSSS Benchmarks, Instructional Strategies and Data Analysis	6th-8th grade - Math	Department Chairperson	Math Department	May 2012	Monitor lesson plans via Sharepoint Faculty Data Chats	Assistant Principal for Curriculum, Department Chairperson
Math Department Meetings	6th-8th grade - Math	Department Chairperson	Math Department	Monthly: (August 2011 - May 2012)	Faculty Data Chats/Sharing Grade Level Reports-student academic progress	Department Chairperson

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate NGSSS Benchmarks for Mathematics	NGSSS Mathematics Supplementary Practice Workbooks, Successmaker, FCAT Explorer Website	School Improvement Funds	\$2,400.00
Provide Saturday Math Math Camps for NGSSS Enrichment	FCAT Explorer, FCAT FOCUS, Successmaker, Direct-Instruction	School Improvement Funds	\$1,792.00
			Subtotal: \$4,192.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On-going Promethean Board Training	Expand instructor expertise utilizing new equipment	School Improvement Plan Funds	\$0.00
Data Analysis Training-Riverside Publishing-Data Director	Expand instructor expertise in data analysis and application	School Improvement Funds	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Math Department Fall and Spring Retreat	Curriculum alignment, grade level teaming, vertical teaming, data analysis and instructional strategies topics will be addressed.	Title II Funds	\$1,080.00
Professional Conference - NCTM	Enhance instruction and learning , Exchange ideas/information with colleagues.	TEC Funds	\$0.00

			Subtotal: \$1,080.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,272.00

End of Mathematics Goals

Science Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	The goal of the Science Department is a 5 % increase of students achieving proficiency from 26% (70) to 31% (84).
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
26% (70)	31% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Dependable equipment and technology, student readiness level, inadequate student background knowledge, student behavior, lack of teacher preparation time.	Inquiry Strategies- including: hands-on activities; higher-level thinking lab activities, predict-observe-explain lab activities	Classroom science teachers	Informal and formal classroom assessments	FCAT science (8), Leon County Grade Level Assessments (progress monitoring using Data Director)
2	Lack of differentiated materials, lack of textbook resources, student motivation, student readiness level	Reading Strategies including: the Framing Routine (FOCUS), Reading Essentials interactive workbooks, Interactive Chalkboard	Classroom Science Teachers	Informal and formal classroom assessments	FCAT Science, FCAT Reading, Leon County Grade Level Assessments (progress monitoring using Data Director)
3	Lack of teacher preparation time, Lack of teacher technology training, dependable equipment and technology, lack of computer lab use availability	Technology Strategy including: STEM (Science, Technology, Engineering, and Math) Probeware lab activities	Classroom Science Teachers	Formal lab Assessments	FCAT Science, FCAT Math, Leon County Grade Level Assessments (progress monitoring using Data Director)

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	The goal of the Science Department is a 3% increase of students achieving proficiency from 18% (48) to 21% (57).
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2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
18% (48 students)			21% (57 students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students on different curriculum tracks other than Comprehensive Science-specifically I.B. Magnet Students who take Earth/Space Science in 6th grade, Physical Science in 7th grade, and Biology I in 8th grade (This transition year means students taking Biology I in 8th grade have not had a physical science course)	7th grade pre-I.B. will use FCAT science content and review workbooks for high school curriculum and 8th grade Biology I students will use physical science workbook supplement, homeroom pull out, and Saturday School for physical science.	Classroom Science teacher	Informal practice FCAT tests in the classroom	FCAT Science, Leon County Grade Level Assessments (progress monitoring using Data Director)
2	Lack of teacher preparation time, lack of resources, limited resources to offer more sections	Accelerated life science class open to all Fairview students SSTRIDE (Science Students Together Reaching Instructional Diversity and Excellence)	Classroom Science Teacher	Formal classroom assessments	FCAT Science, Leon County Grade Level Assessments (progress monitoring using Data Director)
3	Dependable equipment and technology, student readiness level, inadequate student background knowledge, student behavior, lack of teacher preparation time	Inquiry Strategies including: hands-on activities, higher-level thinking lab activities, predict-observe-explain lab activities	Classroom Science teachers	Informal and formal classroom assessments	FCAT Science, Leon County Grade Level Assessments (progress monitoring using Data Director)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science/Math Retreat-focus on curriculum and NGSSS Benchmarks	Science/Math 6-8	Department Chair	Science Department	August 9, 2011	Sharepoint Lesson Plans	Department Chair/ APC
Data Director Assessment workshop	Science 6-8	Department Chair/Science teacher	Science Department	November 3, 2011	Data Director shared school exams	Department Chair/ APC
Glencoe Supplemental Materials Training	Science 6-8	Mary Carpenter, Glencoe Representative, Department Chair	Science Department	October 13, 2011	Sharepoint Lesson plans	Department Chair/ APC
Florida						

Educational Tools FCAT 2.0 Training	Science 6-8	Florida Educational Tools representative	Science Department	January 4, 2012 (tentative)	Sharepoint Lesson Plans	Department Chair
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Benchmark Study-Florida Educational Tools	New Generation SSS Benchmark Correlation	School Improvement Funds	\$800.00
Glencoe Supplemental Materials Training	Glencoe Supplemental Materials	School Improvement Funds	\$220.00
			Subtotal: \$1,020.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Activities	Incorporating technology, engineering, and math in science curriculum		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum/Benchmark Retreat	Curriculum Planning and benchmark study	Title II Funds	\$1,000.00
Data Director	Benchmark Assessment Development	School Improvement Funds	\$220.00
Glencoe Supplemental Materials Training	Curriculum planning, learning to use the materials.	School Improvement Funds	\$220.00
Lesson Study (Mrs. Cameron, Ms. Maley)	Effective lesson planning to address nature of science benchmark	N/A	\$0.00
			Subtotal: \$1,440.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Physical Science Saturday School	Science instructors and lab materials	School Improvement Funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$3,460.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	In 2012, the number of students achieving AYP in writing will increase by 2%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
87% (783)	89% (801)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing our 4's to 5's and 5's to 6's	Using data from writing diagnostic and WUR to guide writing instruction, Social Studies and Science teachers will infuse writing into their curriculum	Language Arts Department Chair and teachers, Social Studies and Science teachers	Writing Portfolios, Writing Level increase/improvement, classroom assessments	WUR, FCAT Writes (8th grade), Classroom assessments
2	Providing remediation for students who score 3 or below	Provide remediation during Saturday School, Before School 21st. Century Program,	Language Arts Teachers, APC	Classroom /District/State Assessments, Student report card grades,	WUR, Classroom assessments

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

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

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

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Problem-Solving Process to Increase Student Achievement

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

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

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

Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	
Writing Goal #2D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Prepare students for FCAT Writes	Saturday Writing Workshops	SIP	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance at Fairview is currently at 90% (872). We are working toward a goal of 95% for the 2011-2012 school year.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
The 2011 current attendance rate is 90%. The 90% represents 809 students.	The 2012 expected attendance rate is 95%. The 95% represents 861 students.

2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
In 2011, 121 students were absent 10 or more days.	In 2012, the goal is to have 45 or less students with 10 or more absences.
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
72 were excessively tardy in 2011.	We anticipate less than 50 students being excessively tardy in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent contact information	At the beginning of the school year, parents are asked to update contact information. In addition, teachers and staff engage in ongoing communication regarding parent contact. If contact information is inaccurate, the registrar, guidance counselor, and social worker will gather accurate contact information.	Teachers, guidance counselor, guidance secretary, social worker and registrar	Effectiveness will be determined by the number of mailings returned and number of recorded attempts to contact parents.	GENESIS Report
2	Consistent Data	Using GENESIS Data develop an incentive program for students with perfect attendance and students with improved attendance monthly.	Teachers for entering correct data, Guidance for pulling attendance data, administration for providing incentives	GENESIS Data	GENESIS Data
3	Parents are unaware of the attendance policy	In an effort to ensure that all parents are aware of the attendance policy, it will be publicized multiple times during the year and reiterated during parent meetings. In addition to being sent home at the beginning of the year, the policy will be included in the school newsletter, placed prominently on the school website, and addressed during parent meetings.	Guidance Counselor	Genesis Data on the number of absences	Genesis Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	6-8	Charles Fletcher	school-wide	Workshops during pre-planning, committee meetings monthly, and follow-up teacher trainings on in-service training dates.	The effectiveness will be determined by the number of students attending school regularly using Genesis Data.	Charles Fletcher, PBS Chair, PBS Committee, and Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Communication	stamps and mailing strategies	School Improvement Funds	\$100.00
Attendance Incentives	Treats for monthly improvement in attendance or perfect attendance	School Improvement Funds	\$900.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2010-2011 Fairview had 461 total In-school suspensions which represents 239 students. Fairview also had 283 total out of school suspensions which represents 148 students. In 2011-2012 Fairview would like to have a total of 361 In-School Suspensions representing 139 students, and a total of 183 Out of school suspensions (representing 100 students)
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions
In 2011 there were a total of 461 In-School Suspensions documented at Fairview Middle School.	In 2012 we are anticipating 361 total In-School Suspensions.

2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
In 2011 there were 239 students participating in In-School Suspension.	In 2012 139 students are the anticipated number of students to be participating in In-School Suspension in 2012.
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
In 2011 there were 283 total Out of School Suspensions at Fairview Middle School.	In 2012 we are anticipating 183(or less) 183 Out of School suspensions at Fairview Middle School.
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
In 2011 there were 148 students suspended Out of sSchool at Fairview Middle School.	In 2012 we are anticiapting 100(or less) students suspended Out of School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School-wide Proactive strategies consistently applied by faculty and staff	Training took place from Assistant Principal for Administration and Dean of students during pre-planning. On-going reminders/trainings with entire faculty through the school year. Specific communication targeting teachers showing inconsistencies. Identify the 20 students that have multiple referrals and provide on-going mentoring activities	Principal, Assistant Principal for Administration	Pre-referral paperwork submitted, referrals submitted	Correct Pre-referral paperwork submitted, number of referrals submitted
2	Inconsistency in executing Proactive discipline strategies by faculty and staff.	Staff Development on the Discipline Plan given by Assistant Principal for Administration and Dean of students during pre planning. On-going staff development for faculty and staff on best practices for using proactive strategies to diffuse low-risk situations and reach high risk students. Targeting individual teachers who have shown not to be using proactive strategies. Consistent training provided to teachers throughout the school year on discipline issues and concerns	Assistant Principal for Administration, Dean of Students, Principal	Pre-referral paperwork submitted, Number of referrals submitted	Number of referrals submitted
3	Parent Communication-not having correct parent contact information	Four times a year send home parent contact information for updates. As mail is sent back with incorrect address parents must come in and update contact information.	School Registrar, classroom teachers, administration, front office personnel	Number of return mailings, number of updates returned corrected	Number of return mailings

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention

Dropout Prevention Goal #1:

*Please refer to the percentage of students who dropped out during the 2009-2010 school year.

2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *		
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2011 parents and other volunteers logged a total of 1,838 volunteer hours. In 2012 we want to increase the total amount of volunteer hours to 2,300 hours.
2011 Current Level of Parent Involvement: *	2012 Expected Level of Parent Involvement: *
1,838 volunteer hours	2,300 volunteer hours

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not aware of the volunteer opportunities available to them.	Various methods of communication will be used to communicate with parents. Listserv, Twitter, newsletters, and the school website are examples of the methods that will be utilized.	Mark Weismantel, technology Coordinator, Meghan Davis, communications, Althoria Pickett, APC	Increase in total number of parent volunteer hours	Sign-in sheets (front office)
2	Lack of current contact information	Conduct an "address blitz" in which students receive incentives to return corrected contact information	Charlie Mae Franklin, Registrar, Teachers, Administrators	Increase in total number of parent volunteer hours	Sign-In sheets (Front office)
3	Parents working full-time jobs can't come to school during regular school operating hours.	Provide night-time and at-home opportunities to volunteer	Administrators	Increase in total number of parent volunteer hours	Sign-In sheets (front office)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development Activities will focus on methods to encourage parental involvement.	6-8	Guidance Counselor and Administrators	School-wide	Ongoing	School Climate Surveys and Volunteer Hours Logged	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with ice-cream incentive at lunch for returning tier corrected addresses	Ice cream	School Improvement Funds	\$100.00
Mailout of school newsletter utilizing USPS to students	Stamps	School Improvement Funds	\$275.00
Report Card/Parent Involvement Nights every quarter	Materials, paper for copying, and food	School Improvement Funds	\$625.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Prepare students for FCAT 2.0 Reading	FCAT Coach Workbooks for each student (6-8)	SIP	\$8,000.00
Reading	Promote reading comprehension	Classroom Novels	SIP	\$3,000.00
Mathematics	Incorporate NGSSS Benchmarks for Mathematics	NGSSS Mathematics Supplementary Practice Workbooks, Successmaker, FCAT Explorer Website	School Improvement Funds	\$2,400.00
Mathematics	Provide Saturday Math Math Camps for NGSSS Enrichment	FCAT Explorer, FCAT FOCUS, Successmaker, Direct-Instruction	School Improvement Funds	\$1,792.00
Science	Benchmark Study-Florida Educational Tools	New Generation SSS Benchmark Correlation	School Improvement Funds	\$800.00
Science	Glencoe Supplemental Materials Training	Glencoe Supplemental Materials	School Improvement Funds	\$220.00
Writing	Prepare students for FCAT Writes	Saturday Writing Workshops	SIP	\$2,000.00
Attendance	Parent Communication	stamps and mailing strategies	School Improvement Funds	\$100.00
Attendance	Attendance Incentives	Treats for monthly improvement in attendance or perfect attendance	School Improvement Funds	\$900.00
				Subtotal: \$19,212.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	On-going Promethean Board Training	Expand instructor expertise utilizing new equipment	SIP	\$0.00
Reading	Data Analysis Training-Riverside Publishing-Data Director	Expand instructor expertise utilizing new equipment	SIP	\$0.00
Mathematics	On-going Promethean Board Training	Expand instructor expertise utilizing new equipment	School Improvement Plan Funds	\$0.00
Mathematics	Data Analysis Training-Riverside Publishing-Data Director	Expand instructor expertise in data analysis and application	School Improvement Funds	\$0.00
Science	STEM Activities	Incorporating technology, engineering, and math in science curriculum		\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Language Arts Department Spring Retreat	Curriculum alignment, grade level teaming, vertical teaming, data analysis, and instructional strategies topics will be discussed	School Improvement Funds	\$1,000.00
Mathematics				\$0.00
Mathematics	Math Department Fall and Spring Retreat	Curriculum alignment, grade level teaming, vertical teaming, data analysis and instructional strategies topics will be addressed.	Title II Funds	\$1,080.00
Mathematics	Professional Conference - NCTM	Enhance instruction and learning , Exchange ideas/information with colleagues.	TEC Funds	\$0.00

Science	Curriculum/Benchmark Retreat	Curriculum Planning and benchmark study	Title II Funds	\$1,000.00
Science	Data Director	Benchmark Assessment Development	School Improvement Funds	\$220.00
Science	Glenco Supplemental Materials Training	Curriculum planning, learning to use the materials.	School Improvement Funds	\$220.00
Science	Lesson Study (Mrs. Cameron, Ms. Maley)	Effective lesson planning to address nature of science benchmark	N/A	\$0.00
				Subtotal: \$3,520.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Physical Science Saturday School	Science instructors and lab materials	School Improvement Funds	\$1,000.00
Parent Involvement	Provide students with ice-cream incentive at lunch for returning tier corrected addresses	Ice cream	School Improvement Funds	\$100.00
Parent Involvement	Mailout of school newsletter utilizing USPS to students	Stamps	School Improvement Funds	\$275.00
Parent Involvement	Report Card/Parent Involvement Nights every quarter	Materials, paper for copying, and food	School Improvement Funds	\$625.00
				Subtotal: \$2,000.00
				Grand Total: \$24,732.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attachment

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. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

1. Review School Improvement Plan
2. Approve SIP Funds (SIP, Title II, and TEC Funds)
3. Monitor student data and School Improvement Plan (with each department)
4. Review enrichment/remediation schedule
5. Address community/parent concerns as they arise
6. Review the current weighted grade scale with a school-wide committee (teachers, SITE, SAC, students)
7. Community/Parent Involvement

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

Leon School District FAI RVIEW MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	66%	87%	49%	266	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	65%			127	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	61% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					520	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Leon School District FAI RVIEW MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	65%	85%	51%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	71%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	62% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					527	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Leon School District FAI RVIEW MIDDLE SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	61%	93%	49%	271	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	64%			127	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	56% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested