

**FLORIDA DIFFERENTIATED ACCOUNTABILITY
PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN**

**School Name: LYNDON B. JOHNSON MIDDLE
SCHOOL**

District Name: Brevard

Principal: ROBERT FISH

SAC Chair: Beverly Austin

Superintendent: Dr. Richard DiPatri

Date of School Board Approval:



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision: At Johnson Middle School, you are part of a community of life long learners where everyone is challenged to reach one's full potential in a positive and supportive environment.

Five Year Mission: Johnson Middle School is committed to excellence in education and preparation of all students with the knowledge, skills and ethics required for responsible citizenship and productive employment. To achieve this mission the following goals have been identified: 1. Improve Reading, Writing, Science, and Math skills as evidenced by results from standardized and state tests. 2. Provide challenging math, language arts, reading, core curriculum, and elective classes to develop critical thinking and problem solving skills for students at all levels. 3. Provide and ensure an environment of safety and security for staff and students. 4. Improve and expand our parent/community outreach and business partnership programs for our school. 5. Provide continual professional development for staff in technology, learning strategies, fine arts, cultures, ethnic diversity, and research-based activities that enhance student achievement. 6. Close the achievement gap with minority achievement.

SCHOOL PROFILE DEMOGRAPHICS

Johnson Middle School is located on the East Coast of Central Florida in Melbourne and is home to 961 Longhorns. The school is comprised of 76% Caucasian students in addition to 5.8% African Americans, 10.3% Hispanic, 2.5% Asian, 5.3% Multi-Racial students and .1% American Indian. Fifteen point seven percent is disabled, 29.2% economically disadvantaged, and 3.5% of the population is classified as ELL. Approximately 48.4% of the students are female, and 51.6% of the students are male. There are no migrant students enrolled at Johnson Middle School. The school employs approximately sixty-four instructional faculty members. Johnson Middle School also employs three administrators comprised of a principal, a twelve-month assistant principal in charge of curriculum, instruction and facilities, and a ten-month assistant principal in charge of discipline. Thirty-eight members of the faculty hold Bachelor's Degrees, and twenty-six members of the faculty hold Master's Degrees.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

Not Applicable

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

DEBORAH KOTH- 10 MONTH ASSISTANT PRINCIPAL Mrs. Koth received her B.S. in Education, and a Masters of Science degree in Administration / Supervision. She has 25 years experience in education. Mrs. Koth's experience with low performing schools and students includes individualized testing, scheduling to optimize learning needs, and implementing the SRA reading program to increase student achievement. LAUREEN REPIK- 12 MONTH ASSISTANT PRINCIPAL- Ms. Repik holds a B.S. in Education and a Master of Arts degree in English. She has 26 years of experience. Her experience with low performing schools and students includes the following: Administrator of Academic Support Program for students needing remediation or who failed an academic course. She has served in the capacity of administrator of summer school program for students needing remediation or who failed an academic course. In addition, she has both the Middle Grades and ESOL endorsement. ROBERT FISH- PRINCIPAL- Mr. Fish holds a B.A. in Education and a Masters of Education in Administration/Supervision. He has 35 years experience in education. His experience with low performing schools/students includes teaching and mentoring students at risk. As an administrator, it has included implementing policies and procedures aimed at low performing students.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

We make decisions based on what is in the best interest of all students and uphold honesty and integrity as our guiding principles. We treat one another with respect and set high expectations and demand quality performance. We take responsibility for our actions and are accountable for the results. We foster a safe, accessible, and healthy environment. We value diversity and the strength of individual differences and provide a positive, caring, and supportive climate. We work as a team to accomplish our mission. . We have seven National Board Certified teachers. These teachers work as mentors for other teachers who are working toward this certification.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

School Wide Improvement Model

Note: Required for Title I

To ensure that quality instruction and learning takes place, Johnson Middle School follows the Florida Department of Education Continuous Improvement Model by identifying five characteristics or correlations common to all effective schools. 1.Strong instructional leadership by the principal that frames the school's vision and turns it into reality. 2.High expectations of student achievement by students and staff members. 3.A broadly understood instructional focus that centers on reading, writing, and mathematics. 4.A safe and orderly school climate conducive to teaching and learning. 5.Frequent measures of pupil achievement as a basis for program evaluation FDOE Continuous Improvement Model Eight Step Process To ensure that quality instruction and learning takes place in every classroom, the following Eight-Step Instructional Process is strictly adhered to: 1.Disaggregation of Test Scores – Each spring, results are disaggregated by student group to identify objectives that require improvement. The district's goal is to show continuous improvement year to year. The data are prepared for each teacher over the summer break and delivered to teachers by the beginning of the school year. Providing teachers with the data in a timely and efficient manner is a critical part of the process. 2.Development of Instructional Time Line – Florida identifies essential standards

and benchmarks for all students. Using this as a base, teachers develop a time line for teaching each of these skill areas. Time allocations are based on the needs of the student groups and the weight of the objective. Effective instruction begins by knowing what students need to learn, what teachers need to teach, and how long instruction will take. 3. Delivery of Instructional Focus – Using the time line, an instructional focus sheet stating the objective, target areas, instructional dates, and assessment dates is disseminated and followed by each teacher. By looking on the calendar, everyone knows the objectives teachers are focusing on and the time period when they will be taught. The district sets the expectation while the teachers determine how to fulfill it. 4. Assessment – After the instructional focus has been taught, teachers administer a commercially prepared assessment. Eighty percent of students must master an objective before teachers move on to another target area. Shorter, more frequent assessments allow teachers to detect and correct problems early. If students do poorly on a particular objective, additional teacher resources are provided, such as bringing in an instructional specialist. 5. Tutorials – Students who fail an assessment attend small tutorial groups devoted to the re-teaching of non-mastered target areas. Teachers in all grade levels and areas of certification provide tutorial or remediation activities both during and after school and on Saturdays. Computer lab time is offered. Additionally, vertical and horizontal teams of teachers and other staff members ensure seamless transitions for students moving between grade levels and schools. 6. Enrichment – Mastery students attend enrichment classes during tutorial time. At the intermediate and high school levels, mastering the basics is a requirement for taking electives. This practice (which parents highly support) has served to motivate students to take their studies seriously and focus on passing the tests. 7. Maintenance – Materials are provided for ongoing maintenance and re-teaching of objectives. This ensures students retain what they have learned. It also helps teachers quickly spot students' needs for additional instruction. Economically disadvantaged students who need a lot of structure and reinforcement have especially benefited from this practice. 8. Monitoring – Administrators visit classes daily during the instructional focus to monitor progress and drive home the message that learning is the primary purpose of the school.

NCLB Public School Choice

Note: Required for Title I

The staff and administration at Johnson Middle School are committed to open communication between parents, students, volunteers, business partners and other community interest groups. Communication is through varied written forms and in parent's home languages when necessary. The lines of communication are fostered through monthly newsletters, flyers, marquee, brochures, email, the school website, Synervoice, Edline and informative letters throughout the year. The staff and administration share a unified vision that parental involvement is one of the keys to a school's continued success and growth.

[No Attached Public School Choice Notice to Parents file](#)

[No Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

Not Applicable

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

In support of the district's goal to increase, maintain, and support highly qualified teachers, Johnson has a teacher mentor program that includes a common planning period for all teachers on a team. Specific activities in the TMP include: Visiting "model" classrooms; one-on-one peer assistance (by CET and NBCT teachers); informal formative observations; and providing subs for training, etc. Johnson is home to seven National Board Certified teachers who act as mentors to teachers pursuing this distinguished certification.

[No Attached Teacher Mentoring List](#)

Extended Learning Opportunities

Note: Required for Title I

Through the Academic Support Program, students at Johnson Middle School are encouraged to take

advantage of the before school tutoring programs available in all core subjects. Level 1 and 2 reading students are in an intensive reading class. Additional courses are also offered for students who failed core academic courses during the year.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Different Innovative Approaches to Instruction can be found in each goal area of reading, mathematics, writing and science under "Strategies"

Responsibility of Teaching Reading for Every Teacher

Responsibility of Teaching Reading for Every Teacher can be found in the reading goal under "Strategies" and "Professional Development"

Quality Professional Development for Teachers and Leaders

Quality Professional Development for Teachers and Leaders can be located in each goal area under "Professional Development"

Small Learning Communities (SLC)

Small Learning Communities (SLC) can be found in the goal of Secondary Schools of National Prominence - SLC.

Intensive Intervention in Reading and Mathematics

Intensive Intervention in Reading and Mathematics can be found in goals of reading and mathematics under "Strategies".

Parental Access and Support

Parental Access and Support can be found in the SIP in goals Secondary Schools of National Prominence - Epep and Parental Involvement.

Applied and Integrated Courses

Applied and Integrated Courses can be found in the goals of writing under the Strategies and Professional Development and in Secondary Schools of National Prominence -SLCs.

Course Choice Based on Student Goals / Interests / Talent

Electives were added to the master schedule based on student requests and interests.

Master Schedules Based on Student Needs

The master schedule was developed after the results of the 2008 FCAT were posted, resulting in the appropriate number of reading intervention courses and the appropriate levels of mathematics courses.

Academic and Career Planning

Academic and Career Planning can be found in the SIP under Secondary Schools of National Prominence-epep.

GOALS

Goal: Reading

*Note: Required for Title I
 Scroll down for school data

*Needs Assessment:	<p>Administrators, teachers, and staff analyzed FCAT score reports to determine areas in need of improvement. FCAT data was analyzed by subject area, grade level, teacher, and individual student. Needs identified have been prioritized and used to plan staff development and formulate strategies that will be utilized to increase student achievement in the area of reading.</p> <p>FCAT data for 2007-08 shows that of all the students who took the FCAT Reading test:</p> <p>74% of all students were reading at or above grade level. 59% of all students made annual learning gains. 66% of students in the lowest scoring 25% made annual learning gains 35% of students with disabilities were reading at or above grade level 51% of economically disadvantaged students were reading at or above grade level.</p> <p>29% of ELL students were reading at or above grade level. 35% of Black students were reading at or above grade level 49% of Hispanic students were reading at or above grade level 27% of all students read at Level 4 and 5</p>
<hr/>	
*Objective:	<p>By June 2009, the percentage of students in grades 7-8 that read at or above grade level will increase from 74% to 76% as measured by the 2009 FCAT reading test.</p>
*Strategies:	<ol style="list-style-type: none"> 1. Incorporate reading across the curriculum. 2. Test all students using the SRI to determine reading level and provide remediation to students with an identified need. 3. Purchase district adopted textbooks to be kept at home and used to promote reading. 4. Purchase district adopted textbooks to be used in classrooms. 5. Provide academic support for students failing academic courses through a second semester credit recovery course. 6. Enroll all students in a school-wide modeled reading program three times weekly. 7. Provide access to FCAT Explorer for reading 8. Hold two book fairs annually to promote independent reading 9. Utilize CRISS strategies in the classroom. 10. Provide content based materials at different reading levels for the content area classroom. 11. Provide content based materials for the reading classroom. 12. Provide differentiated instruction for mixed ability grouping of students. 13. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary. 14. Augment reading materials and programs used in the intensive reading classes. 15. Provide a book rich environment in the intensive reading classes and the language arts classes. 16. Introduce young adult literature through a Branded Books Program to encourage independent reading. 17. Introduce and teach AVID strategies to all faculty members to increase rigor in all classes. 18. Provide fun and rich activities in the media center to encourage students to visit. 19. Provide grade level reading material for independent reading outside of school through our school- wide book exchange. 20. Monitor student progress using the Good Cause Portfolio Checklist. 21. Select reading materials based on students' Lexile scores.
*Evaluation:	<p>Teachers will assess their students on a regular basis and record results for further documentation. Progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. Teachers will monitor students' SRI scores. Reading and language arts teachers will monitor student progress using the Good Cause Portfolio Checklist</p>
*Evidence-based Program(s):	<p>.Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic</p>
*Professional Development:	<ol style="list-style-type: none"> 1.CRISS training 2.Provide a professional development library stocked with resources to help teachers incorporate reading across the curriculum

3. JustREAD! Florida leadership conference
4. Offer professional development opportunities in the area of reading
5. Provide a reading coach to aid teachers with reading in the content area, including fluency and vocabulary building.
6. Strongly encourage teachers to begin coursework for upcoming reading endorsement courses.
7. Reading teachers and coach will work directly with the publisher as well as county personnel to help with the implementation of the core curriculum.
8. Provide Differentiated Instruction training to all classroom teachers.
9. Continue to provide Glasser Quality Schools training to the teachers.
10. AVID strategies training for all teachers.
11. A3 AIP and Portfolio documentation training.

*Objective:	By June of 2009, the percentage of students in grades 7 and 8 making annual learning gains in reading will increase from 59% to 61% as measured by the FCAT reading test
*Strategies:	<ol style="list-style-type: none"> 1. Incorporate reading across the curriculum. 2. Test all students using the SRI to determine reading level and provide remediation to students with an identified need. 3. Purchase district adopted textbooks to be kept at home and used to promote reading. 4. Purchase district adopted textbooks to be used in classrooms. 5. Provide academic support for students failing academic courses through a second semester credit recovery course 6. Enroll all students in a school-wide modeled reading program three times weekly. 7. Provide access to FCAT Explorer for reading 8. Hold two book fairs annually to promote independent reading 9. Utilize CRISS strategies in the classroom. 10. Provide content based materials at different reading levels for the content area classroom. 11. Provide content based materials for the reading classroom. 12. Provide differentiated instruction for mixed ability grouping of students. 13. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary. 14. Augment reading materials and programs used in the intensive reading classes. 15. Provide a book rich environment in the intensive reading classes and the language arts classes. 16. Introduce young adult literature through a Branded Books Program to encourage independent reading. 17. Utilize AVID strategies to increase rigor in all classes. 18. Provide fun and rich activities in the media center to encourage students to visit. 19. Provide grade level reading material for independent reading outside of school through our school- wide book exchange. 20. Monitor student progress using the Good Cause Portfolio Checklist.
*Evaluation:	Teachers will assess their students on a regular basis and record results for further documentation. Progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. Teachers will monitor students' SRI scores. Reading and language arts teachers will monitor student progress using the Good Cause Portfolio Checklist
*Evidence-based Program(s):	Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic
*Professional Development:	<ol style="list-style-type: none"> 1. CRISS training 2. Provide a professional development library stocked with resources to help teachers incorporate reading across the curriculum 3. JustREAD! Florida leadership conference 4. Offer professional development opportunities in the area of reading 5. Provide a reading coach to aid teachers with reading in the content area, including fluency. 6. Strongly encourage teachers to begin coursework for upcoming reading endorsement courses. 7. Reading teachers will work directly with the publisher as well as county personnel to help with the implementation of the core curriculum. 8. Provide Differentiated Instruction training to all classroom teachers. 9. Continue to provide Glasser Quality Schools training to the teachers. 10. AVID strategies training for all teachers. 11. A3 AIP and Portfolio documentation training.

*Objective:	By June of 2009, the percentage of students in the lowest scoring 25% making annual learning gains in reading will increase from 66% to 68% as measured by the FCAT reading test
*Strategies:	<ol style="list-style-type: none"> 1. Enroll all students scoring Level 1 and 2 in reading in an intensive reading class. 2. Maintain a Progress Monitoring Plan for students scoring Level 1 in reading. 3. Test all students three times annually using the SRI. 4. A reading coach will model research based reading strategies. 5. Level 1 students will have additional remedial materials and books. 6. Level 1 and 2 students will take the Florida Oral Reading Fluency (FORF) test - 3 times per year. 7. The reading coach will work with teachers on a volunteer basis to incorporate reading across the curriculum. 8. Pretest all students using the SRI to determine reading level and provide remediation to students with an identified need. 9. Purchase district adopted textbooks to be kept at home and used to promote reading. 10. Purchase district adopted textbooks to be used in classrooms. 11. Provide academic support for students failing academic courses through a second semester credit recovery course. 12. Enroll all students in a school-wide modeled reading program three times weekly.. 13. Provide access to FCAT Explorer for reading 14. Hold two book fairs annually to promote independent reading 15. Provide exceptional education students with access to basic education courses through the inclusion model. 16. Provide content based materials at different reading levels for the content area classroom. 17. Provide content based materials for the reading classroom. 18. The teachers will provide differentiated instruction for mixed ability grouping of students. 19. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary. 20. Augment reading materials and programs used in the intensive reading classes. 21. Provide a book rich environment in the intensive reading classes and the language arts classes.
*Evaluation:	Teachers will assess their students on a regular basis and record results for further documentation. Quarterly progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. The SRI will be given three times per year, and the scores will be analyzed to align with state and district goals. Timely progress will be monitored through tools already in place
*Evidence-based Program(s):	Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic
*Professional Development:	<ol style="list-style-type: none"> 1. CRISS training 2. Provide a professional development library stocked with resources to help teachers incorporate reading across the curriculum 3. JustREAD! Florida leadership conference 4. Offer professional development opportunities in the area of reading 5. Provide a reading coach to aid teachers with reading in the content area. 6. Strongly encourage teachers to begin coursework for upcoming reading endorsement requirement 7. Provide Differentiated Instruction training to all classroom teachers. 8. Continue to provide Glasser Quality Schools training to the teachers. 9. Provide identified teachers with Inclusion training

*Objective:	By June 2009, the percentage of ELL students reading at or above grade level will increase from 29% to 65% as measured by the FCAT Reading test.
*Strategies:	<ol style="list-style-type: none"> 1. Purchase textbooks and/or workbooks in Spanish when available from the publisher for Spanish-speaking students. 2. Provide ELL students access to heritage language dictionary and other available resources 3. Provide classroom level support for ELL students. 4. Enroll ELL students scoring Level 1 and 2 in reading in an intensive reading class.

5. Maintain a Progress Monitoring Plan for ELL students scoring Level 1 in reading.
6. Test ELL students three times annually using the SRI.
7. Provide academic support for ELL students failing academic courses through a second semester credit recovery course.
8. Provide content based materials at different reading levels for the content area classroom.
9. Provide content based materials for the reading classroom.
10. Provide differentiated instruction for mixed ability grouping of students.
11. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary.

*Evaluation:	Teachers will assess their students on a regular basis and record results for further documentation. Quarterly progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. The SRI will be given three times per year, and the scores will be analyzed to align with state and district goals. Timely progress monitoring through tools already in place.
*Evidence-based Program(s):	Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic
*Professional Development:	<ol style="list-style-type: none"> 1.ESOL training through the county 2.ESOL strategies in the classroom 3. Professional Development Library with materials specific to the ELL student and his needs.
*Objective:	By June 2009, the percentage of Hispanic students in grades 7-8 who read at or above grade level will increase from 49% to 65% as measured by the 2009 FCAT reading test.
*Strategies:	<ol style="list-style-type: none"> 1. Purchase textbooks and/or workbooks in Spanish when available from the publisher for Spanish-speaking students. 2. Provide access to heritage language dictionary and other available resources 3. Provide classroom level support for ELL students. 4. Enroll students scoring Level 1 and 2 in reading in an intensive reading class. 5. Maintain a Progress Monitoring Plan for students scoring Level 1 in reading. 6. Test students three times annually using the SRI. 7. Provide academic support for students failing academic courses through a second semester credit recovery course. 8. Provide content based materials at different reading levels for the content area classroom. 9. Provide content based materials for the reading classroom. 10. Provide differentiated instruction for mixed ability grouping of students. 11. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary.
*Evaluation:	Teachers will assess their students on a regular basis and record results for further documentation. Quarterly progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. The Scholastic Reading Inventory will be given three times per year and the scores will be analyzed to align with state and district goals. Timely progress monitoring through tools already in place.
*Evidence-based Program(s):	Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic
*Professional Development:	<ol style="list-style-type: none"> 1.ESOL training through the county 2.ESOL strategies in the classroom 3. Professional Development Library with materials specific to the ELL student and his needs.
*Objective:	By June 2009, the percentage of Black students in grades 7-8 who read at or above grade level will increase from 35% to 65% as measured by the 2009 FCAT reading test.
*Strategies:	<ol style="list-style-type: none"> 1.Enroll students scoring Level 1 or 2 in reading in an intensive reading class. 2.Maintain a Progress Monitoring Plan for students scoring Level 1 in reading. 3.Test students three times annually using the SRI. 4.A reading coach will model research based reading strategies. 5.Level 1 students will have additional remedial materials and books. 6.Level 1 and 2 students will take the Florida Oral Reading Fluency (FORF) test - 3 times per year. 7.The reading coach will work with teachers on a volunteer basis to incorporate reading across the curriculum. 8.Purchase district adopted textbooks to be kept at home and used to promote reading. 9.Purchase district adopted textbooks to be used in classrooms. 10.Provide academic support for students failing academic courses through a second semester credit recovery course. 11.All students will be enrolled in a school-wide modeled reading program. 12.Provide access to FCAT Explorer for reading 13.Two book fairs will be held annually to promote independent reading 14.Utilize CRIS strategies to support individual student instructional needs 15.Purchase independent reading materials 16. Provide exceptional education students with access to basic education courses

	<p>through the inclusion model.</p> <p>17. Provide content based materials at different reading levels for the content area classroom.</p> <p>18. Provide content based materials for the reading classroom.</p> <p>19. Provide differentiated instruction for mixed ability grouping of students.</p> <p>20. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary.</p> <p>21. Augment reading materials and programs used in the intensive reading classes.</p> <p>22. Provide a book rich environment in the intensive reading classes and the language arts classes.</p>
*Evaluation:	Teachers will assess their students on a regular basis and record results for further documentation. Progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. The SRI will be given three times per year and the scores will be analyzed to align with state and district goals. Timely progress monitoring through tools already in place.
*Evidence-based Program(s):	Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic
*Professional Development:	<ol style="list-style-type: none"> 1. CRISS training Provide a professional development library stocked with resources to help teachers incorporate reading across the curriculum 2. JustREAD! Florida leadership conference 3. Offer professional development opportunities in the area of reading 4. Provide a reading coach to aid teachers across the curriculum 5. Strongly encourage teachers to begin coursework for upcoming reading endorsement classes. 6. Differentiated Instruction training for all classroom teachers. 7. Glasser Quality Schools Training 8. Inclusion training for identified teachers. 9. A3 AIP and portfolio documentation training
*Objective:	By June of 2009, the percentage of students with disabilities reading at or above grade level will increase from 35% to 65% as measured by the FCAT Reading test.
*Strategies:	<ol style="list-style-type: none"> 1. Enroll all students scoring Level 1 and 2 in reading in an intensive reading class. 2. Maintain a Progress Monitoring Plan for all students scoring Level 1 in reading. 3. Test all students three times annually using the SRI. 4. A reading coach will model research based reading strategies. 5. Level 1 students will have additional remedial materials and books. 6. Level 1 and 2 students will take the Florida Oral Reading Fluency (FORF) test - 3 times per year. . 7. The reading coach will work with teachers on a volunteer basis to incorporate reading across the curriculum. 8. Pretest all students to determine reading level and provide remediation to students with an identified need. 9. Purchase district adopted textbooks to be kept at home and used to promote reading. 10. Purchase district adopted textbooks to be used in classrooms. 11. Provide academic support for students failing academic courses through a second semester credit recovery course. 12. Enroll all students in a school-wide modeled reading program. 13. Provide access to FCAT Explorer for reading 14. Hold two book fairs annually to promote independent reading 15. Utilize CRISS strategies in the classroom. 16. Purchase independent reading materials 17. Provide exceptional education students with access to basic education courses through the inclusion model. 18. Provide content based materials at different reading levels for the content area classroom. 19. Provide content based materials for the reading classroom. 20. Provide differentiated instruction for mixed ability grouping of students. 21. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary. 22. Augment reading materials and programs used in the intensive reading classes. 23. Provide a book rich environment in the intensive reading classes and the language arts classes.
*Evaluation:	Teachers will assess their students on a regular basis and record results for further documentation. Progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. The SRI will be given three times per year, and the scores will be analyzed to align with state and district goals. Timely progress monitoring through tools already in place.
*Evidence-based Program(s):	Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic

*Professional Development:	<ol style="list-style-type: none"> 1. CRISS training 2. Provide a professional development library stocked with resources to help teachers incorporate reading across the curriculum 3. JustREAD! Florida leadership conference 4. Offer professional development opportunities in the area of reading 5. Provide a reading coach to aid teachers across the curriculum 6. Strongly encourage teachers to begin coursework for upcoming reading endorsement courses. 7. Differentiated Instruction training for all classroom teachers 8. Glasser Quality Schools Training 9. Inclusion training for identified teachers. 10. A3 AIP and portfolio documentation training
<hr/>	
*Objective:	By June of 2009, the percentage of economically disadvantaged students reading at or above grade level will increase from 51% to 65% as measured by the FCAT reading test.
*Strategies:	<ol style="list-style-type: none"> 1. Enroll all students scoring Level 1 or 2 in reading in an intensive reading class. 2. Maintain a Progress Monitoring Plan for all students scoring Level 1 in reading. 3. Test all students three times annually using the SRI. 4. A reading coach will model research based reading strategies. 5. Provide Level 1 students additional remedial materials and books. 6. Administer to Level 1 and 2 students the Florida Oral Reading Fluency (FORF) test 3 times per year. 9. The reading coach will work with teachers on a volunteer basis to incorporate reading across the curriculum. 11. Purchase district adopted textbooks to be kept at home and used to promote reading. 12. Purchase district adopted textbooks to be used in classrooms. 13. Provide academic support for students failing academic courses through a second semester credit recovery course. 15. Enroll all students in a school-wide modeled reading program. 16. Provide access to FCAT Explorer for reading 17. Hold two book fairs annually to promote independent reading 18. Utilize CRISS strategies to support individual student instructional needs 19. Purchase independent reading materials 17. Provide exceptional education students with access to basic education courses through the inclusion model. 18. Provide content based materials at different reading levels for the content area classroom. 19. Provide content based materials for the reading classroom. 20. Provide differentiated instruction for mixed ability grouping of students. 21. Provide content area teachers with reading materials and training to increase fluency and to build vocabulary. 22. Augment reading materials and programs used in the intensive reading classes. 23. Provide a book rich environment in the intensive reading classes and the language arts classes.
*Evaluation:	Teachers will assess their students on a regular basis and record results for further documentation. Progress reports will be sent home to parents for both interim grade progress and 9-weeks report cards. In addition, FCAT learning gains in reading will be studied. The SRI will be given three times per year and the scores will be analyzed to align with state and district goals. Timely progress monitoring through tools already in place.
*Evidence-based Program(s):	Journeys-Voyager Expanded Learning. Language-The Comprehensive Literacy Curriculum. Read 180 – Scholastic
*Professional Development:	<ol style="list-style-type: none"> 1. CRISS training 2. Provide a professional development library stocked with resources to help teachers incorporate reading across the curriculum 3. JustREAD! Florida leadership conference 4. Offer professional development opportunities in the area of reading 5. Provide a reading coach to aid teachers across the curriculum. 6. Strongly encourage teachers to begin coursework for upcoming reading endorsement courses. 7. Differentiated Instruction training for all classroom teachers 8. Glasser Quality Schools Training 9. Inclusion training for identified teachers. 10. A3 AIP and portfolio documentation training
<hr/>	
*Objective:	By June 2009, the percentage of students in grades 7-8 who read at Levels 4 and 5 will increase from 27% to 29% as measured by the 2009 FCAT reading test.

***Strategies:** 1.Offer the Cambridge curriculum to academically advanced students.
 2.Purchase the Cambridge books and teacher materials to be used in the Cambridge classes.
 3.Provide training for the teachers who will teach the Cambridge courses
 4.Involve students in Socratic Seminars.
 5.Require students to develop an independent study project which will be presented at the end of the school year.
 6.Expose students to unabridged literature by scaffolding the content for greater understanding.

***Evaluation:** Students will be given a pre and post test to measure academic achievement.

***Evidence-based Program(s):** Cambridge University AICE Program and textbooks

***Professional Development:** Cambridge Training

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
New Reading Books for the Intensive Reading Classes	Textbooks	\$58,723.60
		Total: \$58,723.60
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Extended Day Supplement for teachers teaching 6/7	Academic Support	\$13,205.00
Materials for Media Center activities	SIP	\$250.00
		Total: \$13,455.00
		Final Total: \$72,178.60

***Non-Highly Qualified Instructors:**

End of Reading Goal

Goal: Mathematics

***Note:** Required for Title I
 Scroll down for school data

***Needs Assessment:** FCAT score reports were analyzed to determine areas in need of improvement.
 79% of students made annual learning gains in mathematics.
 74% of the lowest 25% made annual learning gains.
 76% of students met high standards in mathematics
 47% of disabled students met high standards in mathematics
 64% of economically disadvantaged students met high standards in mathematics

50% of Black students met high standards in mathematics
 71% of Hispanic students met high standards in mathematics
 39% of ELL students met high standards in mathematics

*Objective:	By June 2009, the percentage of students in grades 7 and 8 scoring at or above grade level in mathematics will increase from 76% to 78% as measured by the 2009 FCAT mathematics test.
*Strategies:	<ol style="list-style-type: none"> 1. Pretest and evaluate math skills to ensure placement in the appropriate math course 2. Review FCAT scores and place students in higher level math 2. Purchase sets of District adopted academic textbooks for class use and home use 3. Offer time before school for students to receive math assistance 4. Provide learning enhancements during FOCUS including vocabulary and question and answer format 5. Offer math remediation to students attending Saturday School. 6. Provide academic support before school for students who scored a Level 1 or 2 on the FCAT math test. 7. Provide exceptional education students with access to basic education math courses through the inclusion model. 8. Allow students to study Algebra without fear of failure by double coding course with middle school number. 9. Demonstrate math's relevance to students 10. Create an FCAT math review time centered on fun activities and learning for all students. 11. Hold a "Reality Store" event annually. 12. Provide academic teams planning time to develop interdisciplinary units to show relevance of math. 13. Both Black and Hispanic students who score a Level 3 or higher on the 7th grade FCAT math test in 2009 will be enrolled in Algebra 1 Honors in 2009-10.
*Evaluation:	Monitor student learning gains on the 2009 FCAT Math Assessment. Timely progress monitoring through tools already in place.
*Evidence-based Program(s):	Prentice Hall, Glencoe McDougal Littel Brooks
*Professional Development:	<ol style="list-style-type: none"> 1. District level training 2. Inclusion Training for identified teachers 3. Differentiated Instruction Training for all teachers 4. FCAT Task Performance

*Objective:	By June of 2009, the percentage of students in grades 7 and 8 making annual learning gains in mathematics will increase from 79% to 81% as measured by the 2009 FCAT mathematics test.
*Strategies:	<ol style="list-style-type: none"> 1. Pretest and evaluate math skills to ensure placement in the appropriate math course 2. Review FCAT scores and place students in higher level math 2. Purchase sets of District adopted academic textbooks for class use and home use 3. Offer time before school for students to receive math assistance 4. Provide learning enhancements during FOCUS including vocabulary and question and answer format 5. Offer math remediation to students attending Saturday School. 6. Provide academic support before school for students who scored a Level 1 or 2 on the FCAT math test. 7. Provide exceptional education students with access to basic education math courses through the inclusion model. 8. Allow students to study Algebra without fear of failure by double coding course with middle school number. 9. Demonstrate math's relevance to students 10. Create an FCAT math review time centered on fun activities and learning for all students. 11. Hold a "Reality Store" event annually.

*Evaluation:	Monitor student learning gains on the 2009 FCAT Math Assessment. Timely progress monitoring through tools already in place
*Evidence-based Program(s):	Prentice Hall, Glencoe McDougal Littel Brooks
*Professional Development:	<ol style="list-style-type: none"> 1. District level training 2. Inclusion Training for identified teachers 3. Differentiated Instruction Training for all teachers 4. FCAT Task Performance
*Objective:	By June 2009, the percentage of students in grades 7-8 who perform at Levels 4 and 5 on the FCAT mathematics test will increase from 42% to 44% as measured by the 2009 FCAT mathematics test.
*Strategies:	<ol style="list-style-type: none"> 1. Offer the Cambridge curriculum to academically advanced students. 2. Purchase the Cambridge books and teacher materials to be used in the Cambridge classes. 3. Provide training for the teachers who will teach the Cambridge math courses. 4. Require students to develop an independent study project which will be presented at the end of the school year.
*Evaluation:	
*Evidence-based Program(s):	Students will be given a pre and post test to measure academic achievement.
*Professional Development:	Cambridge Training
*Objective:	By June 2009, the percentage of ELL students scoring at or above grade level in mathematics will increase from 39% to 68%
*Strategies:	<ol style="list-style-type: none"> 1. Pretest and evaluate math skills to ensure placement in the appropriate math course 2. Review FCAT scores and place students in higher level math 2. Purchase sets of District adopted academic textbooks for class use and home use 3. Offer time before school for students to receive math assistance 4. Provide learning enhancements during FOCUS including vocabulary and question and answer format 5. Offer math remediation to students attending Saturday School. 6. Provide academic support before school for students who scored a Level 1 or 2 on the FCAT math test.. 7. Provide classroom level support for ELL students. 8. Maintain a Progress Monitoring Plan for students scoring Level 1 in mathematics. 9. Purchase textbooks and/or workbooks in Spanish when available from the publisher for Spanish-speaking students. 10. Provide access to heritage language dictionary and other available resources 11 Allow students to study Algebra without fear of failure by double coding course with middle school number. 12. Demonstrate math's relevance to students 13. Create an FCAT math review time centered on fun activities and learning for all students. 14. Hold a "Reality Store" event annually.
*Evaluation:	Monitor student learning gains on the 2009 FCAT Math Assessment. Timely progress monitoring through tools already in place
*Evidence-based Program(s):	Prentice Hall, Glencoe McDougal Littel Brooks
*Professional Development:	<ol style="list-style-type: none"> 1. District level training 2. Inclusion Training for identified teachers

3. Differentiated Instruction Training for all teachers
4. FCAT Task Performance
5. ESOL training through the county
6. ESOL strategies in the classroom
7. Professional Development Library with materials specific to the ELL student and his needs

*Objective:	By June 2009, the percentage of Black students scoring at or above grade level in mathematics will increase from 50% to 68%
*Strategies:	<ol style="list-style-type: none"> 1. Pretest and evaluate math skills to ensure placement in the appropriate math course 2. Review FCAT scores and place students in higher level math 2. Purchase sets of District adopted academic textbooks for class use and home use 3. Offer time before school for students to receive math assistance 4. Provide learning enhancements during FOCUS including vocabulary and question and answer format 5. Offer math remediation to students attending Saturday School. 6. Provide academic support before school for students who scored a Level 1 or 2 on the FCAT math test. 7. Provide exceptional education students with access to basic education math courses through the inclusion model. 8. Allow students to study Algebra without fear of failure by double coding course with middle school number. 9. Demonstrate math's relevance to students 10. Create an FCAT math review time centered on fun activities and learning for all students. 11. Hold a "Reality Store" event annually. 12. Students with math aptitude will be encouraged to attempt Algebra 1 Honors by their 7th grade math teacher.
*Evaluation:	Monitor student learning gains on the 2009 FCAT Math Assessment. Timely progress monitoring through tools already in place.
*Evidence-based Program(s):	Prentice Hall, Glencoe McDougal Littell Brooks
*Professional Development:	<ol style="list-style-type: none"> 1. District level training 2. Inclusion Training for identified teachers 3. Differentiated Instruction Training for all teachers 4. FCAT Task Performance
*Objective:	By June 2009, the percentage of students with disabilities scoring at a Level 3 or above will increase from 47% to 68%.
*Strategies:	<ol style="list-style-type: none"> 1. Pretest and evaluate math skills to ensure placement in the appropriate math course 2. Review FCAT scores and place students in higher level math 2. Purchase sets of District adopted academic textbooks for class use and home use 3. Offer time before school for students to receive math assistance 4. Provide learning enhancements during FOCUS including vocabulary and question and answer format 5. Offer math remediation to students attending Saturday School. 6. Provide academic support before school for students who scored a Level 1 or 2 on the FCAT math test. 7. Provide exceptional education students with access to basic education math courses through the inclusion model. 8. Allow students to study Algebra without fear of failure by double coding course with middle school number. 9. Demonstrate math's relevance to students 10. Create an FCAT math review time centered on fun activities and learning for all students. 11. Hold a "Reality Store" event annually.
*Evaluation:	Results of the 2009 FCAT Progress reports from teachers Teacher observation
*Evidence-based Program(s):	Prentice Hall, Glencoe McDougal Littell Brooks

- *Professional Development:**
1. District level training
 2. Inclusion Training for identified teachers
 3. Differentiated Instruction Training for all teachers
 4. FCAT Task Performance

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Classroom Sets of textbooks	Textbooks	\$3,268.00
		Total: \$3,268.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Hourly rate of teachers for tutoring	Academic Support	\$11,075.00
		Total: \$11,075.00
		Final Total: \$14,343.00

***Non-Highly Qualified Instructors:**

End of Mathematics Goal

Goal: Writing

***Note:** Required for Title I
[Scroll down for school data](#)

- *Needs Assessment:**
- 87% of students are proficient in writing
 - 72% of students scored a Level 4 or above on the combined writing prompt
 - 83% of students with disabilities scored at a Level 3 or above

- *Objective:**
- By June 2009, the percent of students proficient in writing will increase from 87% to 89% as measured by the 2009 FCAT Writing assessment test.

- *Strategies:**
1. Identify lower performing students in writing through analysis of FCAT scores and district writing assessment.
 2. Provide bi-monthly writing prompts for teacher use in the classroom.
 3. Provide staff development to all teachers to enhance the writing curriculum.
 4. Fund and provide student handbooks to increase study skills and organization.
 5. Incorporate Curriculum Mapping to facilitate scope and sequence of writing skills.
 6. Participate in FCAT Writes Practice test in September 2008 and in February 2009.
 8. Provide teachers with time to analyze student scores from practice test and devise a plan of remediation in weak areas.
 9. Provide teachers time to plan interdisciplinary units with writing across the curriculum.
 10. Expose students to different genres of writing
 11. Engage students often in the writing process in language arts
 12. Keep writing folders for each student in the language arts classes

- *Evaluation:**
- Progress will be monitored and evaluated continually through diagnostic reports, teacher observation, scheduled district and unit assessments, and other teacher-made assessments. School-wide FCAT Writes practice tests given in September 2008 will be scored and analyzed to enhance instruction. Goal realization and successful strategies will be determined through an analysis of 2008-09 FCAT

Writing scores in the spring of 2009.

*Evidence-based Program(s):	Writing rubrics, Brain Research, Curriculum Mapping The Language Network, Prentice Hall Literature Anthology
*Professional Development:	FCAT Writes Rubric training for all teachers Writing Across the Curriculum Interdisciplinary Teaming Six Traits
<hr/>	
*Objective:	By June 2009, the percentage of students with disabilities writing at a Level 3 or higher will increase from 83% to 85%.
*Strategies:	<ul style="list-style-type: none"> 1. Identify lower performing students in writing through analysis of FCAT scores and district writing assessment. 2. Provide bi-monthly writing prompts for teacher use in the classroom. 3. Provide staff development to all teachers to enhance the writing curriculum. 4. Fund and provide student handbooks to increase study skills and organization. 5. Incorporate Curriculum Mapping to facilitate scope and sequence of writing skills. 6. Participate in FCAT Writes Practice test in September 2008 and in February 2009. 8. Provide teachers with time to analyze student scores from practice test and devise a plan of remediation in weak areas. 9. Provide teachers time to plan interdisciplinary units with writing across the curriculum. 10. Expose students to different genres of writing 11. Engage students often in the writing process in language arts 12. Keep writing folders for each student in the language arts classes
*Evaluation:	Progress will be monitored and evaluated continually through diagnostic reports, teacher observation, scheduled district and unit assessments, and other teacher-made assessments. School-wide FCAT Writes practice tests given in September 2008 will be scored and analyzed to enhance instruction. Goal realization and successful strategies will be determined through an analysis of 2008-09 FCAT Writing scores in the spring of 2009.
<hr/>	
*Evidence-based Program(s):	Writing rubrics, Brain Research, Curriculum Mapping The Language Network, Prentice Hall Literature Anthology
*Professional Development:	FCAT Writes Rubric training for all teachers Writing Across the Curriculum Interdisciplinary Teaming Six Traits
<hr/>	
*Objective:	By June 2009, the percentage of ELL students who perform at Level 3 or above will increase by 2% from 2008.
*Strategies:	<ul style="list-style-type: none"> 1. Identify lower performing students in writing through analysis of FCAT scores and district writing assessment. 2. Provide bi-monthly writing prompts for teacher use in the classroom. 3. Provide staff development to all teachers to enhance the writing curriculum. 4. Fund and provide student handbooks to increase study skills and organization. 5. Incorporate Curriculum Mapping to facilitate scope and sequence of writing skills. 6. Participate in FCAT Writes Practice test in September 2008 and in February 2009. 8. Provide teachers with time to analyze student scores from practice test and devise a plan of remediation in weak areas. 9. Provide teachers time to plan interdisciplinary units with writing across the curriculum. 10. Expose students to different genres of writing 11. Engage students often in the writing process in language arts 12. Keep writing folders for each student in the language arts classes
*Evaluation:	Progress will be monitored and evaluated continually through diagnostic reports, teacher observation, scheduled district and unit assessments, and other teacher-made assessments. School-wide FCAT Writes practice tests given in September 2008 will be scored and analyzed to enhance instruction. Goal realization and successful strategies will be determined through an analysis of 2008-09 FCAT Writing scores in the spring of 2009.
<hr/>	
*Evidence-based Program(s):	Writing rubrics, Brain Research, Curriculum Mapping The Language Network, Prentice Hall Literature Anthology
*Professional	FCAT Writes Rubric training for all teachers

Development: Writing Across the Curriculum
Interdisciplinary Teaming
Six Traits

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Substitutes for teachers planning off site	SIP	\$3,000.00
		Total: \$3,000.00
		Final Total: \$3,000.00

End of Writing Goal

Goal: Science

*Note: Required for Title I
Scroll down for school data

*Needs Assessment:	60% of students met high standards in science 53% scored at a Level 3 or higher
*Objective:	By June 2009, the percentage of students meeting high standards in science will increase from 60% to 62% as measured by the 2009 FCAT Science test.
*Strategies:	<ol style="list-style-type: none"> 1. Evaluate the gap scores from the 2007/08 FCAT in reading, math, and science to locate student and instructional deficiencies. 2. Develop a comprehensive curriculum for the 7th and 8th grade that will address all the science strands prior to the students taking the FCAT in the 8th grade. 3. Develop a resource bank of laboratory activities for the 7th and 8th grade science program. The activities will be designed to reinforce the curriculum material for each strand. 4. Enhance the teaching methodology to reach students with varying learning modalities. 5. Increase student/teacher use of technology to enhance the science program. 6. The 7th grade teachers will work together to implement the grade level curriculum with continuity across the science department. Included in this will be a unit on space to complement the BLAST program. 7. The 8th grade teachers will work to finish addressing all of the strands and will provide a comprehensive review of the strands prior to taking the FCAT. 8. Implement a remediation program for students identified as needing remediation and help in the content and processes of science. 9. Implement an inclusion program within the science program.
*Evaluation:	FCAT Science results reported in 2009. Science Research results reported in the spring of 2009. Teacher follow-up activities from field trips and experiential activities throughout the school year.

*Evidence-based Program(s):	Glencoe/McGraw and Prentice Hall
*Professional Development:	District workshops and inservices Inclusion Training for identified teachers Differentiated Instruction Training for all teachers
<hr/>	
*Objective:	By June 2009, the percentage of students scoring at Level 3 or above will increase from 53% to 55% as measured by the 2009 FCAT Science test.
*Strategies:	<ol style="list-style-type: none"> 1. Evaluate the gap scores from the 2007/08 FCAT in reading, math, and science to locate student and instructional deficiencies. 2. Develop a comprehensive curriculum for the 7th and 8th grade that will address all the science strands prior to the students taking the FCAT in the 8th grade. 3. Develop a resource bank of laboratory activities for the 7th and 8th grade science program. The activities will be designed to reinforce the curriculum material for each strand. 4. Enhance the teaching methodology to reach students with varying learning modalities. 5. Increase student/teacher use of technology to enhance the science program. 6. The 7th grade teachers will work together to implement the grade level curriculum with continuity across the science department. Included in this will be a unit on space to complement the BLAST program. 7. The 8th grade teachers will work to finish addressing all of the strands and will provide a comprehensive review of the strands prior to taking the FCAT. 8. Implement a remediation program for students identified as needing remediation and help in the content and processes of science. 9. Implement an inclusion program within the science program.
*Evaluation:	FCAT Science results reported in 2009. Science Research results reported in the spring of 2009. Teacher follow-up activities from field trips and experiential activities throughout the school year.
*Evidence-based Program(s):	Glencoe/McGraw and Prentice Hall
*Professional Development:	District workshops and inservices Inclusion Training for identified teachers Differentiated Instruction Training for all teachers

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Classroom sets of textbooks	Textbooks	\$4,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

***Non-Highly Qualified Instructors:**

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

***Needs Assessment:** The number of volunteer hours for 2007-2008 was 7500 hours, as reported in the school volunteer report (VIPS).

***Objective:** For the 2008-2009 school year, volunteer hours will increase from 7500 in 2007-08 to 12,194 as measured by the V.I.P. system of accountability.

***Strategies:**

1. Encourage local businesses to become business partners.
2. Expand mentoring program through the AVID program to encourage volunteer participation.
3. Communicate with parents through agendas, newsletters, marquee, websites, bulk email and Synervice.
4. Distribute and recruit parent volunteers through the JPO.
5. Increase the volunteer program through increased parent participation.
6. Improve student volunteer program through Brevard Community College student education courses.
7. Increase School Advisory Council effectiveness through newsletter information and website SAC information.
8. Form a parent involvement committee to initiate and market the "Be There" campaign
9. Charge parent involvement committee and SRO with developing internet safety awareness for parent and student
10. Teachers will post grades on Edline every two weeks to ensure parent awareness of student progress.

***Evaluation:** VIPS, Annual climate survey results and individual and group feedback.

***Evidence-based Program(s):**

***Professional Development:** District and State Inservices
Edline Training for classroom teachers

Budget:

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

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

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal: Student Health and Fitness

Needs Assessment: The Brevard County Public School's First in Florida Strategic Plan states that every school will institute a Coordinated School Health Program by the 2004-05 school year.

Objective: Improve student health and fitness in grades 7 and 8.

Strategies:

1. Modify the lunch menu to provide healthier choices of food during lunch (ref. First In Florida).
2. Implement Pre and Post fitness testing with the comprehensive physical education program.
3. Improve the school environment for both students and staff through periodic health and welfare inspections of the indoor air quality of the school.
4. Implement a health and safety curriculum.
5. Designate one person to report hazardous areas.
6. Create and implement a specific supervision plan regarding physical education.
7. Tobacco and drug-free posters throughout the school..
8. Annual safety assessment of fields, hardtop, and challenge course each summer.
9. Scoliosis screening annually.
10. Vision and hearing screening annually.
11. Continue participation in the Carol M. White Physical Education Program Grant

Evaluation: Regular monitoring by the Staff and SAC will be used to determine if the continuous improvement model is working.

Evidence-based Program(s):

Professional Development: District in-services

Budget:

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

End of Student Health and Fitness Goal

Additional Goal: Student Attendance

Needs Assessment: Student attendance data indicated that attendance rates for the 2007-08 school year averaged 95.68%.

Objective: By June of 2009, the average daily attendance percentage will increase from 95.68% to 96%.

Strategies:

1. For each unexcused absence, attendance clerk will contact student's parent/guardian to determine reason for absence.
2. Students with 4 or more unexcused absences within a calendar month shall be referred to a guidance counselor.
3. Guidance counselor will counsel students about frequent absences and offer interventions.
4. Known truants will be referred to the Dean or District truant officer.
5. Communication concerning students with attendance problems will be frequent and open between the school and the district attendance resource teacher.
6. Administration will limit the number of administratively approved absences.

Evaluation: District attendance data

Evidence-based Program(s):
Professional Development: District Inservices

Budget:

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

End of Student Attendance Goal

Additional Goal: Fine Arts

Needs Assessment: Participation in the Fine Arts programs is presently above 50% of the total school enrollment.

Objective: In the 2008-09 school year, participation in the Fine Arts programs will increase by 5%.

Strategies:

1. Bring representative groups to recruitment programs at elementary feeder schools.
2. Offer 6th grade visitation tours to the middle school in the spring.
3. Provide parent open house "elective fair" to disperse information.
4. Purchase music for student instruction.
5. Purchase musical theatre royalties, sets, costumes and props.
6. Purchase uniforms for performing groups.
7. Purchase transportation to recruitment programs
8. Purchase instruments for student use
9. Purchase consumable art supplies

Evaluation: Involvement data from participation of all Fine Arts programs will be calculated relative to the total student population.

Evidence-based Program(s):

Professional Development:

Budget:

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

End of Fine Arts Goal

Additional Goal: Secondary Schools of National Prominence R & R

Needs Assessment:	74% of all students were reading at or above grade level. 59% of all students made annual learning gains 27% of all students were reading at Levels 4 and 5 79% of students made annual learning gains in mathematics. 76% of students met high standards in mathematics 72% of students scored a Level 4 or above on the combined writing prompt
Objective:	Provide all students with access to a rigorous curriculum during the 2008-09 school year.
Strategies:	1. Provide heterogeneous grouping of students in classes, including social studies, science, language arts and electives. 2. Double code the classes to reflect the enrollment of regular and honors students in the same class. 3. Provide differentiated instruction. 4. Provide differentiated materials. 5. Use higher order questioning in the classes. 6. Use the inclusion model for exceptional education students. 7. Use AVID strategies
Evaluation:	Progress reports and FCAT scores
Evidence-based Program(s):	1. AVID
Professional Development:	1. Provide teachers with ongoing training and support in higher order questioning. 2. Provide all teachers with ongoing training in Differentiated Instruction, including preplanning staff training and February inservice day. 3. Train all teachers in effective AVID strategies.

Budget:

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

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

End of Secondary Schools of National Prominence R & R Goal

Additional Goal: School Safety and Discipline

Needs Assessment: 83% on Client Surveys for respondents recognizing Johnson as having a safe learning environment.

Objective: For the 2008-09 school year the response rate on the Client Survey for respondents recognizing Johnson as having a safe learning environment will increase from 83% to 85%.

Strategies:

1. Implement a conflict resolution contract with students being mediated.
2. Through the Dean's office, provide discipline management strategies, interventions, and consequences to students as needed.
3. Dean implements a discipline ladder for students.
4. To ensure safety, the Dean will monitor and provide consequences to students who violate the district and school dress code.
5. Implement a student planner review through the FOCUS classes.
6. Utilize the safety review from the district safety office to help prioritize needs and assistance
7. Student uses the planner/handbook to promote positive student conduct.
8. Maintain safety packet in every classroom.
9. Provide evacuation routes and information for every classroom .
10. Continue to foster community involvement with local agencies such as PAL, Prevent, and local businesses.

Evaluation: Regular monitoring by the staff and SIC will be used to determine if the continuous improvement model is working.

Evidence-based Program(s): OSHA Standards
District Safety Guidelines
Professional Development: District Inservices

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Student Planners	A+ funding	\$3,200.00
		Total: \$3,200.00
Technology		
Description of Resources	Funding Source	Available

		Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,200.00

End of School Safety and Discipline Goal

Additional Goal: Secondary Schools of National Prominence -SLC

Needs Assessment:	74% of all students were reading at or above grade level. 59% of all students made annual learning gains 27% of all students were reading at Levels 4 and 5 79% of students made annual learning gains in mathematics. 76% of students met high standards in mathematics 72% of students scored a Level 4 or above on the combined writing prompt
Objective:	Students and teachers will be part of a Small Learning Community during the 2008-09 school year
Strategies:	1. Place content area teachers on a team of teachers to include one language arts, one science, one math and one social studies teacher. 2. Place students on one team, avoiding "cross teaming". 3. Provide time throughout the year to build team identity, team procedures and role. 4. Provide each team with common planning time. 5. The administrator will be part of each team, attending meetings weekly. 6. Provide each team with time off site to plan interdisciplinary units.
Evaluation:	Progress reports, FCAT scores, informal observation and discussion with teams
Evidence-based Program(s):	Teaming
Professional Development:	1. Provide teams with ongoing staff development in the area of teaming/Small Learning Communities. 2. Provide teams with staff development in the area of Interdisciplinary Units.

Budget:

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

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

End of Secondary Schools of National Prominence -SLC Goal

Additional Goal: Secondary Schools of National Prominence -Epeps

Needs Assessment:	74% of all students were reading at or above grade level. 59% of all students made annual learning gains 27% of all students were reading at Levels 4 and 5 79% of students made annual learning gains in mathematics. 76% of students met high standards in mathematics 72% of students scored a Level 4 or above on the combined writing prompt
Objective:	Every seventh and eighth grade, student with the input of his parents and guidance counselor, will develop and maintain an Individualized Program of Study in the form of an epep, both a hard copy and and an electronic copy in FACTS.org.
Strategies:	1.The guidance counselor will meet with all career courses and develop a hard copy of the epep with each student. 2.Guidance will keep the hard copies until career teacher and student are ready for electronic input 3.Parents will be informed multiple times of the need to schedule and attend a meeting with their student and student's guidance counselor. 4.A web based scheduler will be used, allowing the parents to schedule the meeting independently. 5.The epep will be reviewed with the parent and student during the IPS meetings
Evaluation:	Counselor logs of meetings District reports Parent survey
Evidence-based Program(s):	1. Individual counseling 2. Goal Setting 3. Parent Involvement 4. Problem based learning
Professional Development:	District inservices for the guidance counselors.
Budget:	

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

Additional Goal: Technology

Needs Assessment: Johnson Middle School has undergone major renovations, including having the classrooms wired to be 21st century classrooms. All equipment to support the Sunrise Standard has been ordered. The equipment needs to be connected, and the teachers need training on how to use it effectively in instruction.

Objective: By January 2009, all classroom which are wired to be 21st Century classrooms, will have equipment installed and teachers using it effectively for instruction.

Strategies: 1. District staff will assist building level tech in the installation of all equipment.
2. Teachers will be trained by tech and county personnel on how to use the technology effectively.

Evaluation: Evidence of use by classroom teachers during classroom observations by administration.

Evidence-based Program(s):

Professional Development: 1. Teacher training in the effective use of latest technology.

Budget:

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	New Reading Books for the Intensive Reading Classes	Textbooks	\$58,723.60
Mathematics	Classroom Sets of textbooks	Textbooks	\$3,268.00
Science	Classroom sets of textbooks	Textbooks	\$4,000.00
School Safety and Discipline	Student Planners	A+ funding	\$3,200.00
			Total: \$69,191.60
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Extended Day Supplement for teachers teaching 6/7	Academic Support	\$13,205.00
Reading	Materials for Media Center activities	SIP	\$250.00
Mathematics	Hourly rate of teachers for tutoring	Academic Support	\$11,075.00
Writing	Substitutes for teachers planning off site	SIP	\$3,000.00
			Total: \$27,530.00
			Final Total: \$96,721.60

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, junior high 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.**

SAC Involvement

Johnson Middle School's advisory council is engaged in needs assessment, setting goals and objectives, developing school-wide activities, recruitment of volunteers, student mentors, business partners, ongoing evaluation of instructional programs, etc. Our council is made up of parents, teachers, administrators, and staff members. 59% of the Council is non-school employees. Each year we strive to have our SAC membership reflect our community: Our SAC has been working for numerous years to write goals, objectives, and strategies to improve student achievement in all curriculum areas, improve attendance, increase parent involvement, provide staff development, improve technology, and provide a safe environment. In many cases, we have been able to meet our goals and objectives. We have increased our students FCAT (SSS) scores in reading and math, increased attendance, increased volunteer hours and parent participation, provided staff development, added computers and other technology to our classrooms, and reduced our number of behavior referrals. We realize that school improvement is an ongoing process and will continue to strive for goals and objectives that will help to meet the district and school's vision and

mission.

SAC Members

Members

- 1) Robert Fish, Principal
- 2) Beverly Austin, SAC Chair
- 3) Patricia Peltz, Teacher
- 4) Sandra Dahl, Teacher
- 5) Susan Glamore, Business Member
- 6) Kathi Wood, Parent
- 7) Jerome McNair, Parent
- 8) Sherri Young, Parent
- 9) Frank Avilla, Parent
- 10) Maureen Mousseau, Parent
- 11) Marriah Laveria, Parent
- 12) Pamela Williams, School Support Personnel

IMPLEMENTATION EVALUATION

Different components of the plan (i.e. goals/ objectives) will be addressed at each monthly SAC meeting. Budget expenditures related to the stated objectives will be shared with the committee . The progress in meeting the stated objectives will be thoroughly reviewed at mid-year. This information will also be shared with the entire school community through the school newsletter.

The final evaluation of the plan will include analysis of the FCAT results, the final budget expenditures, and a critical analysis of the funds spent and its impact on student achievement.

1. CRISS training
2. Provide a professional development library stocked with resources to help teachers incorporate reading across the curriculum
3. JustREAD! Florida leadership conference
4. Offer professional development opportunities in the area of reading
5. Provide a reading coach to aid teachers with reading in the content area, including fluency and vocabulary building.
6. Strongly encourage teachers to begin coursework for upcoming reading endorsement courses.
7. Reading teachers and coach will work directly with the publisher as well as county personnel to help with the implementation of the core curriculum.
8. Provide Differentiated Instruction training to all classroom teachers.
9. Continue to provide Glasser Quality Schools training to the teachers.
10. AVID strategies training for all teachers.
11. A3 AIP and Portfolio documentation training.
12. ESOL training through the county
13. ESOL strategies in the classroom
14. Professional Development Library with materials specific to the ELL student and his needs.
15. Inclusion training for identified teachers.
16. FCAT Task Performance
17. FCAT Writes Rubric training for all teachers
18. Writing Across the Curriculum
19. Interdisciplinary Teaming

- 20. Six Traits
- 21. Edline Training for classroom teachers

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 6										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 7										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery

	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 8										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 9										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 10										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 11										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

Baseline data aggregated at school level

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

End of Baseline Data Report

Mid-Year Report

2008 SCHOOL IMPROVEMENT MID-YEAR REPORT

Differentiated Accountability Status:

FCAT Assessed Grade Level: 3								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 4								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 5								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 6								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 7								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 8								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 9								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 10								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FCAT Assessed Grade Level: 11								
	Reading		Mathematics		Writing		Science	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mid-Year Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Change from Baseline Data	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Empty data from baseline data aggregated for your school.

Reading Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Mathematics Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include

specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

4. What specific strategies will be used to improve the achievement of non-AYP subgroups?

Writing Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Science Data Analysis

1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student mastery. Please be specific for each grade level and/or subgroup.

3. What changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each grade level and/or subgroup that saw declines.

Extended Learning Programs for Students

Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date.

SUBJECT AREA	FREQUENCY	DURATION	TOTAL # OF LEVEL 1 AND 2 STUDENTS IN THE SCHOOL	AVERAGE # OF LEVEL 1 AND 2 STUDENTS PARTICIPATING	AVERAGE % OF LEVEL 1 AND 2 STUDENTS PARTICIPATING
No data submitted					

Please describe the academic improvement that has occurred for participating students (please refer to specific data points).

Research-based Professional Development Activities for Teachers

Describe the professional development activities to date that are aligned with the school's instructional needs.

NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	DATE (MM/DD/YYYY)	INSTRUCTIONAL NEEDS ADDRESSED	# OF TEACHERS PARTICIPATING
No data submitted			

Based on the baseline and mid-year data, what additional professional development will be offered before the FCAT to help teachers increase student performance?

Parent Involvement Activities

Describe the parent involvement activities to date that *are aligned with the school's student achievement needs*.

ACTIVITY	DATE (MM/DD/YYYY)	ACHIEVEMENT NEED ADDRESSED	# OF PARENTS PARTICIPATING
No data submitted			

Based on the baseline and mid-year data, what additional parent involvement activities will be offered before the FCAT to address student achievement needs?

End of Mid-Year Report

AYP DATA

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Brevard LYNDON B. JOHNSON MIDDLE SCHOOL 3031												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 940		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO						
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows t of students "on trac proficient used to de AYP via the growth r						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		% o stud on t to b prof in m		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	99	Y	68	Y	77	Y			Y			NA	35	32	NA	25	23	NA	57	NA	84			
WHITE	99	Y	99	Y	73	Y	81	Y			Y			NA	31	27	NA	21	19	NA	58	NA	86			
BLACK	100	Y	99	Y		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y		NA		NA	92	88	N			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	52	N	64	Y	92	93	Y			NA	49	48	N	40	36	NA	47	N	76			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES	99	Y	97	Y	35	N	49	N	78	83	Y			NA	73	65	Y	62	51	Y	30	NA	63			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Brevard LYNDON B. JOHNSON MIDDLE SCHOOL 3031											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 974		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows t of students "on trac proficient used to de AYP via the growth r					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		% c stud on t to b prof in r	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N
TOTAL ⁴	100	Y	99	Y	65	Y	75	Y			Y			NA	34	35	NA	27	25	NA	44	NA	78		
WHITE	100	Y	99	Y	69	Y	79	Y			Y			NA	32	31	NA	23	21	NA	45	NA	80		
BLACK	100	Y	100	Y		NA		NA	90	89	N			NA			NA			NA					
HISPANIC	100	Y	95	Y		NA		NA	94	92	Y			NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	51	Y	60	Y	92	92	Y			NA	47	49	NA	44	40	NA	40	NA	74		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	99	Y	97	Y	27	N	38	N	88	78	N			NA	72	73	N	64	62	N	32	N	66		

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2														Brevard LYNDON B. JOHNSON MIDDLE SCHOOL 3031										
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 979		2005-2006 School Grade ¹ : A		Did the School make Adequate Yearly Progress? ⁵		PRO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math				
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N	2005	2006	Y/N	
TOTAL ⁴	100	Y	99	Y	66	Y	73	Y			Y			NA	38	34	NA	26	27	NA				
WHITE	99	Y	99	Y	68	Y	77	Y			NA			NA	36	32	NA	23	23	NA				
BLACK	100	Y	100	Y	51	NA	44	NA			90	Y		NA			NA			NA				
HISPANIC	100	Y	99	Y	48	NA	52	NA	93	94	Y			NA			NA			NA				
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA				
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	53	Y	56	Y	89	92	NA			NA	55	47	NA	40	44	NA				
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA				
STUDENTS WITH DISABILITIES	99	Y	99	Y	28	N	36	N	75	88	Y			NA	75	72	N	64	64	N				

SCHOOL GRADE DATA

Brevard School District LYNDON B. JOHNSON MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	83%	87%	60%	304	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	79%			138	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)	74% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					582	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Brevard School District LYNDON B. JOHNSON MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	81%	85%	59%	297	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	79%			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)	76% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					570	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Brevard School District LYNDON B. JOHNSON MIDDLE SCHOOL 2005-2006						
	Reading	Math	Writing	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	73%	79%	84%	236		Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.
% of Students Making Learning Gains	64%	78%		142		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?	71% (YES)			71		Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				449		
Percent Tested = 99%						Percent of eligible students tested
School Grade				A		Grade based on total points, adequate progress, and % of students tested