

## **2009 – 2010 SCHOOL IMPROVEMENT PLAN**

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School Name: Max Bruner Jr. Middle School  
District Name: Okaloosa  
Principal: Mr. John Spolski  
SAC Chair: Mr. Dave Smith  
Superintendent: Dr. Alexis Tibbetts  
Date of School Board Approval:

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### **VISION and MISSION STATEMENTS**

#### School Vision:

Our school will be a community in which each student receives the skills necessary to be successful in the future. Each teacher and staff member, in partnership with parents and community, is responsible for creating and supporting a positive learning environment that is essential for high quality instruction.

#### School Mission:

Every staff member of Max Bruner, Jr. Middle School will provide the highest academic standards and educational practices utilizing multiple instructional strategies. All employees are empowered to ensure that Bruner students reach their maximum potential in a safe, challenging, and thriving environment.

#### Belief Statements:

Student learning is the primary focus of our school.

All decisions are made with student learning as our priority.

All students have the potential to succeed.

Everyone has the right to be treated with dignity and respect.

Self respect and high personal expectations enhance success in society.

Every student is unique and has value.

Teachers, administrators, parents, and the community share the responsibility for student learning and success.

## **PART I: CURRENT SCHOOL STATUS**

### **SCHOOL PROFILE/DEMOGRAPHICS**

#### Brief History and Background of the School

Max Bruner, Jr., Middle School is a public middle school located at 322 Holmes Blvd. in Fort Walton Beach, Florida, in the panhandle area. Approximately 835 students are enrolled in grades six through eight. The school opened its doors in 1971 as Max Bruner, Jr., Junior High School, with an enrollment of 2,000 students. In 1989, when the district adopted the middle school concept, Bruner became a middle school with an enrollment of about 1600 students. Then in 1996, Destin Middle School opened and affected a zone change, causing Bruner's enrollment to drop to approximately 1,100 students. The enrollment has remained between 850 and 1,040 since that time.

Technology is an area of importance here as well. The ratio of computers to students has increased from one computer to every thirty students to one to every five students. We have two computer labs, a business lab, and a television broadcast studio. Teachers receive training each time a new technology resource is introduced into the district, such as My Learning Plan, Atomic Learning, DATASTAR, and Dashboard.

Bruner Middle School has been fully accredited by the Southern Association of Colleges and Schools. Many awards have been given to our school for outstanding achievements; Max Bruner Jr. Middle School has been recognized by the state of Florida as an A+ school for the past nine years. Our parents, students, teachers, and community jointly contribute to and support our efforts to maintain this status.

#### Unique School Strengths for Next Year

Our students are given extensive opportunities to develop their skills, talents, and abilities. We provide quality instruction for all students in each grade level. A full continuum of exceptional student education options, ranging from inclusion to resource classes for most subjects, is available, as well as co-taught and gifted classes. Alternative education and remedial/tutorial programs are offered, as well as Plan of Care and Summer Intensive Studies. Sixth and seventh grade students will have the opportunity to participate in Bruner's Gender Specific Program in Math and Language Arts classes. Our students participate in a wide variety of athletic activities as well as social activities through clubs and team events.

Bruner Middle School boasts a wide selection of sports offerings for male and female students, including our award-winning teams of swimming, golf, track, cross country, tennis, volleyball, softball, baseball, basketball, and football. Our athletic teams are competitive with other district middle schools and consistently win numerous championships. Our coaching faculty seek to be positive role models as well as superior instructors of their sport.

Students have opportunities to participate in organizations geared towards academics and enrichment such as the Academic Team, the Math Counts Team, and Beta Club. Band, Chorus, and other students are consistently awarded top honors for their performances and achievements. Students also have an opportunity to participate in the school-wide television broadcast (Morning Show) housed in the media center.

#### Unique School Weaknesses for Next Year

Bruner's ELL population continues to increase, and our faculty is in the process of becoming ELL endorsed. Bruner has been without a fine arts program other than music and chorus for the last several years. As Okaloosa County experiences declining enrollment, adequate funding becomes an issue for Bruner and its feeder schools.

Even though Bruner has been an "A" school as designated by the state accountability system. Bruner has not made AYP for two years in a row and is classified as Prevent I under Differentiated Accountability. The subgroups consisting of African Americans and Economically Disadvantaged (free & reduced lunch) did not meet the 2008-2009 adequate yearly progress percentages. It is imperative that Bruner focuses on our African American students especially those that qualify for free and reduced lunch.

#### Student Demographics

The racial/ethnic groups represented at Bruner are white, black, Asian, Hispanic, and Indian. Bruner's black student population is currently 22%. The white student population has decreased from 60% in 2006-07 to 53% in 2007-08. The rest of the Bruner population is as follows: 4% Asian, 9% Hispanic,

and 10% Multiracial/Indian. Bruner Middle School has 43% of its students on free or reduced lunch. Bruner has 3.3% of its population as Limited English Proficient.

**Student Attendance Rates**

77 students were absent 21+ days, or 7.4% of Bruner's population.

**Student Mobility**

The students at Bruner Middle School are residents of a community with a population of approximately 150,000. The religious orientation of the community is extremely diverse. The largest single employer is the military; tourism is the second largest provider of jobs in the area. Both the military and tourism influence the mobility rate of our school. Our stability rate is aligned with that of both the district and state (94.5, 94.3, and 94.9, respectively).

**Student Suspension Rates**

24 in-school suspensions; 159 out-of-school suspensions, for 15%

**Student Retention Rates**

2008-09 2%

**Class Size**

A point has been made to reduce class sizes in all subject areas and across grade levels to reduce discipline problems and to strengthen the relationship between students and teachers. Bruner adheres to the state guidelines for middle school and its target is 22 students for core classes.

6<sup>th</sup> grade average:21.8

7<sup>th</sup> grade average:22.0

8<sup>th</sup> grade average:22.2

**Academic Performance of Feeder Pattern**

Max Bruner Jr. Middle School is a comprehensive middle school that services elementary students from seven different schools where five are public, one is private, and one is a charter school. Listed below is a table that outlines these feeder schools:

FEEDER PATTERN FOR 0651:

| <u>School</u>            | School Number | Number of Students | 2009 Grade | 2008 Grade |
|--------------------------|---------------|--------------------|------------|------------|
| Florosa                  | 631           | 481                | A          | A          |
| Edwins                   | 31            | 382                | A          | A          |
| Mary Esther              | 561           | 462                | A          | A          |
| Wright                   | 281           | 538                | B          | A          |
| Elliot Point             | 541           | 476                | A          | A          |
| Liza Jackson Preparatory | 9807          | 698                | A          | A          |
| St. Marys                | N/A           | 417                | N/A        | N/A        |

**Partnerships and Grants**

YMCA

FWBHS

TARGET

WALMART

## STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

## HIGHLY QUALIFIED ADMINISTRATORS

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

| Position            | Name                     | Degree(s)/ Certification(s)  | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year)  |
|---------------------|--------------------------|--|-----------------------------------|-------------------------------------|--|
| Principal           | Mr. John Spolski         | Certificate: Biology and School Principal<br>Masters Ed Leadership<br>B.S. Cellular and Molecular Biology                  | 3 years                           | 5 years                             | A+ school nine years straight<br><br>2008-2009<br>95% of the student achieved High Standards in Writing<br>AYP was not achieved for African American Students or Free and Reduced Lunch Subgroup |
| Assistant Principal | Mrs. Pamela Hixson-Wells | Certificate: Special Ed, Middle School Integrated Curriculum<br>Masters in Counseling/Psychology<br>B.A. Political Science | 7 years                           | 2 years                             |  |

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

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

| Subject Area | Name        | Degree(s)/ Certification(s)  | Number of Years at Current School | Number of Years as a Coach | Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year) |
|--------------|-------------|--|-----------------------------------|----------------------------|---|
| Literacy     | Sylvia Hoke | Certificate: English, Reading, Administration Ed.S. in Educational Leadership Masters in Educational Administration B. A. in English | 3 years                           | 3 years                    | A+  |

### **HIGHLY QUALIFIED TEACHERS**

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

The Bruner Middle School staff consists of highly qualified teachers, and many hold advanced degrees. Our teachers average 10 years of teaching experience. Teacher training is of utmost importance at Bruner. Teachers have received professional development in instructional strategies such as CRISS and Six Traits, motivational book studies, and literacy strategies. In addition, we serve as a student teacher center for the University of West Florida.

| Description of Strategy   | Person Responsible                           | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--|---------------------------|---|
| 1. Soliciting referrals from current employees  | Principal                                    | N/A                       | Referrals ongoing                           |
| 2. Regular meetings of all teachers with administration to review classroom procedures, instructional goals, IPDP | Principal<br>Assistant Principal             | On-going                  |   |
| 3. Partnering of new teachers with veteran staff  | Principal                                    | On-going                  |   |
| 4. Establishment of Observation Classrooms  | Literacy Coach                               | On-going                  |   |
| 5. Peer Observations will take place  | Literacy Coach<br>Department<br>Chairpersons | On-going                  |   |

### **Non-Highly Qualified Instructors**

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

| Name        | Certification | Teaching Assignment                          | Professional Development/Support to Become Highly Qualified |
|-------------|---------------|--|---|
| Nancy Allen | ESE, Reading  | Four periods of elective; one period of math | Subject Area Exam/Integrated Curriculum                     |
|             |               |  |   |

**Staff Demographics**

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Qualified | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 52                                  | 0                        | 19-37%                                     | 15-29%                                      | 18-35%                                     | 22-42%                              |                    | 7-13%                       | 1-2%                                | 7-13%           |
|                                     |                          |  |   |  |                                     |                    |                             |                                     |                 |

**Teacher Mentoring Program**

Teachers of Max Bruner Jr Middle School will receive extensive support with:

- Management
- Lesson Plans
- Strategic Teaching
- Differentiated Instruction

Each teacher will be assigned a mentor teacher, a department chair, and a grade level chair that will assist with questions and strategies.

| Mentor Name | Mentee Assigned            | Rationale for Pairing | Planned Mentoring Activities  |
|-------------|----------------------------|-----------------------|---|
| Sylvia Hoke | Wheel                      | Modeling              | Continuing professional development in classroom management and differentiation |
| Sylvia Hoke | 7 <sup>th</sup> grade S.S. | Modeling              | Continuing professional development in differentiation                          |
|             |                            |                       |   |

**ADDITIONAL REQUIREMENTS**

**Coordination and Integration (for Title I schools only)**

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

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| Title I, Part A  |
| Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II in ensuring staff development needs are provided. |
| Title I, Part C- Migrant   |

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| Christy Corbin is the district's migrant liaison. She provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.   |
| Title I, Part D<br><br>District receives funds to support the educational alternative outreach program. Services are coordinated with district drop-out prevention programs.  |
| Title II<br><br>District receives supplemental funds for improving basic educational programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. |
| Title III<br><br>Services are provided through the district for educational materials and ELL district support services to improve the education of migrant and English Language Learners.  |
| Title X- Homeless<br><br>District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.  |
| Supplemental Academic Instruction (SAI)<br><br>SAI funds will be coordinated with Title I funds to provide summer school at a neighboring middle school for those who fail three or four core courses.  |
| Violence Prevention Programs<br><br>The school offers a non-violence and anti-drug program to students that incorporates community service, drug tests, and counseling through our School Resource Officer (SRO).   |
| Nutrition Programs<br>N/A   |
| Housing Programs<br>N/A   |
| Head Start<br>N/A   |
| Adult Education<br>N/A  |
| Career and Technical Education<br><br>Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged, and handicapped students from grades 6-8.  |
| Job Training<br>N/A   |
| Other   |

## **Response to Instruction/Intervention (RtI)**

### **School-based RtI Team**

*Identify the school-based RtI Leadership Team.*

**Principal/Assistant principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

**Guidance Counselor(s)** Facilitates the RTI process and provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates cores instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

**Literacy Coach:** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**School Psychologist:** Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**Staffing Specialist-**Acts as a resource for both the guidance counselors and the teachers using expertise in intervention support, documentation, and assessment of students.

**Speech Language Pathologist:** Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The leadership team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team will meet once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team will meet with the School Advisor Council (SAC) to help develop the SIP. The team provided data on the following: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Effective questioning, teaching strategies, reading strategies) and aligned processes and procedures.

| <b>Rtl Implementation</b>  |
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| <p><i>Describe the data management system used to summarize tiered data.</i></p> <p>Baseline data: Progress Monitoring and Reporting Network (PMRN); Florida Comprehensive Assessment Test (FCAT).<br/>Progress Monitoring: PMRN, Florida Assessment for Instruction in Reading (FAIR)<br/>Frequency of Data Days: Monthly</p> <p><i>Describe the plan to train staff on Rtl.</i></p> <p>Professional development will be provided during preplanning and will occur throughout the year. The Rtl team will also evaluate additional staff PD needs during the monthly Rtl Leadership Team meetings.</p> |

**School Wide Florida's Continuous Improvement Model**

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

| PLAN  |       |                                   |                                  |                                     |                                     |                                    |                                 |  |   |   |           |               |
|---|-------|-----------------------------------|----------------------------------|-------------------------------------|-------------------------------------|------------------------------------|---------------------------------|--|---|---|-----------|---------------|
| Data Disaggregation 2008-2009 FCAT Data   |       |                                   |                                  |                                     |                                     |                                    |                                 |  |   |   |           |               |
| <p><i>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</i></p> <p>Strengths: Across all grade levels, students are performing above state averages. 78% of Students are proficient in Reading. 75% are proficient in math. 95% of students meet standards in writing. This is an increase from 94% during the 2007-08 school year. In 8<sup>th</sup> grade 23 students increased from Level 1 &amp; 2 on to Level 3 in Math.</p> <p>Weaknesses: In the Reading, 8<sup>th</sup> grade 37 students regressed from Level 3 to Level 2<br/>4 students regressed from Level 3 to Level 1</p>   |       |                                   |                                  |                                     |                                     |                                    |                                 |  |   |   |           |               |
|   | GRADE | Meeting High Standards in Reading | % Meeting High Standards in Math | % Meeting High Standards in Writing | % Meeting High Standards in Science | % Making Learning Gains in Reading | % Making Learning Gains in Math | % of Lowest 25% Making Learning Gains in Reading | % of Lowest 25% Making Learning Gains in Math | Points Earned (Sum of Previous 9 Columns) | F/R Lunch | Minority Rate |
| 2009  | A     | 78                                | 75                               | 95                                  | 59                                  | 65                                 | 69                              | 64   | 56  | 561                                       | 43        | 43            |
| 2008  | A     | 78                                | 77                               | 94                                  | 53                                  | 72                                 | 76                              | 73   | 68  | 591                                       | 43        | 42            |
| 2007  | A     | 71                                | 75                               | 96                                  | 62                                  | 58                                 | 74                              | 55   | 67  | 558                                       | 41        | 39            |
| Instructional Calendar Development  |       |                                   |                                  |                                     |                                     |                                    |                                 |  |   |   |           |               |
| <p><i>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</i></p> <p>New Generation Standards, clusters, strands are implemented throughout the content areas. Math department is responsible for the math standards; language arts are responsible for the writing standards; and social studies instructors are tasked with incorporating the reading standards. Each department conferences with the elementary and the high school personnel to monitor the focus calendar and make needed revisions.</p> <p><i>Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?</i></p> <p>Math – 6<sup>th</sup> grade focus will be on measurement and algebraic thinking; 7<sup>th</sup> grade focus will be on geometry and number sense; 8<sup>th</sup> grade focus will be on measurement.<br/>Writing – 7<sup>th</sup> grade focus will be to prepare students for 8<sup>th</sup> grade Florida Writes.<br/>Science – Focus on earth and space cluster which includes a revision to the solar system being taught earlier in</p> |       |                                   |                                  |                                     |                                     |                                    |                                 |  |   |   |           |               |

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| <p>the school year. Teachers will work in conjunction with the district science specialist on earth/space topics to strengthen teacher methodology.<br/>         Reading – 6<sup>th</sup> grade focus will be on words/phrases and comparisons; 7<sup>th</sup> grade focus will be on words/phrases; 8<sup>th</sup> grade focus will be on main idea.</p>  |
| <p><i>What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?</i></p>   |
| <p>Student Needs drive instruction at Bruner Middle School. Data and results are closely analyzed by administrators, counselors, and teachers to ensure the schedule effective and efficient. The schedule was developed to ensure all students are learning at their maximum potential. Student learning styles and results will be an important determining factor as the registration and scheduling process unfolds.</p> |
| <p><i>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</i></p>  |
| <p>Bruner has identified that large gaps exist specifically within our middle-level performers. Many students who earn Levels 2 and 3 on FCAT have the mental capacity yet need additional support. A class will be offered as an elective with a formal interview process that helps assist students with career skills tied to coursework.</p>   |
| <p><i>How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?</i></p>  |
| <p> </p>   |

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| <b>DO</b>  |
| <b>Direct the Instructional Focus</b>  |
| <p><i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i></p>   |
| <p>Sixth grade teachers have common planning time and use the District provided Curriculum Guide to plan lessons. There are grade level meetings and department meeting to discuss movement through the curriculum. Seventh and eighth grade teachers meet as grade levels and departments to ensure communication is on-going between teachers.</p>   |
| <p><i>How are instructional focus lessons developed and delivered?</i></p>   |
| <p>The teachers of Bruner Middle School are encouraged to incorporate primary and secondary resources when teaching the content area standards. Using their own style and set of strategies, teachers are expected to develop lessons that use the technology, ancillary materials, and supplemental resources that target multiple intelligences.</p> |
| <p>Using the model in which teachers are required to develop measurable objectives on district evaluation instrument, Bruner encourages teachers to develop measurable goal statements and objectives for lessons.</p>   |
| <p><i>How will instructional focus lessons be revised and monitored?</i></p>   |
| <p>The department chairs and teachers will use the pre and post data to determine if the lessons are effective.</p>  |

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| <b>CHECK</b>  |
| <b>Assessment</b>   |
| <p><i>Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.</i></p>  |
| <p>FAIR-administered three times pre-mid-post to Level 1 &amp; 2 reading students<br/>         MATH-administered twice pre-post to Level 1 &amp; 2 students<br/>         PSAT-administered to all 8<sup>th</sup> grade students who earned a Level 5 on Reading &amp; Math the previous year.</p> |

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| <p>FL WRITES-Administered to all grade students<br/> FCAT-administered to all students sixth-eighth<br/> EOCS-End of Course Exams are administered to all students at the end of the year.</p>  |
| <p><i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i></p>  |
| <p>Depending on which assessment is being reviewed, the level of mastery varies for each grade and content area. The results are carefully analyzed by the administration, guidance and the faculty to determine placement, promotion, and support services.</p>  |
| <p style="text-align: center;"><b>Maintenance</b></p>   |
| <p><i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i></p>   |
| <p>Instructional alignment is based on the OCS D curriculum/pacing guides. Those students not demonstrating mastery will have the opportunity to work to work in small group instruction to help them achieve mastery. Students at and above mastery level will receive opportunities to participate in project , hands-on activities, or other supplemental lessons which will enhance and reinforce their skills and knowledge and allow them to maintain or increase their level of mastery/proficiency. Core content teachers will identify benchmarks and mastery level within their lesson plans. Students at and above mastery level will receive differentiated opportunities to enhance or enrich current skills by participating in supplemental lessons, projects and/or hands-on activities which will reinforce the skill and maintain the level of mastery.</p> |
| <p><i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i></p>   |
| <p>Grade level meetings, periodic meetings with the principal/literacy coach, Curriculum committee meetings, RTI meetings, and Grade Chair meetings with the department head and the administration.</p>  |
| <p style="text-align: center;"><b>Monitoring</b></p>  |
| <p><i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i></p>  |
| <p>The Administration and Grade Level Chairs will meet with teachers to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Also, the Literacy Coach will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The literacy coach will also help teachers with data analysis per their request.</p>   |

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| <b>ACT</b>  |
| <b>Supplemental and Intensive Instruction/Interventions</b>   |
| <p><i>Identify the core, supplemental, and intensive instruction and interventions.</i></p>   |
| <p>READ180 &amp; Language<br/> Intensive Math<br/> Title I support<br/> After School Tutoring</p>   |
| <p><i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i></p>  |
| <p>Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software in addition to Instructional Web sites will also be incorporated. Teachers will make use of instructional strategies or best practices discussed in Professional Learning Communities. The professional development workshops offer strategies that teacher may use in their classroom to enrich instruction. Students consistently demonstrating non-mastery will be encouraged to participate in tutorial sessions before or after school.</p> |
| <p><i>How does the school identify staff's professional development needs to improve their instructional strategies?</i></p>  |

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| Formal and informal climate surveys, teacher needs assessments aid in the formation of the professional development plan, collegial conversations, and administrative conferences are used.  |
| <i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>   |
| Low performing (level 1 and 2 on FCAT, below 36% on SAT 10), ESE, ELL and students that show a pattern of regression.  |
| <i>How will the effectiveness of the interventions be measured throughout the year?</i>  |
| The assessments used in Differentiated Accountability (FCAT, FAIR, SAT 10, PSAT) will be used to monitor the effectiveness. These assessments will be administered pre-mid and some post and then reviewed by all stakeholders to determine intervention effectiveness.              |
| <b>Enrichment</b>  |
| <i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>  |
| Students who typically exceed mastery levels participate in the school's gifted or advanced track. Students may enroll in elective classes that include foreign language for high school credit or fine arts.  |
| <i>Describe how students are identified for enrichment strategies.</i>   |
| <i>A variety of criteria is used to make this important determination. In accordance with Bruner's mission and vision, all students will experience a rigorous curriculum. Test data, academic history, and teacher recommendations will be reviewed for this type of placement.</i> |

### **Professional Learning Communities**

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

| PLC Organization (grade level, subject, etc.) | PLC Leader   | Frequency of PLC Meetings | Schedule (when) | Primary Focus of PLC (include Lesson Study and Data Analysis) |
|---|--|---------------------------|-----------------|---|
| Professional Development                      | Sylvia Hoke, Literacy Coach                            | Weekly                    | Tuesdays        | Student achievement   |
| Rtl Team                                      | Lana Franzalia and Susan VerSteeg, Guidance Counselors | Weekly                    | Mondays         | Determine instructional plan and/or review data for students. |
| Reading Strategy of the Month                 | Sylvia Hoke, Literacy Coach                            | Monthly                   | Second Thursday | Assist content area teachers with reading strategies          |

### **NCLB Public School Choice (for Title I schools only)**

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

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

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

### **Pre-School Transition**

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

N/A

### **Postsecondary Transition**

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

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

1. CHOICES EPEP portfolios are completed in the computer lab. The portfolios targets career areas that meet the students' academic strengths and interests.
2. Eighth grade students receive multiple presentations in the classroom in small group settings and whole-grade settings. These informative sessions target goal setting, student postsecondary aspirations (college, technical school, military, university).

## **PART II: EXPECTED IMPROVEMENTS**

### **Reading Goal**

*Needs Assessment:*

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? **NO remained the same**

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

Did all student subgroups meet AYP targets? **NO** If not, which subgroups did not meet the targets?

**A/A, F/R**

Did 50% or more of the lowest 25% make learning gains? **YES** What is the percent of the lowest 25% of students making learning gains? **64%**

Did 50% or more of the total number tested make learning gains? **YES** What is the percent of students making learning gains? **65%**

| Based on the Needs Assessment, Identify Area(s) for Improvement               | Objective Linked to Area of Improvement  | Action Step   | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step                         | Evaluation Tool               |
|---|--|---|---|--|-------------------------------|
| Increasing FCAT scores for students who scored Level 1                        | 75% of Bruner IR students will score Level 2 or higher on the reading portion of the 2010 FCAT.                            | 1. IR teachers will implement reading strategies in their classrooms.         | 1. Admin IR teachers                              | 1. Progress monitoring<br>CWTs   | 1. FCAT                       |
|   |  | 2. IR teachers will practice FCAT-type items in their classrooms.             | 2. Admin IR teachers                              | 2. Progress monitoring   | 2. FCAT sample tests and FCAT |
| Grade level for reading   | 95% of Bruner IR students will show an increase in reading level from the first FAIR administration to the last FAIR test. | 1. IR teachers will administer FAIR three times during the school year.       | 1. Admin IR teachers                              | 1. Computer-based assessment scoring.  | 1. FAIR                       |
|   |  | 2. IR teachers will continue to use reading strategies in their classrooms.   | 2. Admin IR teachers                              | 2. Progress monitoring   | 2. FAIR                       |
| Vocabulary  | 80% of Bruner IR students will show an increase in vocabulary ability on FCAT and FAIR.                                    | 1. IR teachers will use vocabulary enrichment strategies in their classrooms. | 1. Admin IR teachers                              | 1. Progress monitoring   | 1. FCAT/FAIR                  |
|   |  | 2. IR teachers will administer assessments as required.                       | 2. Admin Literacy coach                           | 2. Computer-based assessment scoring.  | 2. FCAT/FAIR                  |
| Grades 6-8 students will achieve high standards on the 2009 FCAT Reading Test | In 2010, 85% of students in grades 6-8 will achieve high standards on the Reading  | 1. Social Studies Teachers will specifically identify standards in            | 1. Admin Literacy Coach<br>Department Head        | 1. Administration will review lesson plans and conduct classroom walkthroughs. | 1.                            |

|  |       |   |                      |  |    |
|--|-------|---|----------------------|--|----|
|  | FCAT. | Social Studies and incorporate Reading strategies in their classrooms.                                      |                      | Collegial conversations and professional development will take place during in-service, department and grade level meetings. |    |
|  |       | 2. Lesson plans in core subject areas will identify Pre-reading, during-reading and post-reading strategies | 2. Administration or | 2. Administration will review lesson plans and conduct classroom walkthroughs.   | 2. |

| Professional Development Aligned with Objective   |                                       |  |  |   |   |
|---|---------------------------------------|--|--|---|---|
| Objective Addressed   | Content/Topic                         | Facilitator  | Target Date  | Strategy for Follow-up/Monitoring   | Person Responsible for Monitoring   |
| 75% of Bruner IR students will score Level 2 or higher on the reading portion of the 2010 FCAT. | Reading strategies                    | Sylvia Hoke  | September 2009 – May 2010                                    | Reading strategies introduced and followed up monthly   | Literacy Coach  |
| 75% of Bruner IR students will score Level 2 or higher on the reading portion of the 2010 FCAT. | Data Analysis Sessions: FCAT and FAIR | Principal  | August 2009- April 2010                                      | Teachers will be able to navigate through Teacher PAWS, and FAIR, to determine areas of strengths and weaknesses of students or groups. | Principal<br>Assistant Principal<br>Grade Level Chairs<br>Dept Chairs<br>Literacy Coach |
| In 2010, 72% of F/R and Black students will score at level 3 and above.                         | 10 Effective Strategies RTI           | RTI TEAM<br>Principal<br>Assist. Prin.<br>Literacy Coach | Intro: Sept 2009<br><br>Follow-up: December 2009- April 2010 | Grade Level Child Study   | Principal<br>Assistant Principal<br>Grade Level Chairs<br>Dept Chairs<br>Literacy Coach |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

**For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher**

All staff will become proficient in the use of active reading strategies in promoting comprehension as evidenced by lesson plan documentation, administrative observation, and student reports. All teachers will incorporate reading strategies in the content areas, to include at a minimum:  
 Pre-reading (Example: graphic organizers), During-reading (Example: Cornell notes), Post-reading (Example: summarization) DBQ, Venn Diagrams, Anticipation Guides, and Projects

All teachers will understand the resources that the content area textbook provides and content area teachers will develop and monitor PMP's as designated in the PPP. The department chairs will assist with data analysis and develop lists of necessary resources from the administration . Bruner teachers will use CRISS strategies to incorporate vocabulary into their classrooms.

| <i>Budget</i>   |   |                                    |                         |
|---|---|------------------------------------|-------------------------|
| Evidence-based Program(s)/Materials(s)  |   |                                    |                         |
| Objective   | Description of Resources  | Funding Source                     | Available Amount        |
| In 2010, 82% of students in grades 6-8 will achieve mastery on the FCAT Reading Test. | Upgrade to Enterprise Edition Read 180: Language Arts Adoption  | Textbook Funds                     | \$7,500                 |
|   | <u>Supplemental Materials such as:</u><br>--Best Practices<br>--Classroom Libraries<br>--Scholastic Magazines | Title I                            | \$25,000                |
| In 2010, 72% of F/R and Black students will score at level 3 and above.               |   |                                    | \$5,000                 |
|   |   |                                    | <b>Total: \$37, 500</b> |
| Technology  |   |                                    |                         |
| Objective   | Description of Resources  | Funding Source                     | Available Amount        |
| In 2010, 82% of students in grades 6-8 will achieve mastery on the FCAT Reading Test. | Headphones/Read 180 Labs  | Discretionary Funds<br><br>Title I | \$153.00                |
|   |   |                                    | <b>Total:\$153.00</b>   |

*End of Reading Goal*

**Mathematics Goal**

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? **Decrease** What is the percent change? **2%**

What clusters/strands, by grade level, showed decrease in proficiency? **Measurement & Geometry**

Did all student subgroups meet AYP targets? **NO** If not, which subgroups did not meet the targets?

**A/A F/R**

Did 50% or more of the lowest 25% make learning gains? **YES** What is the percent of the lowest 25% of students making learning gains? **56%**

Did 50% or more of the total number tested make learning gains? **YES** What is the percent of students making learning gains? **69%**

| Based on the Needs Assessment, Identify Area(s) for Improvement | Objective Linked to Area of Improvement   | Action Step  | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step  | Evaluation Tool                        |
|---|---|--|---|---|--|
| Intensive/Remedial Math   | 75% of Bruner math students will increase their math FCAT score from the previous year. | 1. Students enrolled in intensive/remedial math will also be enrolled in regular math classes.           | 1. Assistant Principal                            | 1. Progress monitoring                                  | 1. FCAT                                |
| Math tutorials  | Bruner math teachers will staff a math help lab for Bruner students.                    | 1. Math teachers will help staff math help lab.  | 1. Math department chair                          | 1. Progress monitoring                                  | 1. Teacher-generated assessments       |
| Geometry  | Geometry Honors will be offered to highest achieving math students                      | 1. Students will be placed into a geometry honors class based on FCAT scores and teacher recommendation. | 1. Assistant principal                            | 1. Progress monitoring, Informal and formal assessments | 1. Teacher-generated assessments, FCAT |

|   |   |   |                                |  |                               |
|---|---|---|--------------------------------|--|-------------------------------|
| Math fluency  | Bruner math students will use computer-assisted instruction for drill and practice. | 1. Math teachers will take students to computer lab for computer-assisted drill/practice.   | 1. Math teachers               | 1. Informal observation  | 1. Computer-based assessments |
| Measurement 6-8 Algebraic Thinking 7 and Geometry 6/8 clusters identified with the lowest mean values on the 2009 FCAT in Math. | There will be a 2-3-point increase for these clusters.                              | 1. All teachers will provide connections to real-world situations. Manipulative models will be used to provide connections to math concepts.  | 1. Principal Department Chair  | 1. Discussions during department/curriculum meetings with continued practice developing algebraic thinking and measurement | 1. FL DOE D.A. Assessments    |
|   |   | 2. Learning labs will be provided for additional assistance with homework and concepts in the various content areas. Learning labs will be held in the mornings and/or afternoons in each grade level's designated areas. | 2. .Principal Department Chair | 2. Tutoring Schedule/Logs  | 2. EOC Exams                  |
|   |   | 3. Beta Club students will tutor as evidenced by tutoring log. This will count towards their community service obligation for their organization.   | 3. .Principal Department Chair | 3. Tutoring Schedule/Logs  | 3.                            |

| Professional Development Aligned with Objective |   |              |               |                                   |                                   |
|---|---|--------------|---------------|-----------------------------------|-----------------------------------|
| Objective Addressed                             | Content/Topic   | Facilitator  | Target Date   | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
| Math Strategies                                 | District-offered training<br>Teachers will focus on struggling and/or advanced learners.<br>Differentiated instruction, CRA Model of Instruction with manipulatives, and lesson development for tiering instruction | Debbie Davis | November 2009 | Exit surveys                      | Math Chair                        |
| Curriculum Alignment                            | Elementary and high school teachers will meet with the Bruner math department   | Math Chair   | Ongoing       | Test results                      | Principals                        |

| <i>Budget</i>   |                          |                |                         |
|---|--------------------------|----------------|-------------------------|
| Evidence-based Program(s)/Materials(s)  |                          |                |                         |
| Objective   | Description of Resources | Funding Source | Available Amount        |
|   |                          |                |                         |
|   |                          |                |                         |
|   |                          |                | <b>Total:</b>           |
| Technology  |                          |                |                         |
| Objective   | Description of Resources | Funding Source | Available Amount        |
| Bruner math students will use computer-assisted instruction for drill and practice. | Elmo Projectors          | A+ Money       | \$2200.00               |
|   |                          |                |                         |
|   |                          |                | <b>Total: \$2200.00</b> |

*End of Mathematics Goal*

## Science Goal

### Needs Assessment:

Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency? **N/A**

| Based on the Needs Assessment, Identify Area(s) for Improvement                                   | Objective Linked to Area of Improvement  | Action Step   | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step                | Evaluation Tool           |
|---|--|---|---|---|---------------------------|
| Based on the 2009 FCAT, 53% of the 8 <sup>th</sup> grade students achieved level three and above. | 65% of the 8 <sup>th</sup> grade students will score level three or above on the 2010 FCAT science assessment. | 1. Students will participate in cooperative learning groups   | 1. Administrator and Teacher                      | 1. Observation during CWT's and evaluations along with lesson plans.  | 1. Assessments FCAT & EOC |
|   |  | 2. Every science teacher is expected to complete at least 12 hands on demonstrations activities per semester. | 2. Administrator and Department Chair             | 2. Students will complete a Science Lab notebook/journal              | 2. Assessments FCAT & EOC |
|   |  | 3. The science department will provide the chair with a list of all hands on activities with a brief summary. | 3. Department Chair                               | 3. The activity sheets will be submitted at the end of each semester. | 3. Assessments FCAT & EOC |
| Based on the 2009 FCAT, 53% of the 8 <sup>th</sup> grade students achieved level three and above. | 65% of the 8 <sup>th</sup> grade students will score level three or above on the 2010 FCAT science assessment. | 1. Three science teachers will work cooperatively (observation classroom) with the literacy coach in science. | 1. Literacy Coach                                 | 1. Administrative Observation   | 1. Assessments FCAT & EOC |

| Professional Development Aligned with Objective  |                            |                |             |  |                                   |
|--|----------------------------|----------------|-------------|--|-----------------------------------|
| Objective Addressed  | Content/Topic              | Facilitator    | Target Date | Strategy for Follow-up/Monitoring      | Person Responsible for Monitoring |
| 65% of the 8 <sup>th</sup> grade students will score level three or above on the 2010 FCAT science assessment. | Book Studies and Workshops | Literacy Coach | ongoing     | Classroom observation and lesson plans | Literacy Coach & Administration   |

| <i>Budget</i>  |  |                            |                           |                     |
|--|--|----------------------------|---------------------------|---------------------|
| Evidence-based Program(s)/Materials(s)   |  |                            |                           |                     |
| Objective  | Description of Resources   | Funding Source             | Available Amount          |                     |
| 65% of the 8 <sup>th</sup> grade students will score level three or above on the 2010 FCAT science assessment. | GEMS-Lab Activities<br>Hands On Activities for 6-8 grade science classes that include biological, physical, earth/space, and physical content. | Textbook<br>Title I<br>SAC | \$1000<br>\$1200<br>\$500 |                     |
|  |  |                            |                           | <b>Total:\$2700</b> |
| Technology   |  |                            |                           |                     |
| Objective  | Description of Resources   | Funding Source             | Available Amount          |                     |
| Teachers will incorporate technology/multimedia resources with classroom presentations and discussions.        | Resources include power point slides, "mind-jogger" videos, brain-pop, and brainchild.   | Textbook and Discretionary | \$500                     |                     |
|  | ELMO Projectors & Video Projectors   | A+ Money                   | \$1100                    |                     |
|  |  |                            |                           | <b>Total:\$1600</b> |
| Professional Development   |  |                            |                           |                     |
| Objective  | Description of Resources   | Funding Source             | Available Amount          |                     |
| Teachers will incorporate technology/multimedia resources with classroom presentations and discussions.        | Digital Storytelling PD  | N/A                        | N/A                       |                     |
|  | Movie Maker PD   | N/A                        | N/A                       |                     |
|  |  |                            |                           | <b>Total:</b>       |

*End of Science Goal*

## Writing Goal

### Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or decrease? **INCREASE** What is the percent change? **1%**

| Based on the Needs Assessment, Identify Area(s) for Improvement | Objective Linked to Area of Improvement                               | Action Step   | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step         | Evaluation Tool                         |
|---|---|---|---|--|---|
| Vocabulary  | Increase vocabulary for Florida Writes performance                    | 1. Use of WOW   | 1. LA teachers                                    | 1. Teacher assessment  | 1. WOW test or other teacher assessment |
|   |   | 2. Daily, weekly, and monthly writing exercises using expanded vocabulary   | 2. LA teachers                                    | 2. Teacher assessment  | 2. Writing samples                      |
| Writing Across the Curriculum                                   | Improve student writing skills for Florida Writes/FCAT short response | 1. All subject areas will participate in three WAC assignments per semester | 1. Subject area teachers                          | 1. LA Mentors  | 1. writing portfolios                   |
| Writing folders   | Review students' previous years' writing samples                      | 1. LA teachers evaluate incoming students' previous years' writing          | 1. Bill Gainey and Heather Soltis                 | 1. Used as basis for individualizing writing plan for students | 1. student writing samples              |

### Professional Development Aligned with Objective

| Objective Addressed           | Content/Topic                 | Facilitator | Target Date    | Strategy for Follow-up/Monitoring        | Person Responsible for Monitoring |
|-------------------------------|-------------------------------|-------------|----------------|--|-----------------------------------|
| Writing Across the Curriculum | Discussion of student samples | LA teachers | September 2009 | Refine techniques and writing strategies | Helen Holt, LA Dept. Chair        |

### Budget

| Evidence-based Program(s)/Materials(s) |                          |                |                  |
|--|--------------------------|----------------|------------------|
| Objective                              | Description of Resources | Funding Source | Available Amount |
|  |                          |                |                  |

|                               |  |     |                     |
|-------------------------------|--|-----|---------------------|
| Writing Across the Curriculum | Teachers grade 6 <sup>th</sup> and 7 <sup>th</sup> grade Okaloosa Writes | SAC | \$500               |
|                               |  |     |                     |
|                               |  |     | <b>Total: \$500</b> |

*End of Writing Goal*

**Parent Involvement Goal**

*Needs Assessment:*

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

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

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

Was the percent of parent participation in school activities maintained or increased from the prior year? **INCREASED – Received gold award from district office**

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

| Based on the Needs Assessment, Identify Area(s) for Improvement                           | Objective Linked to Area of Improvement  | Action Step   | Person Responsible for Monitoring the Action Step                                    | Process Used to Determine Effectiveness of Action Step | Evaluation Tool           |
|---|--|---|--|--|---------------------------|
| Important information will be made easily available for parents, guardians, and students. | Educate parents on the inter-workings of the school, expectations, and program requirements using guidance department, media center, and teachers. | 1. Incoming sixth grade parents will be invited to attend conference meetings in the Spring.                                  | 1. Administration<br>Department Chairs<br>6 <sup>th</sup> grade teachers<br>Sponsors | 1. Feedback Survey<br>Attendance Logs                  | 1. Logs<br>Survey Answers |
|   |  | 2. Multiple Open Houses and Orientations will be provided for sixth grade students, as well as newcomers, and their families. | 2. Administration<br>Department Chairs<br>6 <sup>th</sup> grade teachers<br>Sponsors | 2. Attendance  | 2. Sign Sheet             |

|  |  |   |   |  |   |
|--|--|---|---|--|---|
|  |  | <p>3. An informational bookmark and folder will be distributed at elementary meetings to help parents and students experience a smooth transition from elementary to middle school.</p>   | <p>3. Administration<br/>Department Chairs<br/>6<sup>th</sup> grade teachers<br/>Sponsors</p> | <p>3.Elementary Teacher/Principal feedback<br/><br/>Elementary SAC feedback survey</p> | <p>3.SAC Surveys</p>  |
|  |  | <p>1. Bruner will maintain communication with parents through:<br/>Website<br/>Shield<br/>Planners<br/>Marquee</p> <p>Methods of parent/teacher contact may include:<br/>Teacher Web Sites<br/>Conferences<br/>Student planners;<br/>Grades Online;<br/>Printed progress reports;<br/>Phone conferences;<br/>Schoolnotes.com.</p> | <p>1. All Staff</p>   | <p>1.Shield Web Site</p>   | <p>1.Discipline Behavior Report for Asst Superintendent</p> |

| <i>Budget</i>  |  |                 |                     |
|--|--|-----------------|---------------------|
| Evidence-based Program(s)/Materials(s)   |  |                 |                     |
| Objective  | Description of Resources   | Funding Source  | Available Amount    |
| Increase parental involvement  | Substitutes will be provided for parent conferences during the school day. | SAC Substitutes | \$800               |
|  |  |                 | <b>Total: \$800</b> |
| Technology   |  |                 |                     |
| Objective  | Description of Resources   | Funding Source  | Available Amount    |
|  |  |                 |                     |
|  |  |                 | <b>Total:</b>       |
| Professional Development   |  |                 |                     |
| Objective  | Description of Resources   | Funding Source  | Available Amount    |
| Educate parents on the role of the guidance department/ media center/literacy program. | Paper, Printing, Ink, Supplies for Workshops                               | Title One       | \$1700              |
|  |  |                 | <b>Total:\$1700</b> |

*End of Parent Involvement Goal*

**Other Goals**

| Based on the Needs Assessment, Identify Area(s) for Improvement  | Objective Linked to Area of Improvement  | Action Step                                    | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool                                     |
|--|--|--|---|--|---|
| The Gender Specific Program will add additional value to the middle school experience by offering a schedule for boys and girls in core classes. | The sections of gender specific classes in 6 <sup>th</sup> and 7 <sup>th</sup> grade will remain stable of increase for 2009-2010. | 1.Conferencing with Parents                    | 1.Principal Department Chair                      | 1.Enrollment & Registration                            | 1.Class Counts and Test Results                     |
|  |  | 2.Support for teachers                         | 2. Principal Department Chair                     | 2.Climate Survey                                       | 2.Survey Results                                    |
| Students will participate in advanced classes in middle school   | Advanced level classes will be made available and students   | 1.Meetings with Parents, students, and faculty | 1.Administrati on and Homeroom teachers           | 1.Master Schedule                                      | 1 .Test Results and Academic Histories of students. |

|                           |   |   |                   |                        |                 |
|---------------------------|---|---|-------------------|------------------------|-----------------|
| under the PPP Guidelines. | will be enrolled if their test scores or academic histories indicate potential. | 2. A STRIVE program was designed to support targeted students with college potential. | 2. STRIVE Teacher | 2. Quarterly follow-up | 2. Report cards |
|---------------------------|---|---|-------------------|------------------------|-----------------|

*End of Other Goals*

**FINAL BUDGET** (Insert Rows as Needed)

| <i>Budget</i>   |   |                                |                        |
|---|---|--------------------------------|------------------------|
| Evidence-based Program(s)/Materials(s)  |   |                                |                        |
| Goal  | Description of Resources  | Funding Source                 | Available Amount       |
| 75% of Bruner IR students will score Level 2 or higher on the reading portion of the 2010 FCAT. | Read 180: Upgrade to Enterprise Edition   | Textbook Funds                 | \$7,500                |
|   | Language Arts Adoption  | Textbook Funds                 | \$58,769               |
|   | <u>Supplemental Materials such as:</u><br>--Best Practices<br>--Classroom Libraries<br>--Scholastic Magazines | Title I                        | 5,000                  |
| 75% of Bruner math students will increase their math FCAT score from the previous year.         | <u>Supplemental Materials</u>   | Title One/Textbooks            | \$1000                 |
| 65% of students will score at level three or higher the FCAT Science Assessment.                | GEMS Lab Activities   | Discretionary Textbooks<br>SAC |                        |
|   |   |                                | <b>Total: \$70,469</b> |
| Technology  |   |                                |                        |
| 75% of Bruner IR students will score Level 2 or higher on the reading portion of the 2010 FCAT. | Headphones/ CD Players for Read 180 Labs  | Discretionary Funds            | \$1000                 |
|   | LCD Projectors  | Title One                      | \$200                  |

|  |  |                                 |                         |
|--|--|---------------------------------|-------------------------|
|  | Novels   | School Board Member             | TBD                     |
| 75% of Bruner math students will increase their math FCAT score from the previous year<br>75% of Bruner math students will increase their math FCAT score from the previous year   | Elmo Projectors<br>Math Projectors   | A + Money                       | \$3000                  |
| 95% of the 8 <sup>th</sup> grade student will achieve high standards in writing on Florida Writes/FCAT   | Elmo Projectors<br>Subs for Okaloosa Writes  | Language Arts<br>Social Studies | \$550<br>\$975<br>\$500 |
|  |  |                                 | <b>Total: \$6225</b>    |
| <b>Professional Development</b>  |  |                                 |                         |
| 75% of Bruner IR students will score Level 2 or higher on the reading portion of the 2010 FCAT.<br><br>75% of Bruner math students will increase their math FCAT score from the previous year.<br><br>65% of students will score at level three or higher the FCAT Science Assessment. | Articulation Meetings<br><br>Books for Book Study<br>Never Work Harder<br><br>Supplies for Teacher       | Title I                         | \$1100                  |
| 75% of Bruner math students will increase their math FCAT score from the previous year.  | Articulation Meetings<br><br>Books for Book Study<br>Discipline with Dignity<br><br>Supplies for Teacher | Title I                         | \$1100                  |
| 65% of students will score at level three or higher the FCAT Science Assessment.   | GEMS Activities  | Title I<br>Textbook<br>SAC      | \$2700                  |
|  |  |                                 |                         |
|  |  |                                 |                         |
|  |  |                                 | <b>Total: \$4,900</b>   |

| Other  |  |                |                         |
|--|--|----------------|-------------------------|
| Goal   | Description of Resources   | Funding Source | Available Amount        |
| The Gender Specific Program will add additional value to the middle school experience by offering a schedule for boys and girls in core classes. | 4 teacher 6 <sup>th</sup> and 7 <sup>th</sup> grade Language Arts and Math | FEFP           | \$270,800               |
| Students will participate in advanced classes in middle school under the PPP Guidelines  | STRIVE teacher   | Title I        | \$67,700                |
|  |  |                |                         |
|  |  |                |                         |
|  |  |                | <b>Total: \$338,500</b> |

## Differentiated Accountability

School-level Differentiated Accountability Compliance

| School Differentiated Accountability Status |                                     |                                     |                                    |                    |
|---|-------------------------------------|-------------------------------------|------------------------------------|--------------------|
| Intervene <input type="checkbox"/>          | Correct II <input type="checkbox"/> | Prevent II <input type="checkbox"/> | Correct I <input type="checkbox"/> | Prevent I <b>X</b> |

Attach school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

*School Advisory Council (SAC) Membership Compliance*

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

Yes  No

| If No, Measures Being Taken to Comply with SAC Requirement |
|--|
|  |

| Projected use of SAC Funds                              | Amount |
|---|--------|
| Planners-Parental Communication                         | \$1500 |
| GEMS-Science Activities                                 | \$500  |
| Substitutes for Professional Development & Conferencing | \$2000 |

| Describe the Activities of the School Advisory Council for the Upcoming Year                 |
|--|
| The School Advisory Council (SAC) has an important function at Max Bruner Jr. Middle School. |

Listed below are some of the functions of the SAC.  
 Support the Bruner Community Vision, Mission, and Belief Statements.

- Assist the school to analyze school surveys
- Review FCAT Data
- Approve School SAC Budget

*SAC Membership Roster*

List of Members

| Member Name        |            |               | Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff) |
|--------------------|------------|---------------|---|
| Bobo-Miles         | Patricia   | Parent        |   |
| Culbreth           | Wanda      | Teacher       |   |
| Fitzgerald         | Andra      | Community     |   |
| Guin               | Annette    | Parent        |   |
| Leon               | Alexandria | Student       |   |
| Nichols            | Mike       | Support Staff |   |
| Peterson           | Cynthia    | Teacher       |   |
| Peterson           | Dale       | Teacher       |   |
| Rodriguez          | Alex       | Student       |   |
| Sanderson          | Jeanette   | Teacher       |   |
| Smith              | Dave       | Parent        |   |
| Spolski            | John       | Principal     |   |
| Taylor             | Shirley    | Parent        |   |
| Totty              | Christine  | Parent        |   |
| True               | Jennifer   | Parent        |   |
| Goodson            | Ellen      | Parent        |   |
| Totty              | Christine  | Parent        |   |
| <b>New Members</b> |            |               |   |
| Leuth              | Nancy      | Parent        |   |
| Boolos             | Vicki      | Parent        |   |
| Walls              | Lori       | Parent        |   |
| Massey             | Dawn       | Parent        |   |
| Kestner            | Rhonda     | Parent        |   |
|                    |            |               |   |
|                    |            |               |   |
|                    |            |               |   |
|                    |            |               |   |
|                    |            |               |   |