

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: YULEE ELEMENTARY SCHOOL

District Name: Nassau

Principal: Scott Hodges

SAC Chair: Desiree Bolton

Superintendent: Dr. John Ruis

Date of School Board Approval: 10/25/12

Last Modified on: 10/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Scott Hodges	B.A., M.S./Educational Leadership (K-12), School Principal, Elementary Education	7	10	2005-2006 School Grade B, AYP(NO) 2006-2007 School Grade A, AYP(YES) 2007-2008 School Grade A, AYP(NO) 2008-2009 School Grade A, AYP(NO) 2009-2010 School Grade A, AYP(NO) 2010-2011 School Grade A, AYP (NO) 2011-2012 School Grade A, Reading 69%, Mathematics 67%, Science 61% (Learning Gains for Lowest 25%: Reading 55%, Mathematics 60%).
Assis Principal	George Raysor	B.A., M.S./Educational Leadership (K-12), Elementary Education	3	5	2009-2010 School Grade A, AYP(NO) 2010-2011 School Grade A, AYP (NO) 2011-2012 School Grade A, Reading 69%, Mathematics 67%, Science 61% (Learning Gains for Lowest 25%: Reading 55%, Mathematics 60%).

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Terry Bass	B.A., M.S./Elementary Education & Second Major Reading	1	7	For the last several school years, Mrs. Bass has served as Reading Coach for Emma Love Hardee Elementary. During that time, ELH has always had the school grade of "A". The lowest 25% of students who made gains was always over 50% in both math and reading. However, due to the ESE sub groups progress, AYP was never achieved.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New Teacher Orientation	Principal	August 2012	
2	Regular meetings for new teachers	Principal, Grade Level Chairs	Continuous	
3	New Teacher Mentor Program	District Staff Development Coordinator/Principal	Continuous	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Zero	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	1.8%(1)	21.8%(12)	34.5%(19)	41.8%(23)	30.9%(17)	100.0%(55)	5.5%(3)	9.1%(5)	34.5%(19)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Both are ESE	

Peg Granger	Jamie Hatch	teachers with a similar class make up. Mrs. Granger is the ESE Grade Level Chair.	regular meetings to ensure all routines, procedures and best practices are understood and are being implemented
Christina Steffen	Anna Smith	Both teach 3rd grade with a similar class make up. Mrs. Steffen is the 3rd Grade Level Chair.	regular meetings to ensure all routines, procedures and best practices are understood and are being implemented
Jeanne Elliott	Tricia Ross	Both teach 5th grade with a similar class make up. Mrs. Elliot is the 5th Grade Level Chair.	regular meetings to ensure all routines, procedures and best practices are understood and are being implemented
Lisa Dutschke	Angela Green	Both teach 4th Grade with a similar class make up. Mrs. Dutschke is the Fourth Grade Level Chair.	regular meetings to ensure all routines, procedures and best practices are understood and are being implemented
Jean Lamar	Jaime Hatch, Angela Green	Both mentees are true first year teachers and will take part in the districts year long First Year Teacher Program.	Ms. Lamar will conduct monthly meetings with new teachers as well as conduct classroom visits. These visits will be followed up with feedback on observations and suggestions for improvement.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

The school needs assessment process that is included in the Title I Part A project requires an extensive self analysis of student performance data, attitudinal and quantitative data from all areas of the school self evaluative process. The results of this self study drive the goals and activities as reflected in the Title I Part A project as well as providing the basis for all expenditures. The School Improvement Plan is the state reporting mechanism to reflect the required federal elements as the federal assurances state.

Title I, Part C- Migrant

Currently, the Nassau School District reports no students as identified as migrant.

Title I, Part D

The Nassau School District does not house any juvenile justice facilities; however, as a result of a prior year facility being shut down, funds still flow to the district for 2012-2013 school year. These funds will be utilized to target students who are identified as being in the "at risk" population through the provision of supplemental academic services.

Title II

Title II funds are utilized to provide teachers and paraprofessionals ongoing staff development/training in the areas of reading assessment and progress monitoring, RTI/PS model implementation, reading, science, and mathematics differentiated instruction, utilizing technology, transition to Common Core Standards for literacy, science, and math instruction.

Title III

The supplemental academic instruction to students who are English Language Learners is augmented through funding from Title III that provides additional support to middle and high school students during the school day as well as after school tutoring for primary school ELLs.

Title X- Homeless

A portion of the Title I Part A funds as well as the Title I Part D funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

The SAI funds are utilized to provide supplemental academic reading coaches, and supplemental extended day tutoring

Violence Prevention Programs

All students at Yulee Elementary are made aware of the detrimental effects of violent behaviors. These behaviors may be student to student, student to family member, adult to student, or any combination of these. The Student Code of Conduct identifies specific steps that are adhered to in the event such behaviors may take place. The expectation of a well behaved violence free campus is conveyed to all students during class meetings.

Nutrition Programs

Yulee Elementary School has no specifically identified nutrition program as a stand alone program. However, the school food service personnel regularly involve students in selection of menu items. Our students are actively involved with community based organizations and their nutrition and health awareness programs through the Boys and Girls Club, The YMCA, and "Girls On the Run" organizations.

Housing Programs

There are no federally subsidized housing units within the attendance boundaries of Yulee Elementary School. However, there is a shelter for abused women and their children. The student services department serves as the conduit for identifying students who are under protective services and for whom interventions are required

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

There are no opportunities for collaboration with the adult program in regard to student services, but our personnel do offer opportunities to publicize adult programs that might be taken advantage of by our parents. We provide an outlet for flyer distribution and information dissemination.

Career and Technical Education

With the current full blown implementation of the Common Core State Standards, CTE is a focus of all integration efforts within the scope and sequence of the curriculum. Text selections in primary grades are heavily influenced by subject matter that supports the tenets of providing for successful articulation into postsecondary experiences. As students move into the intermediate grades, text accountability is utilized to guarantee a fusion of literature supporting career and technical fields. The social studies curriculum is highly infused within the reading genre that are used to teach the Common Core Standards.

Job Training

There are no opportunities for job training within the LEA other than the Florida State College at Jacksonville. Yulee Elementary School is able to provide bulletin board space, flyer dissemination and information posting upon request by FSCJ. The student services department regularly refers parents to Work Source, located nearby, for employment opportunities.

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Individuals' participating as members of the RTI Leadership Team includes, but is not limited to the following: guidance counselor, teacher representing student's grade level, school psychologist, ESE teacher, student's teacher(s), parent, and student when deemed appropriate.

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

The school-based RTI Leadership team follows the Nassau County School District RtI Implementation Manual. The manual was created from the state guidelines outlined through a three tiered approach. Each tier requires specific documentation of monitoring student progress in relation to the interventions implemented, meeting with parents and the school based RtI Leadership team, student observations, and assessments to track growth over a specified period of time.

Each child within the school is examined as target students. The examination is based on the results of FAIR, FCAT and Stanford-10, and district baseline assessments. Students demonstrating a deficiency on the screening assessments when compared to their peers are identified as target students. Once identified, Tier-1 interventions begin. The teacher will then continue to follow the tier approach for RtI.

RtI Leadership meetings are scheduled in correlation with timeline requirements of the tiered model. The teacher works closely with the RtI Leader to coordinate scheduled meetings to include all team members. Once a date and time has been set, the teacher sends home the parent invitation informing them of the meeting and asking for their attendance. During the meetings, the team conducts data analysis and brainstorms ideas to develop/modify intervention plans for the student. Depending on the progress made, the team will decide as a whole to continue forward to the next tiered level, continue the interventions at the current tiered level, or dismiss the student from the RtI process due to success of the interventions.

The guidance counselor, a member of the School Advisory Committee and RtI Leader works closely with the SAC chair. During SAC meetings the SAC Chair will inform the SAC committee of the current performance levels of the overall student body. SAC members are provided an explanation of the performance levels and what is considered proficient. The SAC provides input on approaches for supplying additional instructional support/strategies to meet the needs of students identified RtI beneficiaries. During SAC meetings ideas to increase parental communication and support of what is considered proficient and the expectations students are required to meet.

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

Due to the redundancy of the membership that sits on the leadership team and also serves on the SAC, the ability to provide a seamless flow of data analysis, student performance, strategy development, priority of need, priority of expenditures, is a built-in bridge to make the SIP reflective of the academic focus needed. The synchronization of the two student centered processes enables the SIP to be a document that is meaningful from the community, parent, administrative, and instructional perspective. All stakeholders are able to develop "ownership" of the SIP and able to assist in the successful implementation of the identified strategies.

MTSS Implementation

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

Data Management is accomplished by utilizing several sources and systems. During the summer, the data provided in reports generated by the Florida Department of Education(FCAT disaggregated reports) Stanford 10 disaggregated data provided by NEFEC, and the Federal Adequate Yearly Progress reports (summary and detailed report) provided by FLDOE are disseminated in order to implement necessary curricular planning at the district and school level. This planning must be in place prior to the first day of school. Subsequent to this initial data collection and analysis, the LEA utilizes the FAIR assessment data as reported by the PMRN, the FCAT DATA STAR system, locally generated data from locally developed benchmark assessments, the Gateway Student Information System, locally developed rubrics, teacher generated informal assessment system, student progress monitoring graphs of data collected from interventions implemented, STAR reading, STAR math, and parent teacher conferences.

Describe the plan to train staff on MTSS.

During the 2009-2010 and 2010-2011 school year, the faculty of Yulee Elementary School was provided several trainings and manual to assist in the implementation of Nassau County School District's RtI Policy and Procedure. For the 2011-2012 school year, any revisions made to the Nassau County School District's RtI Policy and Procedure a training will be provided. For

teachers who are new to Yulee Elementary School, the trainings and manual are reviewed during their orientation program at Yulee Elementary School.

Describe the plan to support MTSS.

Yulee Elementary school has additional procedures in place to ensure the district's procedures are implemented with fidelity. The teachers work very closely with the guidance counselors whom are an essential piece to the process because they certify that the process has been followed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based literacy leadership team consists of the following, but is not limited to the: principal, assistant principal, reading coach, librarian, guidance counselor and several teachers across grade levels within the school setting.

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

The role of the LLT is to set goals, objectives, and develop strategies within the School Improvement Plan to enhance student performance. The LLT also sets and develops expectations in relation to reading to implement consistently across grade levels at Yulee Elementary School

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

The major initiatives for the LLT during the 2012-2013 school year will be to enhance the overall reading performance of non-proficient students in reading. This will be accomplished by creating common lesson planning time for all grade level and the sharing of effective strategies during PLC Meetings and increasing the frequency and quality of small group instruction and activities. The Common Core standards will be introduced to Faculty this year as we prepare for implementation in the future.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Services for early childhood programs, ages 3-pre kindergarten, are funded through Episcopal children's Services and delivered by private providers, which includes the State of Florida Voluntary Pre Kindergarten Program. Students who are identified through Child Find as having a developmental delay are served through the LEA IDEA project. Each primary school conducts planning meetings, collaboration in staff development, and effective parental communication efforts with the existing private providers in each community

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not Applicable

*High Schools Only

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

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

Not Applicable

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?

Not Applicable

Postsecondary Transition

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

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

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal # 1a:	The percentage of students scoring at Achievement Level 3 in Reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(216)	29%(228)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents, Teachers, Administration, Data Processor	Student Data, Low Absenteeism	FAIR and STAF data, IDMS data attendance data
2	Lack of time spent reading	Supplemental materials and programs to include: STAR, Accelerated Reader, SRA Direct Instruction and FCAT Explorer, Mid and end of nine week grade level incentives based on AR goal, AR Point Club, AR Power Readers, Reading Mentors, Night Owls, Mentor Program, Peer Tutoring, Families Building Better Reader Program	Teachers, Reading Coach, Media Specialist, Principal, Assistant Principal	Student Data Form, FAIR data, STAR data, 5% of student's reading grade is dependent on reaching his/her AR reading goal and at least 85% accuracy	STAR, SRA Placement test, FAIR, FCAT Explorer Data and Accelerated Reader data
3					
4	New Common Core Standards	Workshops, Grade Level Meetings, PLC Meetings	Teachers, Administration	Lesson plans, observations	Chapter tests, unit tests, FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal # 1b:	The percentage of Florida Alternate Assessment students scoring at Levels 4, 5, or 6 (Achieved) in Reading will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:

73%(11)

74%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio SRA Direct Instruction	ESE Teachers and paraprofessionals, Principal, Assistant Principal	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results Bi-Quarterly progress reports	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(283)	37%(290)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents, Teachers, Administration, Data Processor	Student Data, Low Absenteeism	FAIR and STAF data, IDMS data attendance data
2	Lack of time spent reading	<ul style="list-style-type: none"> Supplemental materials and programs to include: STAR, Accelerated Reader, SRA Direct Instruction and FCAT Explorer. Mid and end of nine week grade level incentives based on AR goal Student Mentor Program Families Building Better Readers 	Teachers, Reading Coach, Media Specialist	Student Data Form, FAIR data, STAR data, 5% of student's reading grade is dependent on reaching his/her AR reading goal and at least 85% accuracy	STAR, SRA Placement test, FAIR, FCAT Explorer Data and Accelerated Reader data
3	Meeting the needs of all students at all levels	Differentiate to meet the needs of all student levels Supplemental materials and programs will be utilized	Reading Committee, Teachers, Principal, Assistant Principal	Student Data	FAIR and STAF data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of Florida Alternate Assessment students scoring at or above Level 7(Commended) in Reading will increase by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(4)	39%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio SRA Direct Instruction	ESE Teacher	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results Bi-Quarterly Progress Reports	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making Learning Gains in Reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(530)	66%(515)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student learning abilities	Students will be screened at the beginning of the year using several instruments: FAIR, STAR, IDMS, previous FCAT data, AM, Baseline testing. Utilization of the Think Central Website.	Teachers	Student Data Form	FAIR, STAR, AM, Baseline Testing,
2	Processing and organizing of reading skills	Graphic organizers/Thinking Maps will be used to assist students with processing, categorizing, critically analyzing information and retaining information	Teachers	Thinking Maps, Teaching Manuals	Teacher Observation
3	Lack of time to share and observe other teacher's "Best Practices"	Peer coaching and Observation, PLC groups, and grade level meetings	Principal, Assistant Principal, and PLC coordinator	Assessment scores	Teacher Observations

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of Florida Alternate Assessment students making learning gains in Reading will increase by 14%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(3)	57%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio SRA Direct Instruction	ESE Teacher	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results Bi-Quarterly Progress Reports	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students making learning gains in Reading in the Lowest 25th Percentile will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	56%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Support	Student Incentives, Focus, Parent Compact Form, Parent Nights, Families Building Better Reader	Teachers, Parents, Administration	Sign-in sheets, attendance of school functions	Signed communication such as: planners, weekly folders
2	Bridging reading gap between higher level students and lower level students	Students will be screened at the beginning of the school year through the use of several screening instruments to include: FAIR, STAR reading, FCAT data. RTI	Teachers, Reading Coach, Paras, Administration	Student Data Form: FAIR data, STAR data Analysis of FCAT data and district Baseline, Mid-year, and End-of-the-Year Assessments.	FAIR and STAR

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # To consistently reduce the percentage of students not proficient in reading each year.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	As evidenced by the AMO, identified subgroups will decrease the number of students not making satisfactory progress in Reading by 1%. * Yulee Primary School is a non-FCAT school due to the K-2 grade configuration and is the feeder school to Yulee Elementary School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 69% (416) Black 59% (33) Multi-Racial 63% (24) Asian 100% (3) Hispanic 78% (18)	White 70% (422) Black 60% (34) Multi-Racial 64% (35) Asian 100% (3) Hispanic 79% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Attendance Black: Parental Support Hispanic: Language Asian: Language American Indian: Cultural	Student Incentives, at-home support tools, Ed-line, Writing Extension, Write From the Beginning Program across grade levels, Parent Nights	Parents, Teachers, Administration	Low absenteeism, increased parental support	Attendance data, increased attendance, attendance at Parent Nights, Ed-line

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Reduce the percentages of ELL students not proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL- 75% (3)	ELL - 50% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not speak fluent English/Language barrier	Provide at home materials and services through ESOL program and county website, Ed-line, Think Central Website,	Teachers, Administration, Parents	Increased performance on standardized tests, increased communication between home and school	Parental feedback Parent-Teacher conferences, Testing data

At-home materials offered in their home language, dictionary

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of Students with Disabilities not making satisfactory progress in reading will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(52)	79%(51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher knowledge on how to accommodate ESE student needs	Teacher training	Teachers, PLC leader, Administration	Data Analysis	FCAT data and baseline testing
2	Diverse learning needs	<ul style="list-style-type: none"> Differentiated learning groups Supplemental Educational Services will be provided to eligible students. Thinking Maps will be implemented to assist students with processing, categorizing, retaining and critically analyzing information 	Teachers, Paras, Supplemental Education Services Coordinator, Reading Committee	Small group instruction, Teacher observation, Review/analysis of student work, Pre and post test scores	Reading Series Theme Tests and Thinking Map Teaching Manual
3	Lack of knowledge on how to manage the needs of students with disabilities	Training and Professional Development	Ese Department Chair, District ESE Personnel such as Staffing Specialist, School Psychologist, Behavior Specialist, Principal, Assistant Principal	classroom management, analysis of performance data	Observation, performance data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of students that are Economically Disadvantaged not making satisfactory will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(147)	35%(146)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students not being provided sufficient resources	Students provided the opportunity to participate in the District's food program, Sutton Place, After School Tutoring, Parent Nights, Shop with the Cop Program	Administration and Data Entry Operator, Community resources, School Social worker	Increased performance on standardized tests, and classroom performance	Testing data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to continue to challenge students who are proficient in reading	3-5 Reading	PLC Leader	PLC Groups school-wide	First Nine Weeks	Monitoring of student success will be completed through the analysis of student performance based on the comparison of all beginning , mid, and end of the year assessments	PLC Coordinator
How to target the lowest 25th percentile of your class and students with disabilities	3-5 Reading	PLC Leader/ESE department	PLC Groups	First Nine Weeks	Monitoring of student success will be completed through the analysis of student performance based on the comparison of all beginning , mid, and end of the year assessments, FAIR, OPM's, AR diagnostic reports	PLC Coordinator Principal
Peer coaching and observing	3-5 Reading	PLC Leader	Faculty	Every Nine Weeks	Monitoring of student success will be completed through the analysis of student performance based on the comparison of all beginning , mid, and end of the year assessments	PLC Coordinator Principal
Marcia Tate Workshop	3-5 All Subjects	Dr. Marcia Tate	Faculty	Pre- Planning	Classroom Observations of strategies	Principal, Assistant Principal
Common Core Standards Training	3-5 All Subjects	YES Common Core Team	Faculty	October	use of PLC groups to do follow up activities	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communication between teachers and parents	Student planners	Title I	\$4,300.00
Increase communication between teachers and parents	Take-home materials from Parent Nights	Title I	\$400.00
Small group instruction for Reading remediation	STARS Reading Curriculum	Title I	\$8,260.95
Mentor Program	Materials for volunteer mentors to use with mentees	Title I	\$300.00
Night Owls Summer Library	Money for personnel to open library after hours	District	\$3,400.00
After School Tutoring Program	Materials, resources and personnel to run the program	Title 1	\$90,000.00
After School Tutoring Program	Materials, resources and personnel to run the program	District	\$3,400.00
Increase communication between school and parents	Reading Connections monthly parent letter	Title I	\$300.00
Thinking Maps Curriculum	Thinking Maps Curriculum - notebooks, software and posters	Title I	\$0.00
			Subtotal: \$110,360.95
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Online subscription for AR	Title I	\$4,000.00
Think Central	Online Text Access	District Text Budget	\$0.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Peer Coaching and Observing	substitutes	Title I	\$1,000.00
Marcia Tate	Worksheets Don't Grow Dendrites-Text	Title I	\$7,400.00
Common Core Standards Training	Common Core Standards Manual	Title I	\$500.00
			Subtotal: \$8,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School Incentives for Reading	Accelerated Reader Luncheon	SAC, general fundraising	\$450.00
Visiting Author	Money for author visit	library funds (book fair)	\$1,000.00
Organizing/analyzing data for school improvement	substitutes	Title I	\$500.00
School Attendance incentives	Money for awards/prizes	General, SAC	\$5,000.00
			Subtotal: \$6,950.00
			Grand Total: \$130,210.95

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	It is our goal in 2012-2013 to raise the listening and speaking percentages by 2%.
2012 Current Percent of Students Proficient in listening/speaking:	

3-5 ELLs proficient on CELLA in Listening/speaking
50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support at home due to language barrier	Send as much information as possible home in parents native language	Teacher, Guidance Counselor, District ELL Liaison	Student Achievement on CELLA	CELLA Evaluation
2	Lack of support at home due to language barrier	Send as much information as possible home in parents native language	Teacher, Guidance Counselor, District ELL Liaison	Student Achievement on CELLA	CELLA Evaluation

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

It is our goal in 2012-2013 to raise the reading percentages by 2%.

2012 Current Percent of Students Proficient in reading:

3-5 ELLs proficient on CELLA in reading
50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years.	Teachers will continue to work with ELLs at their level, making the needed accommodations with the content area material.	Principal, assistant principal, counselor, reading coach and district's ELL support personnel.	Monitor progress on FAIR and Star Reading test.	Formal assessments: Star Reading, FAIR, FCAT, and Grades
2	The rate of English proficiency for each ELL is different based upon support from and the literacy levels of parents, which affects the parent's level of involvement in their child's education.	Teachers will continue to work with ELLs at their level, making the needed accommodations with the content area material.	Principal, assistant principal, counselors, reading coach, and district's ELL support personnel.	Monitor progress on FAIR and Star Reading test	Formal assessments: Star Reading, FAIR, FCAT, and Grades
3	For low and intermediate level ELL's, teachers will modify lesson plans for the English level of each ELL.	Teachers will continue to work with ELLs at their level, making the needed accommodations with the content area material.	Principal, assistant principal, counselors, reading coach, and district's ELL support personnel	Monitor progress on FAIR and Star Reading test.	Formal assessments: Star Reading, FAIR, FCAT, and Grades

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

It is our goal in 2012-2013 to raise the writing percentages by 2%.

2012 Current Percent of Students Proficient in writing:

3-5 ELLs proficient on CELLA in writing:
25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years.	Teachers will continue to work with ELLs at their level, making the needed accommodations with the content area material.	Principal, assistant principal, counselors, reading coach, and district's ELL support personnel.	Monitor progress on FAIR and Star Reading test.	Formal assessments: Star Reading, FAIR, FCAT, and Grades
2	The rate of English proficiency for each ELL is different based upon support from and the literacy levels of parents, which affects the parent's level of involvement in their child's education.	Teachers will continue to work with ELLs at their level, making the needed accommodations with the content area material.	Principal, assistant principal, counselors, reading coach, and district's ELL support personnel.	Monitor progress on FAIR and Star Reading test	Formal assessments: Star Reading, FAIR, FCAT, and Grades
3	For low and intermediate level ELL's, teachers will modify lesson plans for the English level of each ELL.	Teachers will continue to work with ELLs at their level, making the needed accommodations with the content area material.	Principal, assistant principal, counselors, reading coach, and district's ELL support personnel.	Monitor progress on FAIR and Star Reading test	Formal assessments: Star Reading, FAIR, FCAT, and Grades

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marcia Tate Workshop	Worksheets Don't Grow Dendrites- workbook	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
English to Spanish Dictionaries	Dictionaries to translate English to Spanish	District Funds	\$60.00
			Subtotal: \$60.00
Grand Total: \$60.00			

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students meeting High Standards in Math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(250)	33%(259)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents, Teachers, Administration, Data Processor	Student Data, Low Absenteeism	FAIR and STAF data, IDMS data attendance data
2	Need to provide supplemental materials	Teacher created Materials, Think Central	Teachers, Administration	Lesson plans, observations, Accelerated Math, IXL Math	Chapter tests, unit tests, FCAT, STAR Math, Think Central created assessments and Accelerated Math mastery, IXL Math Reports
3	New Common Core Standards	Workshops, Grade Level Meetings, PLC Meetings	Teachers, Administration	Lesson plans, observations	Chapter tests, unit tests, FCAT
4	Students lack of knowledge with basic math facts	Panther Pride Timed Math Fact Tests, Mentor Program, Easy Teach Technology and training, IXL Math	Teachers, Administration, paraprofessionals	Lesson plans, observations, test performance	Chapter tests, unit tests, FCAT, STAR Math, Think Central created assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percentage of Florida Alternate Assessment students scoring at Levels 4, 5, or 6 (Achieved) in Math will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(8)	74(8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio Supplemental materials – Touch Math & Number Worlds	ESE Teacher	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools
2	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio Supplemental materials – Touch Math & Number Worlds	ESE Teacher	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring Levels 4 and 5 on the Math FCAT will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(230)	33%(223)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents, Teachers, Administration, Data Processor	Student Data, Low Absenteeism	FAIR and STAF data, IDMS data attendance data
2	Need to provide supplemental materials	<ul style="list-style-type: none"> Teacher created materials Utilizing Think Central 	Teachers, Administration	Lesson plans, observations, Accelerated Math, IXL Math	Chapter tests, unit tests, FCAT, STAR Math, and Accelerated Math mastery, IXL Math Reports
3	New Common Core Standards	Workshops, Grade Level Meetings, PLC Meetings	Teachers, Administration	Lesson plans, observations	Chapter tests, unit tests, FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The percentage of Florida Alternate Assessment students scoring at or above Level 7 (Commended) in Math will increase by 1%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(4)	28%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio Supplemental materials – Touch Math & Number Worlds	ESE Teacher	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making Learning Gains in Math on the FCAT will increase by 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(571)	71%(554)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student learning abilities	Students will be screened at the beginning of the year using several instruments: FAIR, STAR, IDMS, previous FCAT data, AM, Baseline testing. Utilization of the Think Central Website.	Teachers	Student Data Form	FAIR, STAR, AM, Baseline Testing,
2	Processing and organizing of reading skills	Graphic organizers/Thinking Maps will be used to assist students with processing, categorizing, critically analyzing information and retaining information	Teachers	Thinking Maps, Teaching Manuals	Teacher Observation
3	Lack of time to share and observe other teacher's "Best Practices"	Peer coaching and Observation, PLC groups, and grade level meetings	Principal, Assistant Principal, and PLC coordinator	Assessment scores	Teacher Observations
4	Need to work in small groups	<ul style="list-style-type: none"> •Pull-outs using paraprofessionals •Mentor program •Resource Classes •Title One pull out groups 	Teachers, paraprofessionals, Administration	Lesson plans, observations, test performance	Chapter tests, uni tests, FCAT, STAF Math, Think Centra created assessments and Accelerated Math mastery

5	Need to provide supplemental materials	<ul style="list-style-type: none"> Teacher created material Utilization of Think Central 	Teachers, Administration	Lesson plans, observations, Accelerated Math, IXL Math	Chapter tests, unit tests, FCAT, STAF Math, and Accelerated Math mastery, IXL Math Reports
6	Students lack of knowledge with Math facts	<ul style="list-style-type: none"> Mentor program Panther Pride Timed Math Fact Tests Easi Teach program 	Teachers, Administration	Lesson plans, observations, test performance	Chapter tests, unit tests, FCAT, STAF Math, Think Central created assessments and Accelerated Math mastery

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	impairments, autism and/or developmental delays	utilizing Unique Learning System Low Student Teacher Ratio Supplemental materials – Touch Math & Number Worlds	ESE Teacher	goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results	Unique Learning System Progress Monitoring Tools

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the Lowest 25% making Learning Gains in Mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	61%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Class size	Pull-outs using Paraprofessionals, Mentor program, Resource Classes, Title One pull out	Teachers, paraprofessionals, Administration	Lesson plans, observations, test performance	Chapter tests, unit tests, FCAT, STAR Math, Think Central created assessments and

		groups			Accelerated Math mastery
2	Parental Support	Student Incentives, Focus, Parent Compact Form, Parent Nights, Families Building Better Reader	Teachers, Parents, Administration	Sign-in sheets, attendance of school functions	Signed communication such as: planners, weekly folders
3	Need to provide supplemental materials	•Teacher created materials •Utilization of Think Central	Teachers, Administration	Lesson plans, observations, Accelerated Math, IXL Math	Chapter tests, uni tests, FCAT, STAF Math, Think Centra created assessments and Accelerated Math mastery, IXL Math Reports
4	Processing and organizing of Reading Skills and the use of Reading strategies	•Graphic organizers used to assist students with processing, categorizing, retaining, and critically analyzing information	Teachers,	Thinking Maps Teaching Manual	Teacher observation
5	Students lack of knowledge with basic Math facts	•Panther Pride Timed Math fact tests •Mentor Program •Easi Teach Technology	Teachers, Administration	Lesson plans, observations, test performance	Chapter tests, uni tests, FCAT, STAF Math, Think Centra created assessments and Accelerated Math mastery
6	Students not mastering previous year's standards	• After school tutoring • Small Group Instruction • Incentives	Teachers, Administration	Panther Pride Wall, Student Data	STAR Math and Accelerated math

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # To consistently reduce the percentage of students not proficient in math each year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	73	75	78	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of students who fall into a subgroup due to ethnicity, and who score level 3 or higher on the FCAT Math will increase by 2%. *Yulee Primary School is a non-FCAT school due to the K-2 grade configuration and is the feeder school to Yulee Elementary School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 68% (410) Black 48% (27) Multi Racial 60% (23) Asian 100% (3) Hispanic 61% (14)	White 70% (422) Black 50% (28) Multi Racial 62% (24) Asian 100% (3) Hispanic 63% (15)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
White: Attendance Black: Parental Support	Student Incentives, at-home support tools, Ed-	Parents, Teachers, Administration	Low absenteeism, increased parental	Attendance data, increased

1	Hispanic: Language Asian: Language American Indian: Cultural	line, Writing Extension, Write From the Beginning Program across grade levels, Parent Nights	support	attendance, attendance at Parent Nights, Ed- line
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Reduce the percentages of ELL students not proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL- 50% (2)	ELL- 25% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not speak fluent English/Language barrier	Provide at home materials and services through ESOL program and county website, Ed-line, Think Central Website, At-home materials offered in their home language, dictionary	Teachers, Administration, Parents	Increased performance on standardized tests, increased communication between home and school	Parental feedback Parent-Teacher conferences, Testing data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of Students with Disabilities not making satisfactory progress in mathematics will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(59)	90%(58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher knowledge on how to accommodate ESE student needs	Teacher training	Teachers, PLC leader, Administration	Data Analysis	FCAT data and baseline testing
2	Disability as identified on the Individual Education Plan	<ul style="list-style-type: none"> • Individualized or Small Group Differentiated Instruction • Training • Equitable distribution of Students with Disabilities • Provide accommodations that are listed on 504/IEP 	Classroom teacher and Resource teacher, Para	Quarterly evaluation of goals identified in Individual Education Plan.	IEP FCAT Data District Benchmark Testing

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged Students making AYP will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(115)	81%(319)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not being provided sufficient resources	Students provided the opportunity to participate in the District's food program, Sutton Place, After School Tutoring, Parent Nights, Shop with the Cop Program	Administration and Data Entry Operator, Community resources, School Social worker	Increased performance on standardized tests, and classroom performance	Testing data

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Thinking Maps	Use of Thinking Map Manuals, Posters and Software	Title I	\$0.00
Accelerated Math Program	Online Math Program	Title I	\$4,000.00
Increase communication between teachers and parents	Student planners	Title I	\$0.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IXL Math Program	Computer Based Math Program	Title I	\$300.00
Think Central	Online Text Access	District Textbook Funds	\$0.00

			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marcia Tate Workshop	Brain Based Research Workshop with workbook	Title I	\$0.00
Common Core Standards Training	Common Core Standards Training Manuals	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Parent Night Workshop	Parent meeting to share math standards, resources and ideas	Title I	\$400.00
CAMS Curriculum	CAMS student workbooks	Title I	\$2,000.00
			Subtotal: \$2,400.00
			Grand Total: \$7,200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The percentage of students scoring proficiency in science will increase by 1%.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
61%(165)		62%(161)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents, Teachers, Administration, Data Processor	Student Data, Low Absenteeism	FAIR and STAR data, IDMS data attendance data
2	Lack of science proficiency and science standards	<ul style="list-style-type: none"> •Pacing guides •Lesson plans with evidence of Thinking Maps •Teacher training 	Grade level chair; and administration	Mastery of skills taught and tested through implementation chapter and unit tests	Baseline (5th grade), Unit Test, End of the Year Exam, FCAT (5th grade)
3	Lack of adequate parental support	•Parent Nights	Teachers, Science Committee,	Signed communication tools	Signed forms, sign-in sheets

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	The percentage of Florida Alternate Assessment students scoring Levels 4,5,or 6(Achieved) in Science
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Science Goal #1b:	will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(6)	100%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio SRA Direct Instruction	ESE Teacher	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring Levels 4 and 5 on the FCAT will increase by 1% increase.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(33)	13%(34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents, Teachers, Administration, Data Processor	Student Data, Low Absenteeism	FAIR and STAR data, IDMS data attendance data
2	Student's lack of prior knowledge	•Pacing guides •Lesson plans with evidence of Thinking Maps	Grade level chair; and administration	Mastery of skills taught and tested through implementation chapter and unit tests	Baseline (5th grade), Chapter Test, Unit Test
3	Lack of adequate parental support	•Parent Information Nights	SAC, Classroom Teachers, Parents, Students	Signed communication tools	Signed forms, sign in sheets
4	Lack of student motivation	•School wide incentives	Administration	Classroom observation	Growth as evidence through Baseline (5th grade), Chapter Test, Unit Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The percentage of Florida Alternate Assessment students scoring at or above 7(Commended)in Science will increase by 1%				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
2%(1)	3%(1)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio SRA Direct Instruction	ESE Teacher	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training for teachers to work with students with disabilities	3-5	ESE department	Faculty	August	Monitoring of student success will be completed through the analysis of student performance based on the comparison of all beginning, mid and end of the year assessments	Principal
PLC Best Practices Meetings	3-5	PLC Coordinator	Faculty	Every month	PLC Feedback Forms	PLC Coordinator, Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communication between teachers and parents	Student planners	Title I	\$0.00
Increase parent involvement	Take-home materials from Parent Nights	Title I	\$400.00
Increase communication between school and parents	Science Connections monthly parent letter	Title I	\$300.00
Subtotal:			\$700.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Think Central	Online Textbook and Activity Access	District Textbook Funds	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Peer Coaching and Observing	substitutes	Title I	\$1,000.00
Marcia Tate Workshop	Brain Based Research with Workbook	Title I	\$0.00
Common Core Training	Introduction to the Common Core Science Standards	Title I	\$0.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Labs	Materials for Science Experiments/ Demonstrations	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$2,700.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students achieving Adequate Yearly Progress on the FCAT Writes will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(663)	86%(678)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents, Teachers, Administration, Data Processor	Student Data, Low Absenteeism	FAIR and STAR data, IDMS data attendance data
2	Varying levels of ability	Implement Write from the Beginning across all grade levels Writing Extension- 4th grade, and 3rd grade in the last nine weeks Small group instruction	All Teachers	Increase in student performance on FCAT baseline writing Analysis of data from FCAT Writing Assessment, classroom writing samples	Increase in student performance on FCAT baseline writing Analysis of data from FCAT Writing Assessment, classroom writing samples
	Inconsistency in how the writing curriculum is	Implement Thinking Maps in all grades,	Committee Members,	Writing Rubric	FCAT Writing and Baseline Testing

3	being implemented	County Wide Writing Rubric, cross grade-level mentoring of teachers to score student writing and gain information/lessons for writing, Write From The Beginning Program	Teachers, PLC Coordinator		
4	Lack of teacher knowledge on how to accommodate ESE student needs	Teacher training	Teachers, PLC leader, ESE Chair, Guidance Counselor, Administration	Data Analysis	FCAT data and baseline testing
5	Students not being provided sufficient resources	Students provided the opportunity to participate in the District's food program, Sutton Place, After School Tutoring, Parent Nights, Shop with the Cop Program, Homeless kits, student school supplies provided	Administration and Data Entry Operator, Community resources, School Social worker	Increased performance on standardized tests, and classroom performance	Testing data
6	New Common Core Standards	Workshops, Grade Level Meetings, PLC Meetings	Teachers, Administration	Lesson plans, observations	Chapter tests, unit tests, FCAT
7	Parental Support	Student Incentives, Focus, Parent Compact Form, Parent Nights, Families Building Better Reader Program	Teachers, Parents, Administration	Sign-in sheets, attendance of school functions	Signed communication such as: planners, weekly folders

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of Florida Alternate Assessment students scoring at Levels 4, 5, or 6 (Achieved) in Writing will be maintained or increase by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(3)	75%(3)- 100% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Significant cognitive impairments, autism and/or developmental delays	Differentiated Instruction utilizing Unique Learning System Low Student Teacher Ratio SRA Direct Instruction	ESE Teachers	Quarterly monitoring of IEP goals & objectives Unique Learning System Benchmarking Analysis of Unique Learning Monthly Pretests/Posttests Results	Florida Alternate Assessment Unique Learning System Progress Monitoring Tools

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training for teachers to work with students with disabilities	3-5	ESE department	Faculty	August	Monitoring of student success will be completed through the analysis of student performance based on the comparison of all beginning, mid and end of the year assessments	Principal
PLC Best Practices Meetings	3-5	PLC Coordinator	Faculty	Every month	PLC Feedback Forms	PLC Coordinator, Principal
Vertical Articulation between grade levels 3rd and 4th	3-4	Teachers in grades 3-4, Writing Teacher, and Writing Committee	Teachers grades 3-4	Year long	Writing prompt results, comparison of baseline to mid year assessment results	Writing Teacher, Principal
Write From The Beginning/Thinking Maps Training for New Teachers	3-5	Principal/ Writing Teacher	Faculty	September	Teacher Feedback	Principal
Marcia Tate Workshop	3-5	Dr. Marcia Tate	Faculty	July	Observation of strategies	Principal, Assistant Principal
Common Core Training	3-5	YES Common Core Team	Faculty	October	Use of new standards	Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Peer Coaching and observing	substitutes	Title I	\$1,000.00
Teacher training on accommodating and managing students with disabilities	NA	Title I	\$0.00
Marcia Tate Workshop	Worksheets Don't Grow Dendrites - text	Title I	\$0.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communication between teachers and parents	Student planners	Title I	\$0.00
Increase parent involvement	Take-home materials from Parent Nights	Title I	\$400.00

Organizing/analyzing data for school improvement	substitutes	Title I	\$500.00
School Incentives for Attendance	Money for awards/prizes	SAC, General	\$0.00
Communication between teachers and parents	Monthly Writing Newsletter	General	\$200.00
			Subtotal: \$1,100.00
			Grand Total: \$2,100.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		We will continue and strive to maintain a high daily attendance rate.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95%(741)		96%(757)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
6%(52)		5%(38)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
5.5%(45)		3%(23)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Encourage parents to allow students to ride the bus	Assistant Principal	Decrease in the number of days missed	Monitor daily attendance report
2	Parental Support	Reiterate the School Compulsory Attendance Law	Assistant Principal	Decrease in the number of 10 day unexcused notices going home	Monitor daily attendance report
3	Awareness of attendance and tardy students	Make teachers aware of those students who have excessive tardies/absences in the past	Assistant Principal	Decrease in the number of excessive days tardy or absent	Monitor daily attendance report
4	Student Attendance Incentives	Recognize and reward students for perfect attendance and perfect, perfect attendance	Teachers, Principal	Number of students with perfect attendance and perfect, perfect attendance	Number of students achieving each category and overall daily attendance rates

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Ribbons, Gift Certificates, Bicycles, Limo Ride and lunch at the Ritz Carlton	Fundraising	\$6,000.00
			Subtotal: \$6,000.00
			Grand Total: \$6,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of suspensions will decrease by 20% (4).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
38 days	30 days

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
40 students	32 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
45 days	36 days
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
31 students	25 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not intrinsically motivated about their education	seek parental support	Teachers, administration	Teacher communication log	Use FOCUS to monitor the # of referrals
2	Minimal parental support	Parent Nights and monthly parent newsletter	Administration	Decrease in In-School and Out of School Suspensions	Use FOCUS to monitor the # of referrals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC focus on positive behavior management	3-5	Hodges/Raysor	all teachers	October	Discipline Reports	Hodges/ Raysor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement/Awareness	Home School Connection	Title 1 Funds	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
PLC Focus on positive behavior management	Substitutes for PLC meetings	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Incentives- Citizenship and End of Year Field Day Activities	Ribbons, certificate, pencils and End of Year Field Day Activities	General (fund raising)	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,800.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Yulee Elementary will continue to strive to increase parental involvement at our parent workshops. The parents have the opportunity to participate in meaningful hands on activities in the areas of: Reading, Mathematics, Science, and Writing.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
The current volunteer hours for 2011-2012 are 2,087.45		With the increase in parental workshops the expected number of volunteer hours for 2012-2013 school year should increase 1%(2,108).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Anticipated barriers that may interfere with the mastering of the Parental Involvement Goal include transportation and child care. To enhance the success of the goal, Yulee Elementary School will offer child care for all workshops and make materials reviewed during the workshops with directions accessible to all parents unable to attend when requested to increase parental involvement at home.	Make-and-Take workshops will be offered to inform parents of effective strategies to enhance the learning environment at home in reading, math, writing, and science.	School Improvement Committees and Principal	Student performance measured by teacher observation.	Classroom grades, Accelerated Reader, Accelerated Math, FAIR, and district made assessments.
	Anticipated barriers that may interfere with the mastering of the Parental Involvement	Night Owls	Librarian, Principal	Diagnostic Reports from Accelerated Reader reviewed by the classroom teacher,	Accelerated Reader

2	Goal include transportation. To resolve this issue, Yulee Elementary School allows parents to schedule parent/teacher conferences during the school day for an opportunity to participate in checking out library books and review student performance levels with the teacher.			principal, and assistant principal.	
3	Anticipated barriers may include the student not sharing the information with the parent. To resolve this issue, Yulee Elementary School is prepared to provide incentives for students who need encouragement to assist in delivering documentation to parents.	Monthly Home Connect Parent Information Letter, School Newsletter, and Calendar. Student Planners	Teacher	Student academic performance levels.	Teacher observation/monitoring of overall performance.

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

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

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

Parent Involvement Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Night Owls and Summer Library Programs	Open Library on evenings and during the summer to families for Accelerated Reader use.	Title I	\$0.00
Home- School Connection Newsletters	Monthly Newsletters that are sent home giving parents ideas for working with students in Reading, Math and Science	Title I	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		To Increase student achievement through effective integration of science, technology, engineering and math in a systemic and collaborative effort that develops a highly skilled 21st Century Workforce.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for adequate planning with articulation grades/communities	The school will use the district's strategic plan (Action Plan) to inform and engage all current and future stakeholders who support the district's mission and vision related to purposeful integration of STEM.	Principal, Assistant Principal, Instructional Leadership Team, Teachers	Action Plan timeline accomplishment	Action Plan timeline accomplishment
2	Time for adequate planning with articulation grades/communities	The school will use the district's Strategic Plan to develop and implement to provide professional development opportunities for teachers that change instructional practice as it relates to effective integration of STEM across the curriculum.	Principal, Assistant Principal, Leadership Team, Teachers	Establishment of PD workshops and opportunities/ district trainings	Feedback/results of PD opportunities
3	Time for adequate planning with articulation grades/communities	The school will develop strategies for the early identification of workforce focused students and increase access to STEM and related courses.	Principal, Assistant Principal, Leadership Team Administration, Teachers	Alignment of processes for school level identification and guidance for students toward STEM offerings or course selections	Success rates regarding student placements/ completion of criteria for STEM course offerings
4	Lack of ideas for hands-on activities or teaching strategies relating to STEM	The school will conduct PLC activities by grade level in order to increase understanding and utilization of effective STEM activities.	Teachers, PLC Leaders, Principal, Assistant Principal	Observed activities and strategies in lesson plans and classroom visits	School Test Data

5	The need to create a culture where STEM expectations are high and students succeed	The school will translate STEM topics into interesting and engaging grade level activities by designing the delivery of the content that best suits each teacher's instructional needs and captures the student's attention.	Teachers, PLC Leaders, Principal, Assistant Principal	Observed activities and strategies in lesson plans and classroom visits	Lesson plans, classroom observations, school test data
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marcia Tate Workshop	3-5 All	Dr. Marcia Tate	Faculty	July	Observation of Strategies	Principal, Assistant Principal
Apple IPAD Trainings	4th Grade, All subjects	Apple Representative	4th Grade Faculty	August, September	Use of IPADS	Principal, Assistant Principal
Science Lab Activities	5th Grade Science	Grade Level Chair	5th Grade Faculty	September	Use of Science Lab	Principal, Assistant Principal
PLC Activities	3-5 All	PLC Leader	Faculty	September- May	PLC Minutes and Activities Resulting from PLC Meetings	Principal, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Mobile IPAD Lab	IPADS devices for student use	Title I	\$20,000.00
			Subtotal: \$20,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
IPAD Training	Apple Tech trained 4th grade faculty	Title I	\$5,000.00
Discovery Education Website	Video clips relating to STEM curriculum and activities	District Funds	\$500.00
			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Lab Materials	Furnish and replenish supplies necessary to conduct science labs and experiments	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$26,500.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase communication between teachers and parents	Student planners	Title I	\$4,300.00
Reading	Increase communication between teachers and parents	Take-home materials from Parent Nights	Title I	\$400.00
Reading	Small group instruction for Reading remediation	STARS Reading Curriculum	Title I	\$8,260.95
Reading	Mentor Program	Materials for volunteer mentors to use with mentees	Title I	\$300.00
Reading	Night Owls Summer Library	Money for personnel to open library after hours	District	\$3,400.00
Reading	After School Tutoring Program	Materials, resources and personnel to run the program	Title 1	\$90,000.00
Reading	After School Tutoring Program	Materials, resources and personnel to run the program	District	\$3,400.00
Reading	Increase communication between school and parents	Reading Connections monthly parent letter	Title I	\$300.00
Reading	Thinking Maps Curriculum	Thinking Maps Curriculum - notebooks, software and posters	Title I	\$0.00
Mathematics	Thinking Maps	Use of Thinking Map Manuals, Posters and Software	Title I	\$0.00
Mathematics	Accelerated Math Program	Online Math Program	Title I	\$4,000.00
Mathematics	Increase communication between teachers and parents	Student planners	Title I	\$0.00
Science	Increase communication between teachers and parents	Student planners	Title I	\$0.00
Science	Increase parent involvement	Take-home materials from Parent Nights	Title I	\$400.00
Science	Increase communication between school and parents	Science Connections monthly parent letter	Title I	\$300.00
Suspension	Parental Involvement/Awareness	Home School Connection	Title 1 Funds	\$300.00
				Subtotal: \$115,360.95
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Online subscription for AR	Title I	\$4,000.00
Reading	Think Central	Online Text Access	District Text Budget	\$0.00
Mathematics	IXL Math Program	Computer Based Math Program	Title I	\$300.00
Mathematics	Think Central	Online Text Access	District Textbook Funds	\$0.00
Science	Think Central	Online Textbook and Activity Access	District Textbook Funds	\$0.00
STEM	Mobile IPAD Lab	IPADS devices for student use	Title I	\$20,000.00
				Subtotal: \$24,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Peer Coaching and Observing	substitutes	Title I	\$1,000.00
Reading	Marcia Tate	Worksheets Don't Grow Dendrites- Text	Title I	\$7,400.00

Reading	Common Core Standards Training	Common Core Standards Manual	Title I	\$500.00
CELLA	Marcia Tate Workshop	Worksheets Don't Grow Dendrites-workbook	Title I	\$0.00
Mathematics	Marcia Tate Workshop	Brain Based Research Workshop with workbook	Title I	\$0.00
Mathematics	Common Core Standards Training	Common Core Standards Training Manuals	Title I	\$500.00
Science	Peer Coaching and Observing	substitutes	Title I	\$1,000.00
Science	Marcia Tate Workshop	Brain Based Research with Workbook	Title I	\$0.00
Science	Common Core Training	Introduction to the Common Core Science Standards	Title I	\$0.00
Writing	Peer Coaching and observing	substitutes	Title I	\$1,000.00
Writing	Teacher training on accommodating and managing students with disabilities	NA	Title I	\$0.00
Writing	Marcia Tate Workshop	Worksheets Don't Grow Dendrites - text	Title I	\$0.00
Suspension	PLC Focus on positive behavior management	Substitutes for PLC meetings	Title 1	\$1,000.00
STEM	IPAD Training	Apple Tech trained 4th grade faculty	Title I	\$5,000.00
STEM	Discovery Education Website	Video clips relating to STEM curriculum and activities	District Funds	\$500.00
				Subtotal: \$17,900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School Incentives for Reading	Accelerated Reader Luncheon	SAC, general fundraising	\$450.00
Reading	Visiting Author	Money for author visit	library funds (book fair)	\$1,000.00
Reading	Organizing/analyzing data for school improvement	substitutes	Title I	\$500.00
Reading	School Attendance incentives	Money for awards/prizes	General, SAC	\$5,000.00
CELLA	English to Spanish Dictionaries	Dictionaries to translate English to Spanish	District Funds	\$60.00
Mathematics	Math Parent Night Workshop	Parent meeting to share math standards, resources and ideas	Title I	\$400.00
Mathematics	CAMS Curriculum	CAMS student workbooks	Title I	\$2,000.00
Science	Science Labs	Materials for Science Experiments/ Demonstrations	Title I	\$1,000.00
Writing	Increase communication between teachers and parents	Student planners	Title I	\$0.00
Writing	Increase parent involvement	Take-home materials from Parent Nights	Title I	\$400.00
Writing	Organizing/analyzing data for school improvement	substitutes	Title I	\$500.00
Writing	School Incentives for Attendance	Money for awards/prizes	SAC, General	\$0.00
Writing	Communication between teachers and parents	Monthly Writing Newsletter	General	\$200.00
Attendance	Attendance Incentives	Ribbons, Gift Certificates, Bicycles, Limo Ride and lunch at the Ritz Carlton	Fundraising	\$6,000.00
Suspension	Behavior Incentives-Citizenship and End of Year Field Day Activities	Ribbons, certificate, pencils and End of Year Field Day Activities	General (fund raising)	\$500.00
Open Library on				

Parent Involvement	Night Owls and Summer Library Programs	evenings and during the summer to families for Accelerated Reader use.	Title I	\$0.00
Parent Involvement	Home- School Connection Newsletters	Monthly Newsletters that are sent home giving parents ideas for working with students in Reading, Math and Science	Title I	\$0.00
STEM	Science Lab Materials	Furnish and replenish supplies necessary to conduct science labs and experiments	Title I	\$1,000.00
				Subtotal: \$19,010.00
				Grand Total: \$176,570.95

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/5/2012)

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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Pending legislative appropriation, School Advisory funds will be used for summer registration/ office assistance. A donation to the safety patrols is customarily approved as well as funds for supplemental curriculum and incentive/ rewards for students.	\$2,500.00

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

The SAC will have a minimum of four meetings during the 2012 - 2013 School Year to review and approve the School Improvement Plan, and Climate Survey Results, to vote on issues such as School Recognition Funds and to monitor student progress as measured by FAIR, IDMS, Writing Baseline and other data. Committees will meet to evaluate results and determine effectiveness of strategies and then to formulate new strategies or modify existing ones for the following school year.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Nassau School District YULEE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	86%	85%	61%	318	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	67%			135	3 ways to make gains: ● 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?	57% (YES)	67% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					577	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Nassau School District YULEE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	84%	84%	58%	311	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	60%			126	3 ways to make gains: ● 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?	59% (YES)	53% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					549	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested