

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: VERNON MIDDLE SCHOOL

District Name: Washington

Principal: Kim Register

SAC Chair: Misty Lee

Superintendent: Dr. Sandra Cook

Date of School Board Approval: September 24, 2012

Last Modified on: 11/9/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
		BS, Physical			2006-2007--C Reading Proficiency--60% Math Proficiency--56% Writing Proficiency--89% Learning Gains--(Reading--52% & Math--57%) Lowest 25% Making Gains--(Reading--51% & Math--58%)  2007-2008--C Reading Proficiency--56% Math Proficiency--51% Writing Proficiency--83% Learning Gains--(Reading--57% & Math--57%) Lowest 25% Making Gains--(Reading--58% & 61%)  2008-2009--B Reading Proficiency--62% Math Proficiency--61% Writing Proficiency--98%

Assis Principal	Kimberly Register	Education K-8, Physical Education 6-12; MS, Educational Leadership K-12; Health Education K-12; Principalship K-12	6	6	<p>Learning Gains--(Reading--66% &amp; 65%) Lowest 25% Making Gains--Reading--66% &amp; Math 61%)</p> <p>2009--2010--C Reading Proficiency--64% Math Proficiency--58% Writing Proficiency--85% Learning Gains--(Reading--56% &amp; 59%) Lowest 25% Making Gains--(Reading52% &amp; Math 61%)</p> <p>2010--2011--C Reading Proficiency--67% Math Proficiency--53% Writing Proficiency--80% Learning Gains--(Reading 66% &amp; Math 55%) Lowest 25% Making Gains--(Reading 66% &amp; 57%)</p> <p>2011--2012--C Reading Proficiency--62% Math Proficiency--53% Writing Proficiency--71% Learning Gains--(Reading 64% &amp; Math 65%) Lowest 25% Making Gains--(Reading 63% &amp; Math 59%)</p>
Assis Principal	Tracie Jordan	BS, Elementary Education; Middle Integrated Certification; MS, Educational Leadership grades K-12; Principalship K12	2	2	<p>2011--2012--C Reading Proficiency--62% Math Proficiency--53% Writing Proficiency--71% Learning Gains--(Reading 64% &amp; Math 65%) Lowest 25% Making Gains--(Reading 63% &amp; Math 59%)</p>

## 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	Kim Brown	Bachelor Degree in Elementary Education	13	6	<p>2011-2012 Adequate Yearly Progress (AYP) Report-School Level-Page 1 Washington, VERNON MIDDLE SCHOOL-0052</p> <p>AYP met: NO Percent of criteria met: % Total Writing Proficiency met: YES 2011-2012 School Grade: C</p> <p>2010-2011 Adequate Yearly Progress (AYP) Report-School Level-Page 1 Washington, VERNON MIDDLE SCHOOL-0052</p> <p>AYP met: NO Percent of criteria met: % Total Writing Proficiency met: YES 2010-2011 School Grade: C</p> <p>2009-2010 Adequate Yearly Progress (AYP) Report-School Level-Page 1 Washington, VERNON MIDDLE SCHOOL-0052</p> <p>AYP met: NO Percent of criteria met: 79% Total Writing Proficiency met: YES 2009-2010 School Grade: C</p> <p>2008-2009 Adequate Yearly Progress (AYP) Report-School Level-Page 1 Washington, VERNON MIDDLE SCHOOL-</p>

				0052 AYP met: NO Percent of criteria met: 90% Total Writing Proficiency met: YES 2008-2009 School Grade: B  2007-2008 Adequate Yearly Progress (AYP) Report-School Level-Page 1 Washington, VERNON MIDDLE SCHOOL-0052  AYP met: NO Percent of criteria met: 74% Total Writing Proficiency met: YES 2007-2008 School Grade: C
Data Analyst for Math/Science	Michele Carter	Master		The Data Analyst position was introduced to the district in the summer of 2012. No prior data available.

## 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	The school board of Washington County advertizes vacant teaching positions using various forms of media. Every effort is made to hire teachers who are certified and/or endorsed in the area that they teach. If they are not certified, they have one school year to complete necessary requirements for certification.	Washington County School Board and school administration	On-going	
2	Interviewing Highly Qualified Applicants	District and School-based Administrators	On-going	
3	Possible applicants will be given no more than one calendar year to complete all certification requirements for the position.	School-based Administration, PAEC, Gail Riley, Director of Curriculum and Instruction	One year from date of hire	
4	Professional Development opportunities throughout the summer and during each school year.	School-based Administration, PAEC, Gail Riley, Director of Curriculum and Instruction	On-going throughout the school year and one's entire professional career.	
5	Provide the teachers with support from Academic, Vertical, Grade-level and Leadership Teams. Also provide support from our on-site Reading Coach and Data Analyst, as well as, mentoring programs for all new teachers.	School-based Administration, PAEC, Gail Riley, Director of Curriculum and Instruction; Peer Teacher Mentors	Ongoing throughout the school year and one's entire professional career.	
6	The district utilized the school and district websites, local media, and local colleges to recruit highly qualified teachers	District and School-based Administrators	On-going	
7	School-based Peer Mentors and a district level Beginning Teacher Program for all new teachers	School-based Administration, PAEC, Gail Riley, Director of Curriculum and Instruction; Peer Teacher Mentors	On-going	

## 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	Provide the strategies that are being implemented to support the staff in becoming highly effective
---	---

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
30	6.7%(2)	30.0%(9)	36.7%(11)	26.7%(8)	26.7%(8)	100.0%(30)	33.3%(10)	0.0%(0)	20.0%(6)

## 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
Taura Brock	Jessica Bowser	Mrs. Brock is our Vertical Language Arts Chairperson and Kagan Cadra Co-Chairperson for the district.	<ol style="list-style-type: none"> <li>1. Six Traits of Writing Strategies</li> <li>2. Kagan activities and instruction</li> <li>3. Common planning so that lesson plans and classroom strategies can be monitored and discussed.</li> <li>4. District Mentoring "Survival Trainings" held monthly at the district office.</li> <li>5. Bi-monthly meetings between the mentor/mentee.</li> <li>6. Observations in other teacher's classes on campus.</li> <li>7. Professional Development</li> </ol>
Kimberly Register	Ashley Brown	Mrs. Register is not only the principal, but a former Physical Education, Health and Science Teacher. She also is a former varsity and JV high school coach that can mentor in all areas of the field.	<ol style="list-style-type: none"> <li>1. District Mentoring "Survival Trainings" held monthly at the district office.</li> <li>2. Bi-monthly meetings between the mentor/mentee.</li> <li>3. Observations in other teacher's classes on campus.</li> <li>4. Professional Development</li> <li>5. PE classroom management techniques.</li> <li>6. PE grading scales and procedures</li> <li>7. Coaching strategies</li> <li>8. How to deal with parents of ones players.</li> </ol>
Tammy Smith	Daniel Lee	Mrs. Smith is our Vertical Math Chairperson and seasoned teacher with a 100% pass rate for Algebra EOC.	<ol style="list-style-type: none"> <li>1. District Mentoring "Survival Trainings" held monthly at the district office.</li> <li>2. Bi-monthly meetings between</li> <li>3. Florida Math Conference</li> <li>4. Nuts and Bolts Conference for Middle Schools</li> <li>5. District Mentoring "Survival Trainings" held monthly at the district office.</li> <li>6. Professional Development</li> </ol>

# 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

Reading, mathematics, writing, and science intervention materials will be implemented to promote achievement within at risk student groups.

Enhanced instructional technology within the classroom will be utilized.

Spring Board curriculum are being used in all 6-8 Language Arts classes to provide more rigor in the curriculum.

Computer Technology classes were implemented in 7th and 8th grades that will better prepare students for high school and Microsoft Certification, improve writing and editing for better scores on FCAT Writing and EOC's.

Title I, Part C- Migrant

Title I, Part D

Title II

- Kagan Training
- Six Traits of Writing Training
- Performance Matters Professional Development
- AP College Spring Board Professional Development
- Bioscope Professional Development
- OdysseyWare Training
- CAR-PD/Content Area Reading Professional Development
- Reading Endorsement Component Professional Development
- Common Core Professional Development
- Six Traits of Writing
- GTT/Gateway to Technology Professional Development
- STEM/Science Technology Engineering and Math Professional Development
- Text Complexity
- Leadership Training
- Holistic Scoring in Writing Professional Development

Title III

Title X- Homeless

- All Homeless students are identified and provided with Free or Reduced Lunch and Breakfast;
- School supplies and book bags are offered to students who have a need.
- LEP, migrant, disabled and homeless student have equal access to school services to meet their needs.

Supplemental Academic Instruction (SAI)

•5th Grade Students who met the financial criteria were offered the opportunity to participate in SES Tutoring. No VMS students returned the permission forms or requested further assistance with this service.

Violence Prevention Programs

- Safe and Drug Free Schools
- Olweus Bullying Prevention Program
- Cyberbullying Speakers for students

## Nutrition Programs

Federal Free and Reduced School breakfast/lunch program

## Housing Programs

## Head Start

## Adult Education

## Career and Technical Education

•Career component taught within 7th and 8th grade Applied Computers I class.

## Job Training

## Other

- VMS Track and Connect (Race to the Top) Mentoring of at-risk students one period per week by 5 teachers from VMS
- Mentoring by volunteers take place weekly for several students across the four grade levels
- Take Stock in Children Mentors work with scholarship recipients each month

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Malcolm Nelson-/Guidance—Chairperson  
Pat Jackson/School Psychologist  
Kim Brown/Reading Coach  
Michele Carter/Data Analyst  
All teachers from each grade level team  
Pearl Mims, Intensive Reading  
Tracie Jordan, Assistant Principal  
Kim Register, Principal

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 Leadership Team will focus on: How do we implement more rigor in the curriculum that will improve test scores for our students and teachers while moving from the NGSSS to Common Core Standards?

The team meets once a week to engage in the following activities:

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

The beginning goals of the RtI process will be to evaluate our core curriculum and make sure it is meeting our needs. Efforts will be continued based on evaluations and data from last year's RtI team.

- Every 4.5 weeks each grade level team meets on their students.
- Progress Report and Report Card Grades are discussed
- Academic progress and student behavior is discussed.
- FAIR and Discovery Education Data is used
- Reading Coaches and Data Analyst assist when necessary and provide data information on students
- District Guidance, Coaches and Analyst meetings take place monthly to assist with the needs of the school, teachers and students.

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?

The RtI Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, essential Questions, Activating Strategies, Teaching strategies, Extending, Refining, and Summarizing); and align processes and procedures.

- Data arrived from the above mentioned committee member and information derived from all the above named meetings, drive the necessary interventions for students and for the school to improve test scores and prepare students for academic success and adequate learning gains.
- The MTSS Leadership Team will evaluate the core curriculum to make sure it is meeting our needs according to information gathered through RtI.
- The MTSS Leadership Team is directly involved in developing the school improvement plan and the team consist of members from each grade level team.

### 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.

- Performance Matters (reading, mathematics, science, writing, and behavior)
- Discovery Education Assessments (math & science)
- FAIR Assessments (reading)
- Write Score Testing (writing)
- STAR Testing (reading)
- AR Testing (reading)
- FOCUS (reading, mathematics, science, writing, and behavior)
- FCAT Historical Data (reading, mathematics, science, writing and behavioral)
- Formal and Informal Assessments

Describe the plan to train staff on MTSS.

- Performance Matters (reading, mathematics, science, writing, and behavior)
- Throughout the summer and school year, all teachers are provided with Professional Development opportunities
- Faculty Meetings
- Guidance Counselors, Reading Coaches, and Data Analyst provide data, information and strategies to teachers

Describe the plan to support MTSS.

- Meeting times are coordinated by the department chair (Malcolm Nelson--Guidance)
- All committee members are given schedules in advance to prepare data to for these meetings
- Professional development opportunities are provided for all committee members
- Committee members meet monthly with department and grade-level teams to discuss constant interventions for all students and they monitor how successful these interventions are in providing learning gains for students.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

- Kimberly Brown/School-based Reading Coach
- Heather Richards/Media Specialist & Accelerated Reading Coordinator
- Charles Middlebrooks/8th Grade Reading
- Pearl Mims/7th Grade Reading
- Patricia Milliser/7th & 8th Grade Reading (ESE)
- Corine Hill/6th Grade Reading
- Erin Smith/6th Reading
- Rodgers Coleman/5th Grade Reading
- Lindsay Watson/5th Grade Reading

- Chris Williams/5th Grade Reading (ESE)
- Cornelius Brewer/5th Grade Reading (ESE)

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

- Literacy Nights Parents
- Two Book Fairs Per Year
- Literacy Week Activities
- Accelerated Reading Programs with all grade levels
- DEAR (Drop Everything and Read)
- STAR Testing
- FAIR Test (State based assessments three times per year)
- Discovery Education/ThinkLink Reading (Administered three times per year per)
- Creative Writing/Reading Mentoring Program at VES
- Take Your Parent To School Night
- Mandatory 20 minutes of reading homework for all students grades 5-8

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

- Mandatory 20 minutes of reading homework for all students grades 5-8
- STAR Testing
- FAIR Test (State based assessments three times per year)
- Discovery Ed/ThinkLink Reading (Administered three times per year per)
- The transition for NGSSS to Common Core
- Implementation of AP Spring Board Curriculum grade 6-8
- STEM classes for grades 6
- Accelerated Reading Programs with all grade levels
- Literacy Nights Parents
- Two Book Fairs Per Year
- Literacy Week Activities

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 11/19/2012)

### \*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.

### \*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.

- Teachers are constantly reminded that all teachers are Reading and Writing Teachers and are provided with constant support from the Reading Coach, administration, and District Curriculum Coordinator Gail Riley
- All teachers have reading goals as a part of the Professional Learning Plans
- All teachers are encouraged to require their students to participate in AR incentives
- All teachers are encouraged to participate in Content Area Reading Professional Development or to be Reading Endorsed
- Data notebooks are kept by all teachers
- Teachers are provided with trainings and are preparing for the transition from NGSSS to Common Core

### \*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?



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

### Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Students will achieve learning gains in reading as demonstrated on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 49% (223) students performed proficiently in reading as demonstrated on the 2012 FCAT Reading Test.	In grades 5-8, 55% students will perform proficiently in reading as will be demonstrated on the 2013 FCAT Reading Test.

#### 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	Adjustments to instruction and practices to comply with the standards for Next Generation and common core	Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.	Kimberly Register, Principal Kim Brown, Reading Coach	Quarterly Progress Monitoring	FAIR, Discovery Ed. Reading, STAR Testing
2		Teachers will provide ongoing monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.	Kimberly Register, Principal Kim Brown, Reading Coach	Quarterly Progress Monitoring	FAIR, Discovery Ed. Reading, STAR Testing
3		Continue teacher professional development based on student and teacher made assessments and DEA scores.	Kimberly Register, Principal Kim Brown, Reading Coach	Quarterly Progress Monitoring	FAIR, Discovery Ed. Reading, STAR Testing
4		Continue to provide scientific research based reading strategies for all students in reading.	Kimberly Register, Principal Kim Brown, Reading Coach All teachers	Quarterly Progress Monitoring	FAIR, Discovery Ed. Reading, STAR Testing
5	Adjustments to instruction and practices to comply with the standards	Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.  Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary  Continue teacher professional development based on student and teacher needs assessments	Principal, Reading Coach	Quarterly progress monitoring	FOCUS (FCAT data)  FAIR data  Ongoing formal/informal classroom assessments

	Continue to provide scientific research based reading strategies for all students in reading		
--	--	--	--

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:	NA There are too few students to make a valid goal for improvement. Since there is only students who was alternate assessed and only who will be this current year, any identification of a goal would reveal the individual students and his/her test score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
These students will be expected to make learning gains.	These students will be expected to make learning gains.

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	Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.	Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.	Kimberly Register, Principal Staffing Specialist Classroom Teacher	Student Portfolios	Florida Alternate Assessment

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:	Increase the number of students scoring a or above proficiency level 4 in reading as measured by the 2013 FCAT data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 21% (92) students performed above proficiency in reading as demonstrated on the 2012 FCAT Reading Test.	In grades 5-8, 25% of students will perform above proficiency in reading on the 2013 FCAT Reading Test.

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	Adjustments to instruction and practices to comply with the standards	Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.  Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary	Principal, Reading Coach	Quarterly progress monitoring	FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments ThinkLink Assessment Performance

	Continue teacher professional development based on student and teacher needs assessments			Matters
	Continue to provide scientific research based reading strategies for all students in reading			

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:	NA  There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual student and their test score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students are expected to making learning gains.	All students are expected to make learning gains.

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	Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.				
2		Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.			
3			Kimberly Register, Principal Staffing Specialist Classroom Teacher		
4				Student Portfolios	Florida Alternate Assessment

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:	All students are expected to show learning gains in reading as measured by the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 49% (218) students showed learning gains in reading as demonstrated on the 2012 FCAT Reading Test.	In grades 5-8, 55% students will show learning gains in reading on the 2013 FCAT Reading Test.

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	Adjustments to instruction and practices to comply with the standards for Next Generation and Common Core Standards	<p>Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary</p> <p>Continue teacher professional development based on student and teacher needs assessments</p> <p>Continue to provide scientific research based reading strategies for all students in reading</p>	Principal, Reading Coach	Quarterly progress monitoring	<p>FOCUS</p> <p>FCAT data</p> <p>FAIR data</p> <p>ThinkLink Discovery Education Reading Assessment</p> <p>Ongoing formal/informal classroom assessments</p> <p>Performance Matters</p>

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:	NA There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual students and their test score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students are expected to make learning gains.	All students are expected to make learning gains.

**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	Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.			Student Portfolios	Florida Alternate Assessment
2		Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.			
3			Kimberly Register, Principal Staffing Specialist Classroom Teacher		

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:	Students in the lowest 25% will show learning gains in reading as measured by the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 19% (13) of students in the lowest 25% showed learning gains in reading, as demonstrated on the 2012 FCAT Reading Test.	In grades 5-8, 25% (18) students will make learning gains in reading on the 2013 FCAT Reading Test.

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	Proliferation of students with special needs within this subgroup	<p>Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary</p> <p>Continue teacher professional development based on student and teacher needs assessments</p> <p>Continue to provide scientific research based reading strategies for all students in reading</p>	Principal, Reading Coach	Quarterly progress monitoring	<p>FOCUS (FCAT data)</p> <p>FAIR data</p> <p>Ongoing formal/informal classroom assessments</p> <p>ThinkLink Assessment</p>

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 #					
	All students in ethnic subgroups will meet the AYP requirement as defined by the 2013 FCAT 2.0 Reading Test.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49% (217/439)					

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:	African American students will show learning gains in reading as demonstrated on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 35% of African American students performed	In grades 5-8, 40% of African American students will perform

proficiently in reading as demonstrated on the 2012 FCAT Reading Test.			proficiently in reading as will be demonstrated on the 2013 FCAT Reading Test.		
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	Adjustments to instruction and practices to comply with the standards	<p>Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary</p> <p>Continue teacher professional development based on student and teacher needs assessments</p> <p>Continue to provide scientific research based reading strategies for all students in reading</p> <p>Instruction will be differentiated based on individual student need</p>	Principal, Reading Coach	Quarterly progress monitoring	FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments DEA Discovery Ed. ThinkLink Reading STAR Testing AR
2	Proliferation of students with special needs with each subgroup.				

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:	Vernon Middle School has one ELL student that will be monitored throughout the year by both mandates required by the ELL provisions and ESE. A specific goal is not appropriate since we have only one student and this will identify his/her test scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students are expected to make learning gains.	All students are expected to make learning gains.

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			Classroom teachers, ESE staffing specialist, Guidance Counselor, Principal		

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:	Students with disabilities will make learning gains in reading as measured by the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 17% (15/89) of students with disabilities performed proficiently in reading as demonstrated on the 2012 FCAT Reading Test.	In grades 5-8, 20% of students with disabilities will perform proficiently in reading as will be demonstrated on the 2013 FCAT Reading Test.

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	Adjustments to instruction and practices to comply with the standards as we move towards Common Core.  Proliferation of students with special needs within this subgroup.	Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.  Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary  Continue teacher professional development based on student and teacher needs assessments  Continue to provide scientific research based reading strategies for all students in reading  Instruction will be differentiated based on individual student needs.  Deeper levels of rigor will be applied to curriculum for all students.	Principal, Reading Coach	Quarterly progress monitoring	FOCUS(FCAT data)  FAIR data  Ongoing formal/informal classroom assessments  Performance Matters  STAR Testing  AR Testing  Discovery Ed. Thinklink Reading Test

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:	Economically disadvantaged students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 58% of economically disadvantaged students made AYP in reading based on the 2012 FCAT Reading data.	In grades 5-8, 65% of economically disadvantaged students will make AYP in reading based on the 2013 FCAT Reading data.

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	Adjustments to instruction and practices to comply with the standards  Proliferation of students with special needs within this subgroup.	Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.  Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary  Continue teacher professional development based on student and teacher needs assessments  Continue to provide scientific research based reading strategies for all students in reading  Instruction will be differentiated based on individual student need	Principal, Reading Coach	Quarterly progress monitoring	FOCUS (FCAT data)  FAIR data  Ongoing formal/informal classroom assessments  STAR Testing  AR Testing  Discovery Ed. ThinkLink Reading Test
---	---	--	--------------------------	-------------------------------	---

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
Common Core State Standards	5-8	Michele Carter Yvette Lerner LaJuana Malloy	All teachers			Kimberly Register, Principal
RTI Response to Intervention	508	Malcolm Nelson, Kim Brown	All teachers by grade level	Monthly Meeting	Completed Portfolio and collected student data	Malcolm Nelson, Guidance, Kim Brown, Reading Coach, Kimberly Register, Principal Tracie Jordan, Assistant Principal
Promethean Training	5-8	Gail Riley & PAEC	Debbie Yglesias Laurie Owens Pat Milliser Aubrey Herndon	Early Release Days,  Summer Training, Scheduled dates throughout the year	Lesson demonstrations for instructors.	Kimberly Register, Principal
Competency 6 Reading Endorsement	5-8	Kim Brown, Reading Coach  Yvette Learner	Chris Williams Margaret Coleman Aubrey Herndon	2/10/12 Throughout the school year in schedule after-school or school day scheduled meetings	Portfolio	Kimberly Register, Principal Kim Brown, Reading Coach
CAR-PD Content Area Reading	5-8	Gail Riley, Yvette Learner, Lisa Taylor, Kim Brown	Lisa Swingle Douglas Smith Kathy Camp Brennis Bodiford Laurie Owens	Early Release Day, Scheduled Monthly Meetings	Completed lessons  Taught lessons with observations by instructors  Completed Portfolio	Kim Brown, Reading Coach

ThinkLink Discovery Education Training	5-8	Gail Riley & PAEC	Erin Smith Chris Tyre Rodgers Coleman	1/12/12	Online follow-up	Kimberly Register, Principal
AP College SpringBoard Training	5-8	Brian Barnes Brian Whitehead	Lindsay Watson Heather Richards Kimberly Register Corin Hill Taura Brock Erin Smith Chris Williams Pearl Mims Chuch Middlebrooks	2/9/12 2/16/12	Round Table Discussion with administration and Gail Riley Vertical Planning with Vernon High School	Kimberly Register, Principal
Language Arts/Writing/Reading Vertical Planning Meetings	5-8	Taura Brock Kim Brown	All Language Arts and Reading Teachers across campus	Monthly	Minutes for meetings	Kimberly Register, Principal

Reading Budget:

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

End of 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:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement

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

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:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

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

End of CELLA Goals

## Middle 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:	Students will make learning gains in math as demonstrated on the 2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 27% (117/443) students performed proficiently in math as demonstrated on the 2012 FCAT Math assessment.	In grades 5-8, 32% students will perform proficiently in math as will be demonstrated on the 2013 FCAT Math assessment.

### 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	Adjustments to the math curriculum through instruction and practices to comply with the standards.	<p>Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.</p> <p>Continue teacher professional development based on student and teacher needs assessments.</p> <p>Continue to provide research based math strategies for all students in math.</p> <p>Math crosswalk/ Vertical planning</p>	<p>Principal, Kim Register</p> <p>Michele Carter, Data Analyst for Math/Science</p>	Quarterly progress Monitoring	<p>Focus( FCAT data)</p> <p>Ongoing formal/informal classroom assessments</p> <p>DEA - Thinklink Math Assessment</p> <p>Region 1 assessments</p> <p>Classroom walk through Lesson Plans</p> <p>Performance Matters</p> <p>2012 Current Level of Performance</p>

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The percentage of math students that score a level 4 or 5 on FCAT math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 15% (66/443) students performed proficiently in math as demonstrated on the 2012 FCAT Math assessment.	In grades 5-8, 20% students will perform proficiently in math as will be demonstrated on the 2013 FCAT Math assessment.

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	Adjustment to instruction and practices needed to comply with new standards.	Math teachers participate in Common Core Crosswalk, Vertical Planning and Curriculum Mapping using our Data Analyst as a resource.	Kim Register, Principal	Quarterly progress Monitoring	Region 1 assessments  Classroom walk-throughs  FOCUS (FCAT data)  Lesson Plans  Thinklink Math Assessments  Performance Matters
2			Michele Carter, Data Analyst for Math/Science		
3		Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.  Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary using research based math strategies for all students in math.  Continue professional development based on student and teacher needs 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal # 2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal # 3a:	Students will make learning gains in math as demonstrated on 2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 57% (253) students made learning gains in math as demonstrated on the 2012 FCAT Math assessment.	In grades 5-8, 67% (300) students will show learning gains in math as will be demonstrated on the 2013 FCAT Math assessment.

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	Adjustment to instruction and practices needed to comply with standards	Math teachers participate in Math Common Core Crosswalk and Vertical Planning.	Kim Register, Principal	Quarterly Progress Monitoring	Region 1 assessments  Classroom walk-throughs  FOCUS (FCAT data)  Lesson Plans  Thinklink Math Assessment  Performance Matters

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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students will make learning gains in math as demonstrated on the 2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 55% (48/82) students in the lowest quartile made learning gains in math as demonstrated on the 2012 FCAT Math assessment.	In grades 5-8, 65% (53/82) students in the lowest quartile will show learning gains in math as will be demonstrated on the 2013 FCAT Math assessment.

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	Proliferation of students with special needs within this subgroup	RtI application	Kim Register, Principal	Quarterly Progress Monitoring	Region 1 Assessment Classroom walk-through FOCUS (FCAT data) Lesson Plans Thinklink Math Assessment RtI data Performance Matters

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%.	Middle School Mathematics Goal # Vernon Middle School students' achievement will increase AYP steadily, thus reducing the gap.
5A :	



Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42% (183/439)					

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:	All students in an ethnic subgroup will improve in scoring at or above grade level in Math as defined by the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5B.	5B.

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	5B.1. White: 157/334 Black: 16/71 Hispanic: 3/11 Asian: 2/4 American Indian: 2/5 Proliferation of students with special needs within each subgroup. Adjustment to instruction and practices to comply with the NGSSS and the implementation of the Common Core Standards.	5B.1. Teachers will analyze student data to guide classroom instruction including differentiated instruction. Teachers will provide ongoing progress monitoring to evaluate student achievement with the assistance of our Data Analyst. Student achievement will be evaluated throughout the school year and adjustments to curriculum will be made as needed. Continue teacher professional development based on student and teacher needs assessment. Continue to provide scientific research based reading strategies for all students.	5B.1. Kim Register, Principal	5B.1. Ongoing progress monitoring Mathematics Goal #5B:  All students in an ethnic subgroup will improve in scoring at or above grade level in Math as defined by the 2012 FCAT.	5B.1. Performance Matters  FOCUS  Fair Data  ThinkLink  Ongoing formal/informal classroom assessments. 2012 Current Level of Performance: *

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:	
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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In grades 5-8, students with disabilities will make AYP in math, based on the 2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5-8, 10% (9/89)of students with disabilities made AYP in math, based on the 2012 FCAT Math assessment.	In grades 5-8, 20% (18/89)of students with disabilities will make AYP in math, based on the 2013 FCAT Math assessment.

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	Adjustments to instruction and practices to comply with the standards	Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.  Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary  Continue teacher professional development based on student and teacher needs assessments  Continue to provide scientific research based strategies for all students in math  Instruction will be differentiated based on individual student need	Kim Register, Principal	Quarterly progress monitoring	FOCUS(FCAT data)  Thinklink  Ongoing informal and formal classroom assessment  Performance matters

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	In grades 5-8, economically disadvantaged students will make AYP in math as demonstrated on the 2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 5-8, 43% of economically disadvantaged students will make AYP in math as demonstrated on the 2012 FCAT Math assessment.

In grades 5-8, 50% of economically disadvantaged students will make AYP in math as demonstrated on the 2013 FCAT Math assessment.

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	Adjustments to instruction and practices to comply with the standards	<p>Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary</p> <p>Continue teacher professional development based on student and teacher needs assessments</p> <p>Continue to provide scientific research based strategies for all students in math</p> <p>Instruction will be differentiated based on individual student need</p>	Kim Register, Principal	Quarterly progress monitoring	<p>FOCUS (FCAT data)</p> <p>Thinklink</p> <p>Ongoing informal and formal classroom assessment</p>

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of Vernon Middle School math students that score a level 3 on the Algebra 1 EOC will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 8, (6/21) 29% students performed proficiently in Algebra 1 H as demonstrated on the 2012 Algebra 1 EOC.	In grade 8, 30% students will perform proficiently in Algebra 1 H as demonstrated on the 2013 Algebra 1 EOC.

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	Adjustments to instruction and practices to comply				

	with the standards.				
2		<p>Teachers will analyze student data to guide classroom instruction including differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement with the assistance of our Data Analyst.</p> <p>Student achievement will be evaluated throughout the school year and adjustments to curriculum will be made as needed.</p> <p>Continue teacher professional development based on student and teacher needs assessment.</p>	<p>Kim Register, Principal</p> <p>Michele Carter, Data Analyst for Science/Math</p>	Quarterly progress monitoring	<p>Algebra 1 EOC</p> <p>DEA Thinklink data</p> <p>Thinklink probes</p> <p>Performance Matters</p> <p>Ongoing formal/informal classroom evaluations</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	The percentage Vernon Middle School math students that score a level 4 or 5 on the Algebra 1 EOC will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 8, 71% (15/21) students performed proficiently in Algebra 1 H as demonstrated on the 2013 Algebra 1 EOC.	In grade 8, 73% students will perform proficiently in Algebra 1 H as demonstrated on the 2013 Algebra 1 EOC.

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	Adjustments to instruction and practices to comply with the standards.	<p>Teachers will analyze student data to guide classroom instruction including differentiated instruction.</p> <p>Teachers will provide ongoing progress monitoring to evaluate student achievement with the assistance of our Data Analyst.</p> <p>Student achievement will be evaluated throughout the school year and adjustments to curriculum will be made as needed.</p> <p>Continue teacher professional development based on student and teacher needs assessment.</p>	Kimberly Register, Principal	Quarterly progress monitoring	<p>Algebra 1 EOC</p> <p>Thinklink Data</p> <p>DEA probes</p> <p>DEA Assessments</p> <p>Performance Matters</p> <p>FOCUS</p> <p>Ongoing formal/informal classroom evaluations</p>

## Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:				
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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:				
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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI- Response to Intervention	5-8	Malcolm Nelson Kim Brown	all teachers by grade level	monthly meetings	completed portfolio and collected student data	Malcolm Nelson Kim Brown Kimberly Register Tracie Jordan
Common Core State Standards	5-8	Michele Carter Yvette Learner LaJuana Malloy	all teachers			Kimberly Register, Principal
Florida Council of Teachers of Mathematics	5-8	Fla. Council of Teachers of Mathematics	Tammy Smith Daniel Lee Tessera Ward	one time conference		Kimberly Register, Principal
Performance Matters	5-8	LaJuana Malloy Michele Carter	all teachers		Baseball Cards	Kimberly Register, Principal Michele Carter
Vertical Alignment in Mathematics Grades 5-8	5-8	Tammy Smith	all teachers	monthly	agenda	Kimberly Register, Principal

Mathematics Budget:

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

End of 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.  Science Goal #1a:	Students will perform proficiently in science as demonstrated on the 2013 FCAT Science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% (60/199) of students assessed in science (grades 5 & 8) performed proficiently based on 2012 FCAT Science assessment.	35% of students assessed in science (grades 5 & 8) will perform proficiently on the 2013 FCAT Science assessment.
---	---

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	Implementation of NGSSS	Science teachers will continue to use transition guides for implementation.	Science Teachers	District assessment monitoring	Teacher assessments, district supplied assessments, and FCAT science data
2	Providing content enrichment	District mandated SSS lab session throughout the school year (minimum of 12)	Principal	Informal/formal classroom assessment	Activity log as monitored by the principal

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.  Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Increase the number of students in grades 5 & 8 will achieving levels 4 or 5 in science as demonstrated on the 2013 FCAT Science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 5 & 8, 5% (10/199) of students scored a level 4 or 5 on the 2012 FCAT Science assessment.	In grades 5 & 8, 8% of students will score a level 4 or 5 in science as demonstrated on the 2013 FCAT Science assessment.

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
	Implementaion of new	Teachers will utilize	Science teachers	Periodic lesson plan	Walk through

1	curriculum and NGSSS	new curriculum which corresponds to the science NGSSS.  Curriculum training and assessment		evaluations	Ongoing informal and formal classroom assessment
---	----------------------	--	--	-------------	--

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Training/Curriculum Mapping	5	PAEC	Deborah Schoen	scheduled meeting	Follow up observation	Dr. Donna Spyzrka Kimberly Register, Principal
Common Core State Standards	5-8	Michele Carter LaJunana Malloy	all teachers			Kimberly Register, Principal
RTI - Response to Intervention	5-8	Malcolm Nelson Kim Brown	all teachers by grade level	monthly meetings	completed portfolio and collected student data	Malcolm Nelson Kim Brown Kimberly Register Tracie Jordan
Biophillia Training	7	E.O. Wilson Biophillia Center	Brennis Bodiford Aubrey Herndon Holly Prescott Emily Gipson Wyllie Mims Tammie Hall Jessica Bowser Bruce Neel			Kimberly Register, Principal



Bioscope	5-8	PAEC	Merle Bonner Deborah Schoen  Deborah Yglesias	July Training Follow ups- October/November	Study Team Meeting Data Collection Follow Up Meeting	Pam Bondurant PAEC Kimberly Register, Principal
----------	-----	------	--	--	--	--

Science Budget:

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

End of 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:		Students will achieve AYP, writing at a level 3 or higher, as demonstrated on the 2013 FCAT writing exam.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
84% of students achieved mastery in writing as demonstrated on the 2012 FCAT writing exam, based on a score of 3.0 or higher		95% (107) of students will achieve mastery on the 2013 FCAT writing exam.			
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	Further development of writing skills	Development of a writing focus calendar, and instruction based on the focus calendar to target specific writing traits	Taura Brock	Monitor implementation of writing focus calendar	District-wide assessments, 2012 FCAT writing scores

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:

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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Spring Board/College Board	6-8	College Board	Language Arts Teachers	Pre-Planning, periodic meetings as needed	Minutes from meetings	Kim Register
Language Arts Vertical Planning	5-8	Department Chair Person	Language Arts Teachers	Periodic meetings as needed	Minutes from planning meeting	Kim Register
Writing Focus Calendar	5-8 Language Arts	Taura Brock, Patricia Milliser	Language Arts Teachers	Pre-planning, district scheduled meetings	Modeling of lessons	Kim Register, Gail Riley
FCAT 2.0 Writing Training	5-8		Language Arts Teachers	scheduled meetings		Kim Register

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Writing Goals

## Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Students will demonstrate mastery of Civics content in order to successfully pass sample EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
No current EOC Data available	90% (117) will attain a passing score on a 40 question EOC sample test as provided by Holt-McDougal

### 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 have a lack of background knowledge to successfully connect content	1.1. Teacher will utilize current election events, media coverage, community service projects, student government process, debates, primary sources, guest speakers, and textbook content to promote interest and participation.	7th Grade Civics Teacher	Quarterly E.O.C. sample tests provided by Holt-McDougal. These will be used to monitor progress and guide strategies for outcome goals.	4 Quarterly E.O.C. sample tests provided by Holt-McDougal

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI (Response to Intervention)	5-8	Malcolm Nelson Kim Brown	all teachers by grade level	monthly meeting	completed portfolio and collected student data	Malcolm Nelson Kim Brown Kimberly Register
Common Core State Standards	5-8	Michele Carter Yvette Lerner	all teachers by grade level	meetings scheduled by district	ongoing collaboration between teachers and district personnel	Kimberly Register
Performance Matters	5-8	Michele Carter	all teachers	10-25-12		Kimberly Register

Civics Budget:

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

## 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		Students will raise the attendance to 99% in 2011.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Daily average attendance rate for 2010-2011 was 95% (437 students).		Students average attendance rate will raise to 99% in 2012.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
000 (N/A)		000 (N/A)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
000 (N/A)		000 (N/A)			
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	Student motivation	1. Teachers will stand by classroom doors and greet each student as they arrive. 2. Teachers will refer students who are absent 5 days or more to guidance.	teachers and guidance	Review of 30 day attendance reports.	Review of 30 day attendance reports.

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	To decrease the total number both in-school detentions and out-of-school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
293	decrease the number of in-school detentions by 15%...to 249
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
000 n/a	000 n/a
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
116	decrease the number of out-of-school by 25%...to 87
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
000 n/a	000 n/a
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	Classroom management	Use of Fred Jones training to help teachers with classroom management skills, and the use of procedures.	Administrative Staff	Monitor the number of office referrals	Referral Data
2	Introduction of Kagan Structions & Win-Win Discipline	Use of Kagan Structures in classroom to exert better management techniques and disciplinary practices	All classroom teachers	Monitor classrooms and teaching practices through daily walkthroughs and professional development trainings.	Kagan Instructors and Reading Coaches provide continue professional development and inservice.

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						

Suspension Budget:

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

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Using several different strategies parent involvement will improve by 50%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25% of the student's parents/family were involved in 2010-2011.	50% of our parent will become active with school activities

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School to home communication	Continue regular use of ConnectEd, phone outreach system.	Principal and Assistant Principal	Parental Feedback	Parent Survey
2	School to home communication	Maintain VMS website	Assistant Principal	Monitor website data	Parent feedback
3	School to home communication	Spring orientation for 4th grade, Open House in August	School Administrative Staff	Parent and Student feedback	Attendance sign-in sheets, SAC registration
4	School to home communication	Continue sharing articles with local news media	School PR Committee	Community feedback and article comments online	Community feedback and article comments online
5	School to home communication	Advisory Council Meetings will be advertised to all parents and students at VMS. They will conduct fundraising and reward planning meetings for FCAT and Academic Achievement of students.	Principal, Assistant Principal and Advisory Council President	Community feedback, fundraising success, number of parents participating in activities.	Parent feedback

## 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



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
No Data	No Data	No Data	\$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:		Students will recognize the value of an engineering notebook to document and capture their ideas. Students will use the design process to solve problems and understand the influence that engineering and innovative design has on our lives. Students will use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.			
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	Course content is advanced and most students may have difficulty grasping the concepts. Modifications may have to be made to make the material more relevant for age/grade group.				
2			Principal, Kimberly Register		

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
Performance Matters	5-8	Michele Carter	all teachers	10-25-12		Kimberly Register
Rtl (Response to Intervention)	5-8	Malcolm Nelson Kim Brown	all teachers by grade level	monthly meeting	completed portfolio and collected student data	Kimberly Register Malcolm Nelson
Common Core State Standards	5-8	Michele Carter Yvette Lerner	all teachers	meetings as scheduled by District	ongoing collaboration with teachers and District personnel	Kimberly Register

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

End of STEM Goal(s)

Career and Technical Education (CTE) 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. CTE CTE Goal #1:	The Introduction to Computers class is new to VMS for the 2012-2013 school year. The primary goal of this course is to introduce our 7th and 8th grade students to basic computer skills such as keyboarding, word processing, presentation software, and spreadsheets. The course is also designed to address multimedia skills and careers. Throughout this year the team will be vigilant in identifying and addressing areas that need

improvement to help this program be a success.

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. Many of our students have limited or no access to computers outside of school. Students that are absent or limited in prior knowledge may get behind in class work.	Our strategy to combat this barrier is to provide all students with available additional work that incorporates technology and academics. This will allow students that are still finishing an assignment to complete it while they have access to the teacher and to a computer, while other students still have meaningful work to do.	This will be monitored by the teachers for this course.	Comparison of pretest to final exam and monitoring of students to see that all students are engaged	Pre-test and final will be used to evaluate as well as teacher observations.

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
Performance Matters	5-8	Michele Carter	all teachers	10-25-12		Kimberly Register, Principal
Rtl (Response to Intervention)	5-8	Malcolm Nelson, Guidance Counselor Kim Brown, Reading Coach	all teachers by grade levels	monthly meeting	completed portfolio and collected student data	Malcolm Nelson Kim Brown Kimberly Register
Common Core State Standards	5-8	Michele Carter Yvette Lerner Lajuana Malloy	All teachers	as scheduled by District	collaboration with teachers and district personnel	Kimberly Register

CTE 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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CTE Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

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 10/20/2012)

## 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
---Fall BBQ Fundraiser to fund the cabintry for one of the new computer labs ---Spring Fling to raise money for FCAT incentives and rewards ---Spring BBQ Fundraiser to begin the fund for the second computer labs cabintry with a projected 2013-2014 completion date. ---Strawberry Sale in the spring to raise money for computers and technology equipment. ---Purchase of library books ---Purchase of paper for teacher/student use for classroom assignments and printing needs. ---Silent Auction for raising of funds for students service learning projects for providing food baskets and holiday gifts for families in need. ---Literacy Night activities	\$4,000.00

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

--FCACT Reward Field Trip

- Open House at the beginning of the school year
- Take Your Parent to Work Night at the end of the first semester
- Fundraisers for rewards for student achievement and recognition
- Celebration for Teacher Appreciation Week
- Providing consumable supplies to the student, teachers and office as needed
- Create Parent Compact for upcoming school year and assist in climate surveys for the school

# 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

Washington School District VERNON MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	53%	80%	45%	245	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%	55%			121	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?	66% (YES)	57% (YES)			123	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					489	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Washington School District VERNON MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	58%	85%	37%	244	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	56%	59%			115	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?	52% (YES)	61% (YES)			113	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					472	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested