

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: FERNANDINA BEACH MIDDLE SCHOOL

District Name: Nassau

Principal: Dr. John Mazzella

SAC Chair: Mrs. Lisa Stubbs

Superintendent: Dr. John Ruis

Date of School Board Approval: Pending School Board Approval

Last Modified on: 10/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. John A. Mazzella	Doctorate - certified in Ed. Leadership, Elementary Education, Social Studies 6-12, History 9-12	19	30	12 years as an "A" school
Assis Principal	Dr. Margaret Scruby	Doctorate - J.D., Ed. Leadership, English 6-12	3	3	3 year as an "A" school at FBMS, 9 years at Orange Park High School - 3 years as a "B" school, 6 years as a "C" school

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	Betsy Hutton	Masters - Elementary Education, English 6-12, Reading, ESOL	7	7	"A" schools for 7 years

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	Recruitment of teachers with multiple endorsements and certifications	Dr. Mazzella	Prior to first day of pre-planning	
2	Referrals	Faculty Members	Prior to first day of pre-planning annually	
3	Personal Conferences	Dr. Mazzella	Prior to first day of pre-planning annually	

Non-Highly Effective Instructors

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

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

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

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
38	2.6%(1)	7.9%(3)	36.8%(14)	52.6%(20)	47.4%(18)	100.0%(38)	21.1%(8)	13.2%(5)	39.5%(15)

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
Ann Wrenn	Bailee Roland	Ms. Roland is a first year teacher.	Ms. Wrenn will be assisting Ms. Roland with lesson planning and teacher related tasks.

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

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS leadership team consists of: Administrator, school counselor, reading coach, department heads, and teachers.

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

The school-based MTSS leadership team meets monthly and is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students. In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. Leading questions: Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. They will assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

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 problem solving process provides the framework for developing the school improvement plan. This framework requires schools to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring and formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. The plan to address and remediate areas of deficit becomes the basis for the school improvement plan.

MTSS Implementation

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

Data management is accomplished by utilizing several sources and systems.
Tier I-Data sources: FCAT 2.0, FAIR, Pre-/Post-Tests, EOCs in Algebra I Data programs: FOCUS, PMRN, FCAT Data Star
Tier II-Program specific data for Tier II instruction- READ 180 Next Generation, Achieve 3000
Tier III- PMP student individualized progress monitoring plans

Describe the plan to train staff on MTSS.

The District RtI Specialist, district support personnel, and Florida Department of Education online RtI introductory course are available.

Describe the plan to support MTSS.

The district provides a district Problem Solving/Response to Intervention Process Implementation Guide

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of all school Language Arts and Reading teachers as well as the school Reading Coach, Media Specialist, and Administration.

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve in this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading/literacy coach at the school chair or co-chair these meetings.

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

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

This is not applicable to Fernandina Beach Middle School.

*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.

The Reading Coach, along with the principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The Reading Coach provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State Standards and FCAT 2.0 requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

*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?

This is not applicable to Fernandina Beach Middle School.

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?

This is not applicable to Fernandina Beach Middle School.

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](#)

This is not applicable to Fernandina Beach Middle School.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The number of students scoring below the proficiency level in Reading will decrease.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Currently 30.6% (196 out of 640) of FBMS students are achieving level 3 on the FCAT Reading. 27% (173 out of 640) of FBMS students are scoring below the proficiency level on the FCAT Reading.	Less than 27% of FBMS students will score below the proficiency level on the FCAT Reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may lack motivation in Reading	Reading teachers will use Lavoie motivational strategies	Reading Teachers, Guidance Counselors, Principal	Comparative Data Analysis	Test Scores
2	All teachers should emphasize Reading	Implement Faculty Reading / Writing Partnership Program with Reading and Content Area Teachers	Language Arts / Reading teachers, Reading Coach, Principal	Comparative Data Analysis, Evaluation of Partnership Meeting Minutes	Test scores, Partnership Meeting Minutes, Lesson Plans
3	Teachers need research-based strategies	Implement "Classroom Instruction That Works"	Reading Teachers	Comparative Data Analysis	Test scores
4	Areas of weakness should be targeted	Teachers will analyze subtest data to determine areas of weakness	Reading Teachers, Reading Coach	Comparative Data Analysis	Datastar reports, Test scores
5	Students may fail to see the connection between classroom activities and learning goals	Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance will help students see the connections between classroom activities and learning goals (Marzano's Art and Science of Teaching Framework)	Teachers, Administration, Students	Comparative Data Analysis of Assessment Data, Student Interviews, Administrative Walk-Throughs	Test Scores, Student Interviews, Administrative Walk-Throughs
6	Students may not relate what is being addressed in class to their personal interests.	Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	Student, Teacher, and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
7	Effective data analysis must support targeted instruction to improve student achievement.	FAIR, Achieve 3000, FCAT explorer provide students with immediate feedback and opportunities for guided practice	Student, Teacher and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
	Virtual instructional	Request district	Student, Teacher,	Request district	Request district

8	programs, assessment and data analysis require the availability and dependability of computer access and technological support.	assistance	and Administrative feedback	assistance	assistance
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The number of students scoring above the proficiency level on the alternate assessment will be maintained or increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.5% (2 out of 16) of FBMS students taking the alternate assessment scored at levels 4,5,& 6 in Reading. No students scored below the proficiency level on the alternate assessment.	The number of students scoring a level 4,5,or 6 on the alternate assessment will be maintained or increased.

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 may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	Teachers will provide clear learning goals and scales (PAES Labs and Unique Learning System , Marzano's Art and Science of Teacher Framework) , and will utilize district purchased programs and software to track student progress.	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment
2	Students may struggle to comprehend new content as it is introduced	Teachers will help students identify critical information, organize new knowledge, preview new content, chunk content into digestible bites, and process new information (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration.	Florida Alternate Assessment
3	Students may struggle to retain content that they have already learned.	Teachers will help students review content, practice and deepen knowledge, practice skills, strategies, and processes. (Marzano's Art and Science of Teacher Framework)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	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:	The percentage of students scoring a Level 4 or above on the FCAT 2.0 Reading assessment will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 42% (270 out of 640) of FBMS students are	At least 42.1% of FBMS students will achieve FCAT levels of

achieving FCAT levels 4 and 5 in Reading			4 or above 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
1	Students need practice answering FCAT-like questions prior to the test	Continue to use FCAT Explorer as tool to help prepare students for testing	Reading teachers	Test Data Analysis	Test scores
2	Reading strategies should be shared amongst faculty	Monthly Reading Council meetings will be held to discuss and plan strategies	Language Arts/Reading Teachers, Reading Coach, Principal	Evaluation of meeting minutes, Comparative Data Analysis	Meeting minutes and Test scores
3	Student progress should be monitored through the year.	Reading teachers will develop pre-tests and post-tests coded to the New Generation Sunshine State Standards and Common Core Standards and administer three times annually	Reading Teachers, Principal	Evaluation of post-test results as compared to pre-tests results	Post-tests
4	Students may not be engaged in cognitively complex tasks.	Teachers will incorporate common core state standards for literacy to challenge students to higher levels of achievement..	Student, Teacher and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
5	Students may need assistance to interact with new knowledge.	Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.	Student, Teacher and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walkthroughs
6	Assessment, virtual instructional programs and data analysis require the availability and dependability of computer access and technological support.	Request district assistance	Student, Teacher and Administrative feedback	Request district assistance	Request district assistance

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The number of alternate assessment students earning Achievement Level 7 in Reading will be maintained or increase increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87.5% (14 out of 16) of FBMS students taking the alternate assessment scored at or above Achievement Level 7 in Reading.	At least 87.5% of FBMS students taking the alternate assessment will score at or above Achievement Level 7 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
	Students may struggle with having a clear	Teachers will utilize district purchased	School administration and	In class progress monitoring by teacher,	Florida Alternate Assessment

1	understanding of what is expected of them and to set goals for their learning.	programs and software to provide clear learning goals and scales, and to track student progress (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework)	classroom teacher	classroom walkthroughs by school administration	
2	Students may struggle to comprehend new content as it is introduced.	Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework,)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration.	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:	The percentage of students making learning gains on the FCAT 2.0 Reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74.9% (456 out of 609) of students made learning gains in Reading	At least 75% of FBMS students will make learning gains 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
1	Teachers need specialized techniques, strategies, and interventions to use in the classroom	Involve and utilize Reading Coach in classroom assessment, instruction, and planning	Reading Coach, Principal	Comparative Data Analysis	Test Scores
2	Students may require intensive and differentiated instruction in reading.	Teachers will use research based instructional strategies and utilize programs that provide differentiated instruction for all students, including Read 180 and Achieve 3000.	Student, Teacher, Reading Coach, Media Specialist and Administrator	Program reports, assessment data, student interviews, administrative walk-throughs	Program reports, assessment data, student interview, administrative walk-throughs
3	Assessments from instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may require additional support.	Request district assistance for technology support.	Request district assistance	Student, Teacher and Administrator feedback	Request district assistance
	Students may not be organized to practice and deepen knowledge	Teachers will implement strategies from Marzano's Art and Science of	Student, Teacher, Reading Coach, Media Specialist	Program reports, assessment data, student interview,	Program reports, assessment data, student interviews,

4	Teaching Framework and utilize READ 180 and Achieve 3000 to increase student achievement.	and Administrator	administrative walk-throughs	administrative walk-throughs.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The number of alternate assessment students making learning gains in Reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.3% (1 out of 16) of FBMS students taking the alternate assessment in Reading made learning gains	At least 6.4% of FBMS students taking the alternate assessment in Reading will 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	Students may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework).	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment
2	Students may struggle to comprehend new content as it is introduced	Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration.	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The number of students in the lower quartile making learning gains in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38.3% students in the lower quartile made learning gains in Reading	At least 38.4% of students in the lower quartile will make learning gains 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
1	Students in the lower quartile may continue to struggle making progress	Develop Progress Monitoring Plans for students scoring a level 1 or 2 on the FCAT Reading test	Reading teachers, Principal, Assistant Principal	Comparative Data Analysis, Evaluation of Progress Monitoring Plan	Test scores and Progress Monitoring Plans
2	ESE students may need additional support	Include ESE co-teachers in block courses for additional support	Guidance Counselors, Principal, ESE co-teachers	Comparative Data Analysis	Test scores, Teacher Evaluation
3	Level 1 students will need intensive instruction	Students scoring a level 1 on the Reading FCAT will enroll in a two period Language Arts and Reading Block utilizing Reading 180	Language Arts / Reading Teachers, ESE co-teacher, Guidance Counselors	On-going classroom assessments	Test scores
4	Level 2 students who are not fluent will need intensive instruction	Students scoring a level 2 on the Reading FCAT who do not score "fluent" on a fluency test will enroll an Intensive Language Arts class utilizing Achieve 3000	Language Arts/Reading Teachers, ESE co-teacher, Guidance Counselors	On-going classroom assessments, Fluency testing	Test scores
5	Progress of lower level students should be monitored closely	Administer pre-test at least twice a year followed by a post-test at the end of the year	Teachers, Guidance Counselors, Principal	Comparative Data Analysis	Test scores
6	Lower quartile students may not be fully engaged in the learning process.	Teachers will communicate high expectations for all students, will assist students to interact with new knowledge, and will provide practice of skills, strategies and processes to improve the performance of lower quartile students. (Marzano's Art and Science of Teaching Framework) Nassau County's District Reading Plan will be implemented for students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading.	Student, Teacher, Reading Coach, Counselor, Administrator	Assessment data, student interviews, administrative walk-through Data Analysis: FCAT 2.0, Read 180, Achieve 3000	Assessment data, student interviews, administrative walk-through Data Analysis: FCAT 2.0, Read 180, Achieve 3000,
7	Assessment data from instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may need additional technology support.	Request district assistance for technology support.	Request district assistance	Student, Teacher and administrative feedback	Request district assistance
8	Lower quartile students may require additional support to process new information.	Teachers will employ strategies to chunk content into digestible bites, elaborate on new information and record and represent new knowledge. (Marzano's Art and Science of	Student, Teacher, Reading Coach, Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs

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 #

AMO targets for Reading will be met. Targets are listed below.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	76	78	81	83	

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.

The number of multiracial and hispanic students scoring below the proficiency level in Reading will be decreased.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

67% (18 out of 27) of multiracial students and 56.3% (18 out of 32) of hispanic students are scoring below the proficiency level in Reading

66.9% or less multiracial students and 56.2% or less hispanic students will score below the proficiency level 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
1	Students may not be able to relate what is being addressed in class to their personal interests	Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	School Administration and Classroom Teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Assessment data, student interviews, administrative walkthroughs

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.

The number of English Language Learners not making satisfactory progress in Reading will decrease.

Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

90% (9 out of 10 ELL students) are not making satisfactory progress in Reading.

89.9% or less ELL students will not make satisfactory progress 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
	ELLs have not had	Teachers and ELL	Principal, assistant	Data analysis	Ongoing

1	enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	paraprofessional, if available, will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework.	principal, counselors, & reading coach. Community in Schools staff		progressing monitoring data
2	Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	Principal, assistant principal, counselors, & reading coach.	Review of lesson plans	Ongoing progressing monitoring data
3	Some ELL students may need additional academic support	When needed, assign ELL students to classes with additional support - co-teacher and/or county ESOL aide.	Administration, Counselors, Co-teachers, ESOL Aide	Comparative Data Analysis	Test Scores, Teacher Evaluation

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The number of FBMS students with disabilities scoring below the proficiency level in Reading will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65.2% (30 out of 46) of FBMS students with disabilities are scoring below the proficiency level in Reading	65.1% or less of FBMS student with disabilities will score below the proficiency level 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
1	The SWD population may have a broad range of needs and accommodations	Teachers will identify needs of SWD and provide accommodations and modifications specific to each student.	Classroom teachers and school administration	In class assessments and progress monitoring	In class assessments and FCAT
2	SWD may learn at a slower rate.	Teachers will provide SWD with repetition and reinforcement for skill development.	Classroom teachers	In class assessments and progress monitoring.	In class assessments and FCAT
3	Some SWD need additional academic support.	When needed, enroll SWD in courses with ESE co-teachers and regular education teachers.	Administration, Counselors, ESE co-teachers	Comparative Data Analysis	Test scores, Teacher evaluation

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of FBMS Economically Disadvantaged students scoring below the proficiency level in Reading will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45.4% (104 out of 229) of FBMS Economically Disadvantaged	45.3% or less of FBMS Economically Disadvantaged Students

Students are scoring below the proficiency level in Reading		will score below the proficiency level 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
1	Students in this subgroup should be identified	Identify students in this subgroup and implement interventions targeted at areas of weaknesses	Reading teachers, Reading Coach, Guidance Counselor	Comparative Data Analysis	Test scores
2	Students in this subgroup may need additional support	Continue to offer Communities In Schools After School Program for at-risk students	Communities In Schools Liaison, Teachers, Principal	Comparative Data Analysis	Test scores
3	Teachers may be unaware of the situations faced by ED students.	Teachers will identify and consider needs of ED students and provide interventions as needed.	Classroom teachers	In class assessments and progress monitoring	FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading 180	6, 7, 8	Scholastic Consultant	Language Arts /Reading Block Teachers	Summer, 2012 Winter, 2012	Leadership Dashboard	CRT, Building Administrator, Reading Coach, Teacher
Achieve 3000	6,7,8	Achieve 3000 Consultant	Language Arts Teachers	Summer, 2012 Winter, 2012	System Data Analysis	CRT, Building Administrator, Reading Coach, Teacher
Marzano Art & Science of Teacher Evaluation Model	6,7,8	Staff and Program Development Office	Teachers and Building Administrators	Ongoing	Teacher Assessment	Staff Development, Administration
Common Core Standards: An Overview	6, 7, 8	Beacon Educator	Teachers	Fall 2012, Winter 2012	Review of Professional Activity Implementation report.	Staff Development Administration
Pathways to the Common Core Book Study Presentations	6,7,8	Teachers	Teachers	Ongoing	Teacher Assessment	Staff Development, Administration

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.		The number of ELL students scoring at the proficiency level in listening and speaking will increase.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
60% (6 out of 10) of ELL students are scoring in the proficiency level in listening and 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
1	ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	Teachers and ELL paraprofessional will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework.	Principal, assistant principal, counselors, & reading coach.	Data analysis	CELLA
2	Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	Teachers should work on ESOL endorsement.	Principal, assistant principal, counselors, & reading coach.	Review teacher certifications, ESOL certifications, and teachers working towards endorsement.	Teacher Certification
3	Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	Principal, assistant principal, counselors, & reading coach.	Administrative walk throughs, teacher assessments	Observation.

4	Some ELL students may need additional academic support.	When needed, assign ELL students to classes with additional support - co-teacher and/or county ESOL aide	Administration, Counselors, Co-teachers, ESOL aide	Comparative Data Analysis	Test scores, Teacher evaluation
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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:	The number of ELL students scoring at the proficiency level in reading will increase.
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2012 Current Percent of Students Proficient in reading:

40% (4 out of 10) of ELL students are scoring at the proficiency level 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
1	ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	Teachers and ELL paraprofessional will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework	Principal, assistant principal, counselors, & reading coach.	Data Analysis	CELLA
2	Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	Teachers should work on ESOL endorsement.	Principal, assistant principal, counselors, & reading coach.	Review teacher certifications, ESOL certifications, and teachers working towards endorsement.	Teacher Certification
3	Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs	Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	Principal, assistant principal, counselors & reading coach.	Administrative walk throughs, teacher assessments	I-Observation
4	Some ELL students may need additional academic support.	When needed, assign ELL students to classes with additional support - co-teacher and/or county ESOL aide.	Administration, Counselors, Co-teachers, ESOL aide	Comparative Data Analysis	Test scores, Teacher evaluation

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

3. Students scoring proficient in writing. CELLA Goal #3:	The number of ELL students scoring at the proficiency level in writing will increase.
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2012 Current Percent of Students Proficient in writing:

30% (3 out of 10) of ELL students are scoring at the proficiency level 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
1	ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	Teachers and ELL paraprofessionals will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework	Administration, counselors & reading coach.	Data Analysis	CELLA
2	Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	Teachers should work on the ESOL endorsement.	Administration	Review teacher certifications, ESOL certifications, and teachers working towards endorsement.	Teacher certifications
3	Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs	Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	Principal, assistant principal, counselors, & reading coach.	Administrative walk throughs, teacher assessments	IObservation
4	Some ELL students may need additional academic support	When needed, assign ELL students to classes with additional support - co-teacher and/or ESOL aide	Administration, Counselors, Co-teachers, ESOL aide	Comparative Data Analysis	Test scores, Teacher evaluation

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



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:	The number of students scoring below the proficiency level in Math will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.9% (178 out of 636) of FBMS students are scoring level three on the FCAT Math test. 29.2% (186 out of 636) of FBMS students are scoring below the proficiency level on the FCAT Math test.	29.1% or less of FBMS students will score below the proficiency level on the FCAT Math 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	Students may lack motivation in Math	Math teachers will use Lavoie motivational strategies	Math Teachers, Guidance Counselors, Principal	Comparative Data Analysis	Test scores
2	Teachers need research-based strategies	Implement "Classroom Instruction That Works"	Math Teachers	Comparative Data Analysis	Test scores
3	Areas of weakness should be targeted	Teachers will analyze subtest data to determine areas of weakness	Math Teachers	Comparative Data Analysis	Datatar reports, Test scores
4	Students may fail to see the connection between classroom activities and learning goals.	Teachers will clearly state learning goals accompanied by a scale or rubric that describes levels of performance and help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)	School Administration and classroom teacher	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
5	Students may not relate what is being addressed in class to their personal interests.	Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration.	Assessment data, student interviews, administrative walk-throughs
6	Effective use of instructional software programs and data analysis required the available and dependability of computer access and technological support.	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, (Accelerated Math, Discovery Ed, etc.)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Assessment data, student interviews, administrative walk-throughs

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:	
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Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The number of alternate assessment students scoring at or above the proficiency level in Mathematics will increase or be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (4 out of 16) of FBMS students taking the alternate assessment scored at levels 4,5,& 6 in Math. No students scored below the proficiency level on the alternate assessment.	The number of students scoring a level 4,5,or 6 on the alternate assessment will be maintained or increased.

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 may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (Unique Learning System, and/or Accelerated Mathematics)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment
2	Effective use of instructional software programs and data analysis required the available and dependability of computer access and technological support. Teachers may need provided by the Technology Department.	Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System, and/or Accelerated Mathematic, Marzano's Art and Science of Teaching Framework s)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	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 mathematics. Mathematics Goal #2a:	The number of students scoring level 4 or above on the FCAT Math test will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.8% (272 out of 636) of FBMS students scored above proficiency (level 4 or 5) on the FCAT Math test.	At least 42.9% of FBMS students will score at or above Achievement Level 4 on the FCAT Math 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	Students need practice answering FCAT-like questions prior to test	Continue to use FCAT Explorer as tool to help prepare students for testing	Math teachers	Comparative Data Analysis	Test scores
2	Teachers need to share specialized techniques, strategies, and	Hold monthly Math department meetings	Math teachers	Evaluation of meeting minutes, Comparative Data Analysis	Meeting minutes, Test scores

	interventions to use in the classroom				
3	Student progress should be monitored through the year.	Math teachers will develop pre-tests and post-tests coded to the New Generation Sunshine State Standards as well as the Common Core Standards and administer three times annually	Math teachers, Principal	Evaluation of post-test results as compared to pre-test results	Post-tests
4	Students may not be engaged in cognitively complex tasks.	Teachers will identify, teach and assess common terminology / vocabulary used in mathematics (CCSS) and word problems to challenge students to higher levels of achievement.	School Administration and classroom teacher	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
5	Students may need assistance to interact with new knowledge.	Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.	School Administration and classroom teacher	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walkthroughs.
6	Effective use of instructional software programs and data analysis required the available and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	Teachers will utilize district purchased programs and software (Kudo Software) to help students review content, organize students to practice and deepen knowledge, and practice skills, strategies, and processes. (Marzano's Art and Science of Teaching Framework)	School Administration, classroom teacher, and District Technology Department	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The number of students scoring at or above Achievement Level 7 in Mathematics will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (12 out of 16) FBMS students taking the alternate assessment scored at or above Achievement Level 7 in Mathematics	At least 75.1% of FBMS students taking the alternate assessment will score at or above Achievement Level 7 in Mathematics

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 may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (Unique Learning System, and/or Accelerated Mathematics, Marzano's Art and Science of	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment

		Teaching Framework)			
2	Effective use of instructional software programs and data analysis required the available and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System and/or Accelerated Mathematics)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	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 mathematics. Mathematics Goal #3a:	The number of FBMS students making learning gains in Math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74.5% of FBMS students are making learning gains in Math	At least 74.6% of FBMS students will make learning gains in Math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be scheduled into classes based on their levels	Continue to offer a variety of Math courses so that students can be more appropriately scheduled into classes based on their level	Guidance Counselors, Principal, Teachers	Evaluation of master schedule, test results	Master schedule, Test scores
2	Students may fail to see the connection between classroom activities and learning goals.	Teachers will clearly state learning goals accompanied by a scale or rubric that describes levels of performance to help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)	School Administration and classroom teacher	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
3	Students may not relate what is being addressed in class to their personal interests	Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration.	Assessment data, student interviews, administrative walk-throughs
4	Effective use of instructional software programs and data analysis required the available and dependability of computer access and technological support. Teachers may need support provided by the	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, (Accelerated Math, Discovery Ed, etc.)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Assessment data, student interviews, administrative walk-throughs

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:	The number of alternate assessment students making in learning gains in Math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.3% (1 out of 16) of FBMS students taking the alternate assessment made learning gains in Math.	At least 6.4% of FBMS students taking the alternate assessment made learning gains in Math.

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 may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (Unique Learning System and/or Accelerated Mathematics)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment
2	Effective use of instructional software programs and data analysis required the available and dependability of computer access and technological support. Teachers may need support for the technology department.	Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System and/or Accelerated Mathematics)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The number of students in the lower quartile making learning gains in Math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40.5% of students in the lower quartile made learning gains in Math	At least 40.6% of students in the lower quartile will make learning gains in Math

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
	Lower quartile students	Develop Progress	Principal, Assistant	Standardized Testing	Teacher

1	may continue to struggle to make progress	Monitoring Plans for students scoring a level 1 or 2 on the FCAT Math test	Principal		Evaluations and test scores
2	ESE students may need additional support	Include ESE co-teachers in certain courses for additional support	Guidance Counselors, Principal, ESE co-teachers	Comparative Data Analysis	Test scores, Teacher evaluation
3	Progress of lower level students should be monitored closely	Administer pre-test / post-test coded to the New Generation Sunshine State Standards as well as the Common Core Standards three times annually	Teachers, Guidance Counselors, Principal	Comparative Data Analysis	Test scores
4	Lower quartile students may not be fully engaged in the learning process.	Teachers will communicate high expectations for all students, will assist students to interact with new knowledge, and will provide practice of skills, strategies and processes to improve the performance of lower quartile students. (Marzano's Art and Science of Teaching Framework)	School Administration and classroom teacher	Assessment data, student interviews, administrative walk-through	Assessment data, student interviews, administrative walk-through
5	Assessment data from instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may need additional support from the technology department.	Request district assistance when needed	School Administration and classroom teachers and other school staff.	Assessment data, student interviews, administrative walk-through, teacher and administrative feedback	Assessment data, student interviews, administrative walk-through
6	Lower quartile students may require additional support to process new information.	Teachers will employ strategies to chunk content into digestible bites, elaborate on new information and record and represent new knowledge. (Marzano's Art and Science of Teaching Framework)	School Administration and classroom teachers and other school staff.	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
7	Assign lower quartile students to classes with additional academic support when possible.	When possible, assign lower quartile students to classes with co-teachers	Administration, Counselors, Co-teachers	Comparative Data Analysis	Test scores, Teacher evaluation

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 # AMO targets for Math will be met. Targets are listed below.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	80	82	84	86	

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The number of multiracial and hispanic students scoring below the proficiency level in Math will be decreased.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.6% of multiracial students and 56.3% of hispanic students are scoring below the proficiency level in Math	55.5% or less of multiracial students and 56.2% or less of hispanic students will score below the proficiency level in Math

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 may not relate what is being addressed in class to their personal interests.	Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration.	Assessment data, student interviews, administrative walk-throughs

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:	The number of English Language Learners not making satisfactory progress in Math will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (10 out of 10) ELL students are not making satisfactory progress in Mathematics	99.9% or less of ELL students will not make satisfactory progress in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELLs have not had enough time in the ESOL program to become proficient with English/Math to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	Teachers and ELL paraprofessional will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework.	Principal, assistant principal, counselors, & reading coach	Data analysis	Ongoing progressing monitoring data
2	Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	More teachers will work on ESOL endorsement.	Principal, assistant principal, counselors, & reading coach	Staff certifications	Staff certifications
3	Lesson plans will be modified for the English level of each ELL, especially beginning and	Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	Principal, assistant principal, counselors, & reading coach	Review of lesson plans	Ongoing progressing monitoring data

	low intermediate ELLs.				
4	Some ELL students may need additional academic support	When needed, assign ELL students to classes with additional support - co-teacher and/or county ESOL aide.	Administration, Counselors, Co-teachers, ESOL aide	Comparative Data Analysis	Test scores, Teacher evaluation

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of FBMS students with disabilities scoring below the proficiency level in Mathematics will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78.3% (36 out of 46) of FBMS students with disabilities are scoring below the proficiency level in Math	78.2% or less of FBMS students with disabilities will score below the proficiency level in Math

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	The SWD population may have a broad range of needs and accommodations.	Teachers will identify needs of SWD and provide accommodations and modifications specific to each student.	Classroom teachers and school administration	In class assessments and progress monitoring	In class assessments and FCAT
2	SWD may learn at a slower rate.	Teachers will provide SWD with repetition and reinforcement for skill development.	Classroom teachers	In class assessments and progress monitoring	In class assessments and FCAT
3	Some SWD may need additional academic support.	When needed, assign SWD to classes with ESE co-teachers and regular education teachers.	Administration, Counselors, Co-teachers	Comparative Data Analysis	Test scores, Teacher evaluations

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The number of FBMS Economically Disadvantaged students scoring below the proficiency level in Reading will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48.7% (111 out of 228) of FBMS Economically Disadvantaged Students are scoring below the proficiency level in Math	48.6% or less of FBMS Economically Disadvantaged Students will score below the proficiency level in Math

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	Teachers may be unaware of the situations faced by ED students.	Teachers will identify and consider needs of ED students and provide interventions as needed.	Classroom teachers	In class assessments and progress monitoring	FCAT
	Students in this subgroup	Identify students in this	Math teachers,	Comparative Data	Test Scores

2	should be identified.	subgroup and implement interventions targeted at areas of weaknesses	Guidance counselors	Analysis	
3	Students in this subgroup may need additional support	Continue to offer Communities In Schools After School Program for at-risk students.	Communities In Schools Liaison, Teachers, Principal	Comparative Data Analysis	Test Scores

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 number of students scoring below the proficiency level on the Algebra EOC will decrease or be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored below the proficiency level on the Algebra EOC.	No students will score below the proficiency level on the Algebra 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	Students may fail to see the connection between classroom activities and learning goals.	Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)	Student, Teacher, and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs, Algebra 1 EOC
2	Students may not relate what is being addressed in class to their personal interests.	Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	Student, Teacher, and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs
3	Data analysis is necessary to support targeted instruction to improve student achievement.	Teachers will utilize FCAT explorer data to target instruction to improve student achievement	Student, Teacher and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs

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 number of students scoring at or above Achievement Level 4 on the Algebra EOC will increase.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (82 out of 92) of FBMS students taking the Algebra EOC scored at or above Achievement Level 4.	At least 89.1% of FBMS students taking the Algebra EOC will score at or above Achievement Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be engaged in cognitively complex tasks.	Teachers will incorporate common core state standards for literacy to challenge students to higher levels of achievement.	Student, Teacher and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs. Algebra 1 EOC
2	Students may need assistance to interact with new knowledge.	Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.	Student, Teacher and Administrator	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walkthroughs
3	Assessments from instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may need technology support.	Request district assistance for technology support.	Student, Teacher and Administrator, District Technology Department	Request district assistance	Request district assistance

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Data not available 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	There are no subgroups not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	There are no ELLs not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	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	n/a	n/a	n/a	n/a	n/a

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	There are no students with disabilities not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	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	n/a	n/a	n/a	n/a	n/a

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	There are no economically disadvantaged students not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	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	n/a	n/a	n/a	n/a	n/a

End of Algebra EOC Goals

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	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	n/a	n/a	n/a	n/a	n/a

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	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	n/a	n/a	n/a	n/a	n/a

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

Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # n/a 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	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	n/a	n/a	n/a	n/a	n/a

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	n/a
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Geometry Goal #3D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		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	n/a	n/a	n/a	n/a	n/a

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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.		n/a			
Geometry Goal #3E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
n/a		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	n/a	n/a	n/a	n/a	n/a

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards: An Overview	6,7,8	Beacon Educator	Teachers	Fall 2012, Winter 2012	Review of Professional Activity Implementation Report	Staff Development, Administration
Marzano Art & Science of Teacher Evaluation Model	6,7,8	Staff and Program Development Office	Teachers and Building Administration	Ongoing	Teacher Assessment	Staff Development, Administration
Pathways to the Common Core Book Study	6,7,8	Teachers	Teachers	Ongoing	Teacher Assessment	Staff Development, Administration

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:		80% of all students will maintain or improve their FCAT performance level when comparing 2011-2012 scores to 2012-2013 scores.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Currently 43.3% (94 out of 217 students tested) FBMS students are achieving level 3 on the FCAT Science test. 41% (89 out of 217 students tested) of students are scoring below the proficiency level.		80% of all students tested will maintain or improve their FCAT performance level when comparing 2011-2012 scores to 2012-2013 scores.			
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	Standards need to guide instruction	Science lesson plans are aligned with the New Generation Sunshine State Standards and Common Core Standards	Science teachers, Principal	Monitoring of lesson plans	Lesson Plans
2	ESE students may need additional support	Include ESE co-teachers in specified Science courses for	ESE co-teachers, Guidance Counselors,	Comparative Data Analysis	Test scores

		additional support.	Principal		
3	Students may lack motivation in Science	Science teachers will use Lavoie motivational strategies	Science teachers, Guidance counselors, Principal	Comparative Data Analysis	Test scores
4	At-risk students may need additional support	Continue to offer Communities In Schools After School Program for at-risk students	Communities In Schools Liaison, Teachers, Principal	Comparative Data Analysis	Test 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 Levels 4, 5, and 6 in science. Science Goal #1b:	The number of alternate assessment students scoring levels 4,5,6, in Science will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.6% (2 out of 7) of students taking the alternate assessment scored at level 4,5,or 6.	At least 28.7% of students taking the alternate assessment will score at level 4, 5, 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	Teachers will provide clear learning goals and scales (PAES Labs and Unique Learning System , Marzano's Art and Science of Teacher Framework), and will utilize district purchased programs and software to track student progress.	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment
2	Students may struggle to comprehend new content as it is introduced	Teachers will help students identify critical information, organize new knowledge, preview new content, chunk content into digestible bites, and process new information(PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment
3	Students may struggle to retain content that they have already learned.	Teachers will help students review content, practice and deepen knowledge, practice skills, strategies, and processes. (Marzano's Art and Science of Teacher Framework)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	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 science. Science Goal #2a:	The number of students scoring at or above achievement level 4 in Science will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15.7% (34 out of 217) of FBMS students are achieving above achievement level 4 or 5 on the FCAT Science test.	At least 15.8% of FBMS students will achieve above achievement level 4 or 5 in Science.

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	Science teachers need to share specialized strategies, techniques, and interventions.	Hold monthly Science department meetings	Science teachers, Principal	Comparative Data Analysis	Test scores
2	Student progress should be monitored	Science teachers will develop pre-tests and post-tests coded to the New Generation Sunshine State Standards and Common Core Standards and administer three times annually	Science teachers, Principal	Evaluation of post-test results as compared to pre-test results	Post-tests
3	Teachers need research-based strategies	Implement "Classroom Instruction That Works"	Science teachers	Comparative Data Analysis	Test 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The number of alternate assessment students scoring at or above achievement level 7 in Science will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.4% (5 out of 7) of students taking the alternate assessment scored at or above achievement level 7 in Science	71.5% of students taking the alternate assessment will score at or above achievement level 7 in Science

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 may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework)	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment
	Students may struggle to comprehend new	Teachers will utilize district purchased	School administration	In class progress monitoring by teacher,	Florida Alternate Assessment

2	content as it is introduced.	programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework,)	and classroom teacher	classroom walkthroughs by school administration
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Textbooks / Software	All grade levels / Science	Company Representative	Science Teachers	On-going	Analysis of Comparative Data	Principal
Marzano Art & Science of Teacher Evaluation Model	6, 7, 8	Staff and Program Development Office	Teachers and Building Administrators	Ongoing	Teacher Assessment	Staff Development, Administration
Common Core Standards: An Overview	6, 7, 8	Beacon Educator	Teachers	Fall 2012, Winter 2012	Review of Professional Activity Implementation Report	Staff Development, Administration
Pathways to the Common Core Book Study Presentations	6, 7, 8	Teachers	Teachers	Ongoing	Teacher Assessment	Staff Development, Administration

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:	When comparing the 2011-2012 FCAT Writing scores to the 2012-2013 FCAT Writing scores, the number of students scoring below achievement level 3 will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 88.7% (189 out of 213) of FBMS students scored at achievement level 3 or higher in Writing. 11.3% (24 out of 213) of FBMS students scored below a level 3.	11.2% or less of FBMS students will score below achievement level 3 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
1	Students need to practice writing skills in all classes.	Continue to emphasize writing across the curriculum	Language Arts teachers, all content-area teachers	Comparative Data Analysis	Test scores
2	Students need to be motivated to produce quality writing.	Language Arts teachers will use Lavoie motivational strategies	Language Arts teachers, Principal	Comparative Data Analysis	Test scores
3	Teachers need to share writing strategies	Implement Faculty Reading / Writing Partnership Program with Reading / Writing teachers and content area teachers	Language Arts teacher, Reading Coach, Principal	Evaluation of lesson plans	Lesson plans
4	At-risk students may require additional support	Continue to offer the Communities In Schools After School program for at-risk students	Communities In Schools Liasison, Teachers, Principal	Comparative Data Analysis	Test scores
5	Progress of lower level students should be monitored closely	Administer pre-test at least twice a year in September and December followed by an annual post-test	Teachers, Guidance Counselors, Principal	Comparative Data Analysis	Test scores
6	Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.	Teachers will use writing across the curriculum with common writing rubrics. Implement CCSS writing standards. Use 2012 FCAT Writing Anchor Sets for staff development.	Students, Teachers, and Administrator	Assessment data, student interviews, administrative walkthroughs	Assessment data, student interviews, administrative walkthroughs
7	All teachers need instructional strategies on giving quality	Teachers will focus on learning targets with clear and specific	Students, Teachers, and Administrator	Assessment data, student interviews, administrative	Assessment data, student interviews,

feedback on student writing.	feedback. And use common writing rubrics	walkthroughs	administrative walkthroughs
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The number of students scoring a level 4 or higher on the alternate assessment will be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (7 out of 7) of FBMS students taking the alternate assessment scored at level 4 or higher in Writing	100% of FBMS students taking the alternate assessment will score at level 4 or higher 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
1	Training needed in the writing with an emphasis on conventions, and quality of support with specific and relevant supporting details.	Teachers will use writing across the curriculum. Use common writing rubrics.	Students, Teachers, and Administrator	Assessment data, student interviews, administrative walkthroughs	Assessment data, student interviews, administrative walkthroughs

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 Standards: An Overview	6, 7, 8	Beacon Educator	All Teachers	Fall / Winter 2012	Review of Professional Activity Implementation report.	Staff Development Administration
FCAT 2.0 Writing	8th grade	District Staff	Language Arts Teachers	Fall 2012	Student Data	Administration
Marzano Art & Science of Teacher Evaluation Model	6,7,8	Staff Development Office	Teachers and Building Administrators	Ongoing	Teacher Assessment	Staff Development, Administration
Pathways to the Common Core Book Study Presentations	6,7,8	Teachers	Teachers	Ongoing	Teacher Assessment	Staff Development, Administration

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
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 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.			n/a		
Civics Goal #1:			n/a		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
n/a			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	n/a	n/a	n/a	n/a	n/a

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.			n/a		
Civics Goal #2:			n/a		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
n/a			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	n/a	n/a	n/a	n/a	n/a

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The number of students with 10 or more tardies will be reduced when comparing attendance data from the previous school year.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the 2011-2012 school year was 94.9% (112,617 total presents out of 118,715 total memberships)	The attendance rate for the 2012-2013 school year will be 95% or greater.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
206 students missed 10 or more school days during the 2011-2012 school year	205 or less students will miss 10 or more school days during the 2012-2013
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
4 students had 10 or more tardies during the 2011-2012 school year	3 or less students will have 10 or more tardies during the 2012-2013 school year

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	Absenteeism may increase	Attendance Meeting will be held when a student misses 5 unexcused days in a 30 day period or 10 unexcused days in a 90 day period.	Attendance Clerk, Guidance Counselor, Principal	Comparative Data Analysis	Focus Attendance Report
2	Excessive absences may occur	Home visit referral will be made after 7 unexcused absences	Attendance Clerk, County Truancy Officer	Comparative Data Analysis	Focus Attendance Report
3	Parents should be notified of a student's absence	Schoolreach messages will be sent home to notify parents of students with excessive absences	Attendance Clerk, Guidance Counselor, Principal	Comparative Data Analysis	Focus Attendance Report

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
Attendance Strategies	All grade levels / all subjects	County Office Personnel	FBMS Attendance Committee - Administration, Guidance Counselors, Non-instructional Staff	Early Fall 2012	Attendance Rate	Office of Attendance and Dropout Prevention

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		The number of discipline referrals will be maintained or reduced in proportion to changes in our school population.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
Three hundred instances of ISS were recorded during the 2011-2012 school year.		Three hundred or less instances of ISS will be recorded during the 2012-2013 school year.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
One hundred and twenty-five FBMS students were suspended in school during the 2011-2012 school year.		One hundred and twenty-five students or less will be suspended in school during the 2012-2013 school year.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
Thirty-one instances of OSS were recorded during the 2011-2012 school year.		Thirty-one or less instances of OSS will be recorded during the 2012-2013 school year.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
Nineteen students were suspended out of school during the 2011-2012 school year.		Nineteen or less students will be suspended out of school during the 2012-2013 school year.			
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
	Students may exhibit	Implement CHAMPS	Classroom	Evaluation of discipline	Focus Discipline

1	behavior in the classroom resulting in a discipline referral	behavior management system schoolwide	teachers, Principal	referrals	Report
2	Students may fail to complete work resulting in disciplinary action	Offer Communities In Schools After School Program for at-risk students	Communities In Schools Liaison, Teachers, Principal	Evaluation of discipline referrals	Focus Discipline Report
3	Students may be disrespectful to one another	Implement Bullying Prevention Program	Teachers, Guidance Counselors, Principals	Evaluation of discipline referrals	Focus Discipline Report
4	Students may lack motivation to complete work	Teachers will implement Lavoie motivational strategies	All teachers	Evaluation of discipline referrals	Focus Discipline Report
5	Students may need mediation to resolve conflicts	Implement a Peer Mediation Program	Guidance Counselors, Principal	Evaluation of discipline referrals	Focus Discipline Report
6	Students may need anger management / individual counseling	A full-time Sutton Place counselor will provide anger management / individual counseling to students	Sutton Place Counselor, Principal	Evaluation of discipline referrals	Focus Discipline Report

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
Champs Behavior Management	All grades / all subjects	Guidance Counselor	All teachers	On-going	Discipline Referrals	Principal
Bullying Prevention	All grades / all subjects	County Office Personnel	All teachers	Fall 2012	Discipline Referrals	Principal

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

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:		The number of parents of students at FBMS with activated Edline/Focus accounts will increase.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
64.7% (424 out of 655) of FBMS parents had activated their parent accounts during the 2011-2012 school year.			At least 64.8% of FBMS parents will activate their parent accounts during the 2012-2013 school year.		
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 may not bring home activation codes for edline or login information for focus to parents	Continue to mail login information home to parents with unactivated accounts	Superusers, Principal	Monitor Online Programs	Focus / Edline Activation Lists
2	Parents may lack information regarding Edline or Focus	Continue to develop school newsletter to mailed home bi-monthly	Principal, Teachers, Newsletter Sponsor	Monitor Online Programs	Focus / Edline Activation Lists

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
Focus Training	6th, 7th, 8th grades	Rachel Norfleet	All Teachers, Guidance Counselors	Summer 2012	Monitor Online Program Use	Superusers
Nassau County Focus Trainings	6th, 7th, 8th grades	Online	All Teachers, Guidance Counselors, Administration	Spring and Summer 2012	Monitor Online Program Use	District Personnel
Edline Training	6th, 7th, 8th grades	Superusers	All Teachers	Mid-year 2012-2013 (TBA)	Monitor Online Program Use	Superusers

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:		Increase professional development opportunities for teachers that change instructional practice as it relates to effective integration of STEM across the curriculum.			
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	Additional professional development opportunities are necessary for program development and implementation.	Provide professional development for interdisciplinary units with a focus on STEM.	Administration and Leadership team.	Review of professional development implementation activities completed by participants.	Professional Development Implementation Report

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
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Integration of STEM across the curriculum	All grade levels / all subjects	District Personnel	All teachers	TBA	Lesson Plans	Administration
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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		Increase the number of students successfully completing industry certification in career technical programs.			
CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The inability for students to meet program eligibility requirements.	Provide students with additional support with courses such as Intensive Reading. Promote high school enrollment in Math for College Success, Math for College Readiness, and English 4 Florida College Prep if needed.	Administration, Guidance Department	Analyzing the percentage of CTE students earning Industry Certification	Industry Certification Exams.

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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
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 CTE Goal(s)

Additional Goal(s)

Social Studies Goal:

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. Social Studies Goal Social Studies Goal #1:	Social Studies pre-tests and post-tests are needed to provide teachers with important information about student progress. The goal is for 80% of all students who scored below the 60th percentile on the pre-test to score 60% or above on the post-test.
2012 Current level:	2013 Expected level:
87.44% of all students who scored below the 60th percentile on the pre-test scored 60% or above on the post-test.	At least 80% of all students who scored below the 60th percentile on the pre-test to score 60% or above on the post-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	Pre-tests and Post-tests must be developed	Social Studies teachers will develop pre-tests and post-tests coded to the New Generation Sunshine State Standards and Common Core Standards. These tests will be administered three times annually	Social Studies Teachers, Principal	Evaluation of post-test results as compared to pre-test results	Post-test results
2	Lesson plans need to be aligned with the New Generation Sunshine State Standards as well as the Common Core Standards	Align Social Studies lesson plans with the New Generation Sunshine State Standards as well as the Common Core Standards	Assistant Principal	Monitoring of lesson plans	Teacher evaluation
3	Students may lack motivation in Social Studies	Social Studies teacher will use Lavoie motivational strategies	Social Studies Teachers, Guidance Counselors, Principal	Comparative Data Analysis	Test scores
4	At-risk students may need additional support	Continue to offer Communities In Schools After School Program for at-risk students	Communities In Schools Liaison, Teachers, Principal	Comparative Data Analysis	Test scores

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
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Social Studies Textbook Training	All grade levels / Social Studies	Textbook Consultant	Social Studies Teachers	On-going	Comparative Data Analysis	Principal
Marzano Art & Science of Teacher Evaluation Model	6,7,8	Staff and Program Development Office	Teachers and Building Administrators	Ongoing	Teacher Assessment	Staff Development, Administration
Common Core Standards: An Overview	6,7,8	Beacon Educator	Teachers	Fall 2012, Winter 2012	Review of Professional Activity Implementation Report	Staff Development, Administration
Pathways to the Common Core Book Study Presentations	6,7,8	Teachers	Teachers	Ongoing	Teacher Assessment	Staff Development, Administration

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 Social Studies Goal(s)

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

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

No Attachment (Uploaded on 9/20/2012)

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
Staff development / school improvement data collection and plan revision	\$393.95
Temporary duty elsewhere substitution pay for teachers involved in schoolwide activities	\$1,000.00

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

This year, the school advisory council will discuss and provide input for the 2012-2013 annual school improvement plan. In addition,

the SAC will discuss and approve textbook purchases, discuss and approve "A" school disbursement plan, conduct the mid-year review, review and approve the student handbook information and dress code, approve the calendar of events, discuss the climate survey results, complete the implementation and effectiveness of the school improvement plan survey, and conduct the end of the school year summary. FBMS stakeholder concerns as presented to the SAC will also be addressed.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Nassau School District FERNANDINA BEACH MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	84%	92%	71%	328	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	74%			137	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?	68% (YES)	65% (YES)			133	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					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Nassau School District FERNANDINA BEACH MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	95%	70%	335	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	67%	71%			138	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?	67% (YES)	64% (YES)			131	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested