FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: YULEE MIDDLE SCHOOL

District Name: Nassau

Principal: Jeremy Boatright

SAC Chair: Amanda Cooper

Superintendent: Dr. John Ruis

Date of School Board Approval:

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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325 West Gaines Street
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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	Jeremy Boatright	M. Ed. Leadership	5	5	2009-10 A Rated School 2009-10 Did not meet AYP 2010-11 A Rated School 2010-11 Did not meet AYP 2011-12 B Rated School
Assis Principal	Amanda Cooper	M. Ed. Leadership	3	3	2010-11 A Rated School 2010-11 Did not meet AYP 2011-12 B Rated 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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Sandy Catto	M. Ed. Elem. Ed., Reading endorsed, B.A. Elem. Ed.	9	3	2009-10 A Rated School 2009-10 Did not meet AYP 2010-11 A Rated School 2010-11 Did not meet AYP 2011-12 B Rated School

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	Encourage teachers to obtain integrated certification, multiple endorsements, and/or reading endorsement	Jeremy Boatright, Amanda Cooper	August 2012 and ongoing	

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
Currently none of the four teachers teaching out of field at Yulee Middle School have received a less than effective rating (September 2012)	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
54	3.7%(2)	20.4%(11)	42.6%(23)	33.3%(18)	37.0%(20)	90.7%(49)	18.5%(10)	5.6%(3)	13.0%(7)

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
Sandy Catto	Melissa Tremblay, Hollie Taylor	Literacy Coach will work with new Reading and Language Arts teachers.	Lesson plan development,benchmarks,pacing and reading strategies.
Jean Lamar	Melissa Tremblay, Amy Padgett	District Instructional Coach will work with all first year teachers.	Classroom Management training, lesson plan development, professional learning community meetings

Melissa Jarman	Melissa Tremblay	Neighboring,experienced Reading teacher.	Lesson plan development,scope and sequence of reading plans.
Jennifer Reynolds	Amy Padgett	Neighboring,experienced math teacher.	Lesson plan development,scope and sequence and math strategies

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS core 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 MTSS leadership team 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 disaggregate 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 SIP. 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. Their 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. During the summer, the data provided in reports generated by the Florida Department of Education (FCAT disaggregated reports) Stanford 10 disaggregated data provided by NEFEC, and the Federal Adequate Yearly Progress reports (summary and detailed reports) provided by FLDOE are disseminated in order to implement necessary curricular planning at the district and school level. This planning must be in place prior to the first day of school. Subsequent to this initial data collection and analysis, the LEA utilizes the FAIR assessment data as reported by the PMRN, the FCAT DATA STAR system, locally generated data from locally developed benchmark assessments, the FOCUS Student Information System, locally developed rubrics, and teacher generated informal assessment systems..

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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 Liiteracy Leadership Team is comprised of the principal, assistant principal, guidance counselors, ESE department chair, reading coach, language arts chair, and one teacher representative from each subject.

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

he 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.

*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, FCAT 2.0, ACT, SAT, and PERT 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.

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?

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students achieving a Level 3 or above on the FCAT 2.0 reading assessment will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (88)	15% (135)

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	1A.1. Students may fail to see the connection between classroom activities and learning goals.	1A.1. 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)	1A.1.Student, Teacher, and Administrator	1A.1. Assessment data, student interviews, administrative walk-throughs	1A.1. Assessment data, student interviews, administrative walk-throughs
2	1A.2 Students may not relate what is being addressed in class to their personal interests.	1A.2 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)	1A.2. Student, Teacher, and Administrator	1A.2. Assessment data, student interviews, administrative walk - throughs	1A.2. Assessment data, student interviews, administrative walk-throughs
3	1A.3. Lack of effective data analysis to support targeted instruction to improve student achievement.	1A.3.. Teachers will utilize FAIR , Read 180, Achieve 3000, and FCAT explorer data to target instruction to improve student achievement	1A.3. Student, Teacher and Administrator	1A.3. Assessment data, student interviews, administrative walk-throughs	1A.3. Assessment data, student interviews, administrative walk-throughs
4	1A4 Assessments from instructional software programs and data analysis require the availability and dependability of computer access and technological support.	1A4 Request district assistance for technology support.	1A4 Student, Teacher, and Administrative feedback	1A4 Request district assistance	1A4 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:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of student scoring at Levels 4, 5, and 6 on the FAA will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (5)	60% (7)

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	1B1. Students may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	1B.1. 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.	1. B1. School administration and classroom teacher	1.B1. In class progress monitoring by teacher, classroom walkthroughs by school administration	1.B1. Florida Alternate Assessment
2	1B2. Students may struggle to comprehend new content as it is introduced	1B.2. 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)	1B.2. School administration and classroom teacher	1B.2. In class progress monitoring by teacher, classroom walkthroughs by school administration	1.B2. Florida Alternate Assessment
3	1B3. Students may struggle to retain content that they have already learned.	1B.3. Teachers will help students review content, practice and deepen knowledge, practice skills, strategies, and processes. (Marzano's Art and Science of Teacher Framework)	1B3. School administration and classroom teacher	1B.3. In class progress monitoring by teacher, classroom walkthroughs by school administration	1B.3. 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:
13% (105)	15% (135)

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
	2A.1. Students may not be engaged in cognitively	2A.1. Teachers will incorporate common core	2A.1. Student, Teacher and	2A.1. Assessment data, student interviews,	2A.1. Assessment data, student

1	complex tasks	state standards for literacy to challenge students to higher levels of achievement.	Administrator	administrative walk-throughs	interviews, administrative walk-throughs
2	2A.2. Students may need assistance to interact with new knowledge.	2A.2. Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.	2A.2.Student, Teacher and Administrator	2A.2. Assessment data, student interviews, administrative walk-throughs	2A.2.Assessment data, student interviews, administrative walkthroughs
3	2A.3. Assessments from instructional software programs and data analysis require the availability and dependability of computer access and technological support.	2A.3. Request district assistance	2A.3. Student, Teacher and Administrator, District Technology Department	2A.3. Request district assistance	2A.3.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 percentage of students scoring at or above Achievement Level 7 in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(3)	76% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B1. Students struggle with having a clear understanding of what is expected of them and to set goals for their learning.	2B1. Utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (PAES Labs and Unique Learning System)	2B1. School administration and classroom teacher	2B1. In class progress monitoring by teacher, classroom walkthroughs by school administration	2B1. Florida Alternate Assessment
2	2B.2. Students struggle to comprehend new content as it is introduced	2B.2. 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)	2B.2. School administration and classroom teacher	2.B2. In class progress monitoring by teacher, classroom walkthroughs by school administration.	2.B2. 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.	The percentage of students making learning gains in FCAT

Reading Goal #3a:	2.0 Reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (566)	70% (632)

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	3A.1. Educational technology and the implementation of research based instructional strategies should target students at all levels of achievement.	3A.1. Select and utilize programs that provide skills development for all students, including Read 180, Achieve 3000, and Study Island.	3A.1. Student, Teacher, Reading Coach, Media Specialist and Administrator	3A.1. Program reports, assessment data, student interviews, administrative walk-throughs	3A.1. Program reports, assessment data, student interview, administrative walk-throughs
2	3A.2. Assessment, virtual instructional programs and data analysis require the availability and dependability of computer access and technological support.	3A.2. Request district assistance	3A.2. Request district assistanceeading Coach	3A.2 Student, Teacher and Administrator feedback	3A.2.Requrest 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	22% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B1. Students struggle with having a clear understanding of what is expected of them and to set goals for their learning.	3B1. Utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (PAES Labs and Unique Learning System)	3B1. School administration and classroom teacher	3B1. In class progress monitoring by teacher, classroom walkthroughs by school administration	3B1. Florida Alternate Assessment
2	3B.2. Students struggle to comprehend new content as it is introduced	3B.2. 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	3B.2. School administration and classroom teacher	3B2. In class progress monitoring by teacher, classroom walkthroughs by school administration.	3B2. Florida Alternate Assessment

		and Unique Learning System)			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in lowest 25% making learning gains in FCAT 2.0 Reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (499)	65% (587)

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	4A.1. Lower quartile students may not be fully engaged in the learning process.	4A.1. 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)	4A.1. Student, Teacher and Administrator	4A.1. Assessment data, student interviews, administrative walk-throughs	4A.1. Assessment data, student interviews, administrative walk-throughs
2	4A.2 Assessment data from virtual instructional programs and data analysis require the availability and dependability of computer access and technological support.	Request district assistance	4A.2. Request district assistance	4A.2. Student, Teacher and administrative feedback	4A.2. Request district assistance
3	4A.3 Lower quartile students may require additional support to process new information.	4A 3. 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)	4A.3. Student, Teacher, Reading Coach, Administrator	4A.3.Assessment data, student interviews, administrative walk-throughs	4A.3.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 #

5A : In six years, Yulee Middle School students will increase from 64% to 81% in meeting high standards in reading

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	65%	68%	72%	75%	

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

of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students who fall into a subgroup due to ethnicity, and not making satisfactory progress in reading will decrease by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (351)	36% (325)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White/Black: Attendance and Parental support Hispanic/Asian: Language American Indian: Culture	Incentives, at home support, Ed-Line, Conferences and School Reach	Administrators, Teachers, Guidance	Less absenteeism, increased parental support, increase in grades	attendance records, increased attendance at Open-House.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL students will increase their FCAT reading level of performance in grades 6-8 and 9-12 for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6-8 =12% proficient in FCAT reading	6-8=will increase the proficiency level of performance in FCAT 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	5C.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.	5C.1. 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.	5C.1. Principal, assistant principal, counselors, & reading coach. Community in Schools staff	5C. 1. Data analysis	5C.1. Ongoing progressing monitoring data
2	5C.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	5C.2. Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	5C.2. Principal, assistant principal, counselors, & reading coach.	5C.2. Staff certifications	5C.2. Staff certifications
3	5C.3. Lesson plans will be modified for the English level of each ELL,	5C.3. Check to make sure teachers are using the ELLs LEP Plan when	5C.3. Principal, assistant principal, counselors, &	5C.3. Review of lesson plans	5C.3. Ongoing progressing

	especially beginning and low intermediate ELLs.	making lesson plans.	reading coach.		monitoring data
4	5C.4 ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS	5C: 4 RTI team to address concerns	5C:4 RTI personnel	5C:4 Review individual progress monitoring plans.	5C:4 Ongoing progressing monitoring data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students with Disabilities not making satisfactory progress on the FCAT Reading will decrease by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (87)	62% (80)

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	5D.1. Broad range of needs and accommodations with SWD population	5D.1. Identify needs of SWD and provide accommodations and modifications specific to each student.	5D.1. Classroom teachers and school administration	5D.1. In class assessments and progress monitoring	5D.1. In class assessments and FCAT
2	5D.2. SWD learn at a slower rate.	5D.2. Provide SWD with repetition and reinforcement for skill development.	5D.2. Classroom teachers	5D.2. In class assessments and progress monitoring.	5D.2. In class assessments and FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of students that are Economically Disadvantaged and not making satisfactory progress on the FCAT Reading will decrease 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (181)	40% (170)

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	5E.1.Students not being provided with sufficient resources.	5E.1.Students provided with free and reduced lunch, Economically Disadvantaged students will be invited by phone to attend Dream Team	5E.1.Administrators, Teachers, Guidance, Reading Coach	5E.1.Increased test scores.	5E.1.FCAT, FAIR, NWEA, and SRI test results

		(after school tutoring). Writing Wednesdays and Breakfast of Champions.			
2	5E.2. Teachers may be unaware of the situations faced by ED students.	5E.2. Identify and consider needs of ED students and provide accommodations as needed.	5E.2. Classroom teachers	5E.2. In class assessments and progress monitoring	5E.2. 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
Read 180	6-8	Scholastic Consultant	English/Reading Block Teachers	Summer, 2012 Winter, 2012	Leadership Dashboard	CRT, Building Administrator, Reading Coach, Teacher
Achieve 3000	6-8	Achieve 3000 Consultant	English/Reading Block Teachers	Summer, 2012 Winter, 2012	System Data Analysis	CRT, Building Administrator, Reading Coach, Teacher
Marzano Art & Science of Teacher Evaluation Model	6-8	Staff and Program Development Office	Teachers and Building Administrators	Ongoing	Teacher assessments	Administrators
Data Talks	6-8	Reading Coach	All Language Arts/Reading Teachers	October 16, 2012	Walk Throughs, Reading Coach Conferences	Teachers, Reading Coach, Administrators

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA Goal #1: The percentage of students proficient in CELLA listening/speaking will increase in grades 6-8 and 9-12 for the 2012-2013 school year
2012 Current Percent of Students Proficient in listening/speaking:	
6-8=47%	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. 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.	1.1. 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.	1.1. Principal, assistant principal, counselors, & reading coach. Community in Schools staff		
2	1.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels	1.2. Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	1.2. Principal, assistant principal, counselors, & reading coach.		
3	1.3. Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	1.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	1.3. Principal, assistant principal, counselors, & reading coach.		
4	1.4 ELLs who have been in the program five years or longer.The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	1.4 RTI team to address concerns.	1.4 RTI personnel		

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:	CELLA Goal #2: The percentage of students proficient in CELLA reading will increase

	in grades 6-8 and 9-12 for the 2012-2013 school year

2012 Current Percent of Students Proficient in reading:

6-8=35%

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	2.1. 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.	2.1. Teachers and ELL 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.	2.1. Principal, assistant principal, counselors, & reading coach. Community in Schools staff		
2	2.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	2.2. If possible, provide more ESOL endorsed teachers for ELLs at schools with a large ELL population	2.2. Principal, assistant principal, counselors, & reading coach.		
3	2.3. Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	2.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	2.3. Principal, assistant principal, counselors & reading coach.		
4	2.4 ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	2.4 RTI team to address concerns	2.4 RTI personnel		

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 percentage of students proficient in CELLA writing will increase in grades 6-8

2012 Current Percent of Students Proficient in writing:

6-8=29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	3..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.	3..1. Teachers and ELL paraprofessionals, 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.	3..1. Principal, assistant principal, counselors & reading coach. Community in Schools staff		
2	3.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	3.2. If possible, provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	3.2. Principal, assistant principal, counselors, & reading coach.		
3	3.3. Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	3.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	3.3. Principal, assistant principal, counselors, & reading coach.		
4	3.4 ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	3.4 RTI team to address concerns.	3.4 RTI personnel		

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 percentage of students achieving a Level 3 or above on the FCAT 2.0 Math assessment will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (277)	34% (286)

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 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
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)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Assessment data, student interviews, administrative walk-throughs
3	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 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: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percentage of student scoring at Levels 4, 5, and 6 on the FAA will increase
2012 Current Level of Performance:	2013 Expected Level of Performance:

30%	45%

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 under- standing 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, IXL, 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, IXL, 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 percentage of students scoring a Level 4 or above on the FCAT 2.0 Math assessment will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (258)	32% (269)

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 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
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	School Administration and classroom teacher	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walkthroughs.

		strategies in every classroom.			
3	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 percentage of student scoring at a Level 7 or above on the FAA will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%

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 under-standing 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, IXL, and/or Accelerated Mathematics, Marzano's Art and Science of Teaching Framework)	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 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, IXL, 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 percentage of students making learning gains in FCAT 2.0 Math will increase.

2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (554)	67% (562)

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 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
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)	School Administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Assessment data, student interviews, administrative walk-throughs
3	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 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 percentage of student making Learning Gains inthe FAA will increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%	35%

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 under-standing of what is expected of them and to set goals for their	Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to	School administration and classroom teacher	In class progress monitoring by teacher, classroom walkthroughs by school administration	Florida Alternate Assessment

	learning.	track student progress (Unique Learning System, IXL, and/or Accelerated Mathematics)			
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, IXL, 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 percentage of students in lowest 25% making learning gains in FCAT 2.0 Math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (87)	66% (88)

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	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
2	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
3	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	School Administration and classroom teachers and other school staff.	Assessment data, student interviews, administrative walk-throughs	Assessment data, student interviews, administrative walk-throughs

		Art and Science of Teaching Framework)			

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 # 5A : In six years, Yulee Middle School students will increase from 57% to 77% in meeting high standards in math.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	62%	66%	69%	69%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of “subgroup” students not making satisfactory progress in mathematics will decrease 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (419)	44% (397)

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 percentage of ELL students making satisfactory progress in Math will increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	50% (3)

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.	Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	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 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
4	ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	MTSS team to address concerns	MTSS personnel	Review individual progress monitoring plans	Ongoing progressing monitoring data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD students not making satisfactory progress in Math will decrease 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (95)	68% (88)

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

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.	The percentage of Economically Disadvantaged (ED) students not making satisfactory progress in Math will

Mathematics Goal #5E:	decrease 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (209)	47% (189)

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

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:	Increase the percentage of students scoring at Level 3 on the Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

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
	Data analysis is necessary to support	Teachers will utilize *Study Island, Achieve	Student, Teacher and Administrator	Assessment data, student interviews,	Assessment data, student interviews,

3	targeted instruction to improve student achievement.	3000, and FCAT explorer data to target instruction to improve student achievement		administrative walk-throughs	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 percentage of students scoring 4 or above on the Algebra 1 EOC will increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

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 # 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:	
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	White: Black: Hispanic: Asian: American Indian: All sub groups struggle due to inadequate progress monitoring and remediation of deficient skills.	Teacher will utilize district purchased software programs to provide baseline and midyear assessment, to monitor student progress, to remediate skills, and to provide test preparation.	Classroom teacher and school administration	Evaluation of in class assessment data and classroom walkthroughs	Algebra EOC Exam
2	Sub groups struggle to set learning goals and to comprehend new content	. Teachers communicate learning goals and scales and track student progress. Work with students to interact with new knowledge by identifying critical information, organizing students to interact with new knowledge, previewing new content, chunking content into digestible bites, and processing new information	Classroom teacher and school administration	Evaluation of in class assessment data and classroom walkthroughs	Algebra EOC Exam
3	Sub groups struggle to retain content that they have previously learned.	Help students practice and deepen knowledge by reviewing content, organizing students to practice and deepen knowledge, and practicing skills, strategies, and processes.	Classroom teacher and school administration	Evaluation of in class assessment data and classroom walkthroughs	Algebra EOC Exam
4	Teachers need greater number of teaching tools and strategies to address deficiencies in subgroups.	Teachers will continue training in Marzano strategies for increased student achievement.	Classroom teacher and school administration	Evaluation of in class assessment data and classroom walkthroughs	Algebra EOC Exam

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:	The percentage of ELL students passing the Alg 1 EOC will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8	8

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Ongoing progressing monitoring data
2	Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	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 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
4	ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	MTSS team to address concerns	MTSS personnel	Review individual progress monitoring plans	Ongoing progressing monitoring data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Students with Disabilities will increase a level.
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	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 Algebra 1 EOC
2	Teachers will provide SWD with repetition and reinforcement for skill development.	In class assessments and progress monitoring.	Classroom teachers	In class assessments and FCAT	In class assessments and Algebra 1 EOC

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:	
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	Teachers may be unaware of the situations faced by ED students.	Identify and consider needs of ED students and provide accommodations as needed.	Classroom teachers	In class assessments and progress monitoring	Algebra EOC

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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 # 3A :				
Baseline data 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 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
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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
To improve students' Math abilities.	Computer based program used to improve the students' mathematical skills.	Voluntary math lab donations	$2,800.00
			Subtotal: $2,800.00
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: $2,800.00

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:	Based on the 2010 FCAT Science Data, Students who achieved a Level 3 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (96)	34% (102)

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	New science standards	FCAT item specification and use of supplemental materials	Administrators, teachers	Classroom Walkthroughs, Standards posted on board, Lesson Plans	Science FCAT Science Baseline Tests
2	Lack of Higher Level Thinking Skills.	Provide teachers with Reading Strategies and Graphic Organizers to help instruction	Administrators, Reading Coach, Teachers	Lesson Plans Data Analysis	Science FCAT Baseline Science Tests

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	Based on the 2010 FCAT Science Data, students meeting Level 4 and 5 will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (54)	20% (60)

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	Homework completion	Offer incentives.	Teachers	Gradebook Data	FCAT Science Baseline Science Tests
2	Lack of parental support	Notify parents concerning student progress	Administrators, Teachers	Increased parental contact and increase in student grades	FCAT Science Baseline Science Tests, student

					grades

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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
Promote Science labs in the classroom to give students a hands on experience.	Science experiment items, items to make DNA cell examples, butterfly larva, termite experiments.	Voluntary Science lab donations	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring a level 3 or higher on the FCAT Writes will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (227)	85% (242)

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	1A.1. Lace of training in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.	1A.1. Teachers will Increase training and writing across the curriculum. Use common writing rubrics. Implement CCSS writing standards. Use 2012 FCAT Writing Anchor Sets for staff development.	1A.1. Students, Teachers, and Administrator	1A.1. Assessment data, student interviews, administrative walkthroughs	1A.1 Assessment data, student interviews, administrative walkthroughs
2	1A.2. Lack of time dedicated on giving quality feedback on student writing.	1A.2. Teachers will focus on learning targets with clear and specific feedback. And use common writing rubrics.	1A.2. Students, Teachers, and Administrator	1A.2. Assessment data, student interviews, administrative walkthroughs	1A.2. 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 group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of students scoring at 4 or higher in writing will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:

25%(1)	50% (2)

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop	6-8	Reading Coach	All Language Arts/Reading Teachers	October 16, 2012	Walk throughs, samples	Teachers, Reading Coach, Administration

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Evidence-based Program(s)/Material(s)			
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
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. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

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 attendance team will include the principal, assistant principal, guidance counselors, data entry operator, and attendance aide. The team will actively address excessive tardies and abscences among students at Yulee Middle School.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92% (828 students) attended school regularly	94% (846 students) will attend school on a regular basis.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
68 students missed 10 or more unexcused absences.	54 are expeted to have 10 or more unexcused absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
20 students had excessive tardies.	15 students are expected to have excessive tardies.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. lack of parental support	1. notify parents by calling home and sending an attendance letter with the student. Also meet with the parents to discuss/solve truancy issues.	Jackie Authemet (attendance aide) Robin Lentz (Guidance) Rachel Kennedy (Guidance) Amanda Cooper (Assistant Principal)	The Nassau County FOCUS system will help us monitor the truancy cases. The school Reach phone system will also help to keep parents informed.	The Nassau County FOCUS systems ability to run detailed reports will help us monitor the accurate data. The school Reach phone system will also help to keep parents informed.
2	Transportation	Encourage parents to allow students to ride the bus	Jackie Authemet (attendance aide) Robin Lentz (Guidance) Rachel Kennedy (Guidance) Amanda Cooper (Assistant Principal)	Decrease in number of days missed.	The Nassau County FOCUS systems ability to run detailed reports will help us monitor the accurate data. The school Reach phone system will also help to keep parents informed.

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the total number of In-School and Out of School suspensions. The school administration will assist the faculty and staff in acquiring new methods and/or procedures for improving their overall classroom management.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
198 ISS referrals	150 ISS referrals
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
198 ISS referrals	150 ISS referrals
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
136 OSS referrals	100 OSS referrals
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
136 OSS referrals	100 OSS referrals

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	Ineffective classroom management	providing professional development on effective classroom management	Administration and staff development Director	The Nassau County FOCUS system	The Nassau County FOCUS system
2	Time	Incorporate planning time and utilizing "A" school funds to provide substitutes for teachers interested in improving their classroom management.	Principal, Assistant Principal	The Nassau County FOCUS system	The Nassau County FOCUS system

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Promote positive character among students.	Reward students for positive behavior with Student of the Month awards and field trip.	Student Incentives	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement will increase for the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
243 Parent/Adult Volunteers	300 Parent/Adult Volunteers

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of interest in the secondary level.	Encourage parent involvement through SAC meetings, School Reach, Volunteer luncheons, Volunteer appreciation breakfast, FOCUS and School home page.	Principal, Assistant Principal, Guidance Counselors, SAC Chair/Co-Chair, PTO Chair, Volunteer Coordinator.	Analyze results from the Volunteer Annual Survey.	Volunteer Annual Survey.

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

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

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

Parent Involvement Budget:

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

STEM Budget:

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

Subtotal: $0.00	
Grand Total: $0.00	

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	To improve students' Math abilities.	Computer based program used to improve the students' mathematical skills.	Voluntary math lab donations	$2,800.00
				Subtotal: $2,800.00
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
Science	Promote Science labs in the classroom to give students a hands on experience.	Science experiment items, items to make DNA cell examples, butterfly larva, termite experiments.	Voluntary Science lab donations	$500.00
Suspension	Promote positive character among students.	Reward students for positive behavior with Student of the Month awards and field trip.	Student Incentives	$1,000.00
				Subtotal: $1,500.00
				Grand Total: $4,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority ○ Focus ○ Prevent ● NA

Are you a reward school: ○ Yes ● No

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

No Attachment (Uploaded on 10/8/2012)

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
Black History Month Freedom Week Literacy Week Substitutes for Instructional Staff to attend Conferences Technology	

Night incentives Accelerated Reading incentives IXL Math incentives Spring Fling activities School Beautification projects Writing Wednesdays FCAT prep materials	$4,500.00

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Nassau School District
YULEE MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	67%	93%	59%	292	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	66%			132	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?	74% (YES)	65% (YES)			139	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					563	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Nassau School District
YULEE MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	71%	90%	57%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	72%			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)	68% (YES)			135	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					564	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested