

2013-2014 SCHOOL IMPROVEMENT PLAN

Yulee Middle School
85439 MINER RD
Yulee, FL 32097
904-225-5116

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 48%
Alternative/ESE Center No	Charter School No	Minority Rate 19%

School Grades History

2013-14 A	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Yulee Middle School

Principal

Jeremy Boatright

School Advisory Council chair

Amanda Cooper

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amanda Cooper	Assistant Principal
Tom Cavender	Science Chair
Sandy Catto	Language Arts/Reading Chair
Ricci Koenig	Social Studies Chair
Ellen Griffiths	ESE Chair
Jennifer Reynolds	Math Chair
Kathy Bennett	Head Custodian
Candy Ritsma	Secretary
Rachel Kennedy	Guidance Counselor
Jennifer Cantu	Guidance Counselor
Jackie Authement	Guidance/Attendance Aide

District-Level Information

District

Nassau

Superintendent

Dr. John L Ruis

Date of school board approval of SIP

11/14/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Baker, Tammy - Community Member
 Boatright, Jeremy - Principal
 Buchanan, Robin - Business Partner
 Campbell, Rhonda - Education Support Personnel

Cantu, Jennifer - Guidance Counselor
Catto, Sandy - Reading Coach
Cooper, Amanda - Assistant Principal/SAC Chair
Crosby, Debra - Parent
Crosby, Jaxon - Student
Crosby, Julian - Student
Dawley, Kerry - Parent
Dennis, Gina - Parent
Emerson, Lisa - Parent
Franzese, Michael - Teacher/SAC Co-Chair
Kennedy, Rachel - Guidance Counselor
Landrum, Melissa - Teacher/Technology Contact
Miller, Karen - Data Entry Operator
Ritsma, Candace - Bookkeeper/SAC Secretary/PTO President
Ritsma, Reagan - Student
Starks, Deondra - Parent
Williams, Angie - Parent

Involvement of the SAC in the development of the SIP

The SAC members will discuss and provide suggestions for appropriate goals to be implemented in the 2013-2014 school improvement plan.

Activities of the SAC for the upcoming school year

Black History Month, Freedom Week, Literacy Week, Curriculum Night, FCAT Spring Fling, FCAT Writing Wednesday's, and Breakfast of Champions

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeremy Boatright		
Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	Master of Education (Educational Leadership)	
Performance Record	2007-08 - "A" Rated School 2008-09 - "A" Rated School 2009-10 - "A" Rated School 2010-11 - "A" Rated School 2011-12 - "B" Rated School 2012-13 - "C" Rated School	

Amanda Cooper		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Masters Degree in Educational Leadership	
Performance Record	2010-11 - "A" Rated School 2011-12 - "B" Rated School 2012-13 - "C" Rated School	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sandy Catto		
Full-time / School-based	Years as Coach: 4	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	Master of Education (Elementary Education) Reading Endorsed	
Performance Record	2009-10 A Rated School 2010-11 A Rated School 2011-12 B Rated School 2012-13 C Rated School	

Classroom Teachers

of classroom teachers

54

receiving effective rating or higher

54, 100%

Highly Qualified Teachers

98%

certified in-field

53, 98%

ESOL endorsed

8, 15%

reading endorsed

10, 19%

with advanced degrees

21, 39%

National Board Certified

3, 6%

first-year teachers

1, 2%

with 1-5 years of experience

9, 17%

with 6-14 years of experience

25, 46%

with 15 or more years of experience

19, 35%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Provision of mentoring, training and coaching for:
 - a) first and second-year new teachers, including those in Alternative Certification (ACP) or

Educator Preparation Institute (EPI) programs; and

b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Common Core Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies

Coach, with related professional development resources available via the district's iObservation system.

5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? 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? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and 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 interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative

approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, 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 their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Classroom observations.

Walk-throughs.

Lesson plan documentation.

Monitor grade level reports from progress monitoring assessments.

Monitor discipline referrals and attendance reports.

Monitor course-work grades.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources:

Tier I - SAT 10, FCAT 2.0, FAA, EOC, EOCs, FAIR

Tier II – Program specific

Tier III – Student Specific; PMP student individualized progress monitoring plans.

Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The District Rtl Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker).

The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention

The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide

- PLC meetings
- Professional development – webinars, workshops
- Data Star
- District support staff

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jeremy Boatright	Principal
Amanda Cooper	Assistant Principal
Sandy Catto	Reading Coach
Rachel Kennedy	Guidance Counselor
Jennifer Cantu	Guidance Counselor
Ellen Griffiths	ESE Chair
Jennifer Reynolds	Math Chair
Ricci Koenig	Social Studies Chair
Tom Cavender	Science Chair

How the school-based LLT functions

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

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Our school encourages every course to incorporate levels of relevant real-world learning experiences; each content area course uses strategies and activities that can apply across disciplines and apply to real-world situations. Relevant learning is interdisciplinary and contextual. It requires students to apply core knowledge, concepts or skills to solve real-world problems.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Reach, school websites, and school newsletters.

Strategies for improving student readiness for the public postsecondary level

Schools recognize students who meet Florida's college and career readiness criteria. Student data is at the forefront of all we do to assure students' academic success. In order to meet this goal based on analysis of assessment data, students may be provided with additional support through courses such as Intensive Reading, Math for College Readiness, Math for College Success, and English 4 Florida College Prep.

Career Education programs offer certification opportunities for students in Food Service Management (Serve Safe), Certified Nursing Assistant, Certified Medical Administrative Assistant, EMT, ADOBE Dreamweaver, ADOBE Flash, ADOBE Photoshop, Autodesk – AutoCAD Certified User, National Center for Construction Education and Research: Level 1 Electrical and HVAC Level 1 and 2, Carpentry Level 1 and 2, and Masonry Level 1 and 2, Microsoft Office Specialist, QuickBooks, and FAA Ground School. Dual Enrollment and Advanced Placement courses provide opportunities for students to engage in college-level course work while enrolled in high school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	65%	No	72%
American Indian				
Asian	54%	54%	Yes	59%
Black/African American	64%	51%	No	68%
Hispanic	80%	66%	No	82%
White	69%	67%	No	72%
English language learners				
Students with disabilities	50%	27%	No	55%
Economically disadvantaged	62%	55%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	279	33%	38%
Students scoring at or above Achievement Level 4	276	32%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		59%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	583	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	139	65%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	185	65%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	118	42%	47%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	59%	No	66%
American Indian				
Asian	54%	0%	No	59%
Black/African American	48%	36%	No	54%
Hispanic	67%	65%	No	70%
White	63%	61%	No	67%
English language learners				
Students with disabilities	44%	17%	No	50%
Economically disadvantaged	53%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	266	33%	38%
Students scoring at or above Achievement Level 4	181	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	36%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	523	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	107	50%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	42%	37%
Students scoring at or above Achievement Level 4	34	58%	63%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	25%	30%
Students scoring at or above Achievement Level 4	87	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		80%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	310	35%	40%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	151	17%	12%
Students who fail a mathematics course	26	3%	0%
Students who fail an English Language Arts course	31	4%	0%
Students who fail two or more courses in any subject	16	2%	0%
Students who receive two or more behavior referrals	116	13%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	86	10%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. Encourage parent involvement through SAC meetings, School Reach, Volunteer luncheons, Volunteer appreciation breakfast, FOCUS and School home page.
2. Encourage more active volunteers in PTO program at Yulee Middle School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Volunteer	111	6%	10%

Goals Summary

- G1.** Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective integration of STEM across the curriculum.
- G2.** It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process.
- G3.** Increase opportunities for students to enroll in CTE courses and complete industry certifications.
- G4.** All students will increase in their Reading achievement level.
- G5.** We will quickly identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and supports.
- G6.** All students' quality of Writing in narratives, informative/explanatory text, and argumentative text will improve.
- G7.** All students will increase in their Math proficiency.
- G8.** All students will increase in their Science proficiency.
- G9.** Sustained and systematic attention will be given to Social Studies and Civics in our K-12 curriculum.

Goals Detail

G1. Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective integration of STEM across the curriculum.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- STEM works collaboratively with our CTE department to implement STEM courses and activities. Project-based learning <http://www.stemflorida.net/Home.htm> <http://www.pbs.org/teachers/stem/> <http://stem.firstbook.org/resources> Discovery Ed. Science Fair

Targeted Barriers to Achieving the Goal

- Professional development opportunities are necessary for STEM implementation.

Plan to Monitor Progress Toward the Goal

Lesson plans, classroom observations, assessment data, industry certification data

Person or Persons Responsible

Administrators, Teachers, and Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

classroom activities, lesson plans, industry certification

G2. It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent newsletters FOCUS/Edline School Reach Parent Nights Conferences Newspaper articles

Targeted Barriers to Achieving the Goal

- Parental support: time, knowledge, interest

Plan to Monitor Progress Toward the Goal

Parent Involvement

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

State, District, and School publications Student Progression Plan Newsletters Edline Focus conference documentation

G3. Increase opportunities for students to enroll in CTE courses and complete industry certifications.

Targets Supported

- CTE

Resources Available to Support the Goal

- CTE Director CTE programs of study Career education class Choices ePEP
<http://www.fldoe.org/workforce/publicat.asp>

Targeted Barriers to Achieving the Goal

- Lack of CTE teachers and programs

Plan to Monitor Progress Toward the Goal

CTE director will work with school's leadership team to create additional career clusters that will lead to industry certification.

Person or Persons Responsible

Principal and CTE Director

Target Dates or Schedule:

2013-2014 School Year

Evidence of Completion:

G4. All students will increase in their Reading achievement level.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Saxon Phonics, SRA Mastery Plus, Fast Forward, SRA Reading Mastery, Signature My Reading, Coach Earobics, Academy of Reading, READ 180, Achieve 3000, FCAT Explorer, FAIR, Study Island.

Targeted Barriers to Achieving the Goal

- Students may fail to see the connection between classroom activities and learning goals.
- Students may have significant deficits in reading skills and are working below grade level.
- Lack of data analysis to support targeted instruction to improve student achievement.

Plan to Monitor Progress Toward the Goal

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)

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessment Data

G5. We will quickly identify students who are considered "at-risk" due to attendance, behavior, and course performance, and provide early interventions and supports.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- School Reach, RTI teams, Attendance & Truancy officer, Drop-out prevention, Adult education, Intensive reading/math classes.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. All students' quality of Writing in narratives, informative/explanatory text, and argumentative text will improve.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Rubrics, Emphasis on Writing Across all Disciplines for Real Purposes, Text Exemplars, Student Writing Exemplars.

Targeted Barriers to Achieving the Goal

- Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.

Plan to Monitor Progress Toward the Goal

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative and Summative Assessments

G7. All students will increase in their Math proficiency.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Math 180, Study Island, <http://www.illustrativemathematics.org/>, CCSS Mathematics, Marzano's Art and Science of Teaching Framework, Accelerated Math, IXL. Discovery Ed

Targeted Barriers to Achieving the Goal

- Students may need assistance to interact with new knowledge
- Students may not be engaged in cognitively complex tasks.
- Students may fail to see the connection between classroom activities and real-world applications.

Plan to Monitor Progress Toward the Goal

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessment data, Lesson plans, deliberate practice

G8. All students will increase in their Science proficiency.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Study Island, Discovery Ed., Marzano's Art and Science of Teacher Framework, Science Labs

Targeted Barriers to Achieving the Goal

- Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

Plan to Monitor Progress Toward the Goal

Lesson plans, Assessment data, classroom observations

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans, Science Projects, Classroom Walkthroughs

G9. Sustained and systematic attention will be given to Social Studies and Civics in our K-12 curriculum.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Cpalms Curriculum maps Study Island http://www.fldoe.org/bii/curriculum/Social_Studies/
<http://etc.usf.edu/flstandards/ss/resources.html> <http://www.pbs.org/teachers/socialstudies/inventory/civicsunitedstatesgovernment-912.html> http://fcats.fldoe.org/eoc/pdf/FL09Sp_US_History.pdf Primary and Secondary Documents

Targeted Barriers to Achieving the Goal

- Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.
- Time to cover important concepts-pacing of curriculum.

Plan to Monitor Progress Toward the Goal

Lesson plans, classroom observations, assessment data

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans, projects, classroom and school civic activities, assessment data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective integration of STEM across the curriculum.

G1.B1 Professional development opportunities are necessary for STEM implementation.

G1.B1.S1 Professional development opportunities for STEM implementation will be given in PLC groups, faculty meetings, and subject area meetings.

Action Step 1

Lesson plans, classroom observations, assessment data, industry certification data

Person or Persons Responsible

Administrators, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

classroom activities, lesson plans, industry certification

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Lesson plans, classroom observations, assessment data, industry certification data

Person or Persons Responsible

Administrators, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

classroom activities, lesson plans, industry certification

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans, classroom observations, assessment data, industry certification data

Person or Persons Responsible

Administrators, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

classroom activities, lesson plans, industry certification

G2. It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process.

G2.B1 Parental support: time, knowledge, interest

G2.B1.S1 Notification will be given for any changes in standards, assessments, and educational requirements, and timely individual educational progress towards educational goals will be given. This can be through school community meetings, newspaper, school websites, school reach, FOCUS, and parent conferences.

Action Step 1

Parent Involvement

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

State, District, and School publications Student Progression Plan Newsletters, Edline Focus conference documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Parent Involvement

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

State, District, and School publications Student Progression Plan Newsletters Edline Focus conference documentation

Plan to Monitor Effectiveness of G2.B1.S1

Parent Involvement

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

State, District, and School publications Student Progression Plan Newsletters Edline Focus conference documentation

G3. Increase opportunities for students to enroll in CTE courses and complete industry certifications.

G3.B1 Lack of CTE teachers and programs

G3.B1.S1 CTE director will work with school's leadership team to implement career programs of study that will prepare students with core academic skills and relevant technical skills needed in emerging, high-demand, high-wage career fields.

Action Step 1

CTE director will work with school's leadership team to create additional career clusters that will lead to industry certification.

Person or Persons Responsible

School Principal and CTE Director

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1

CTE director will work with school's leadership team to create additional career clusters that will lead to industry certification.

Person or Persons Responsible

Principal and CTE Director

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

CTE director will work with school's leadership team to create additional career clusters that will lead to industry certification.

Person or Persons Responsible

Principal and CTE Director

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

G4. All students will increase in their Reading achievement level.

G4.B1 Students may fail to see the connection between classroom activities and learning goals.

G4.B1.S1 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).

Action Step 1

Formative and Summative assessments

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Plan to Monitor Fidelity of Implementation of G4.B1.S1

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).

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Plan to Monitor Effectiveness of G4.B1.S1

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).

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

G4.B2 Students may have significant deficits in reading skills and are working below grade level.

G4.B2.S1 Teachers will use research-based instructional strategies and utilize programs that provide differentiated instruction for all students.

Action Step 1

Formative and Summative assessments

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Formative and Summative assessments

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Plan to Monitor Effectiveness of G4.B2.S1

Formative and Summative assessments

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

G4.B3 Lack of data analysis to support targeted instruction to improve student achievement.

G4.B3.S1 All staff will utilize data resources to target instruction to improve student achievement.

Action Step 1

Formative and Summative assessments

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Formative and Summative assessments

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Plan to Monitor Effectiveness of G4.B3.S1

Formative and Summative assessments

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

G6. All students' quality of Writing in narratives, informative/explanatory text, and argumentative text will improve.

G6.B1 Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.

G6.B1.S1 Teachers will use writing across the curriculum with common writing rubrics.

Action Step 1

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

G6.B1.S2 All teachers need instructional strategies on giving quality feedback on student writing.

Action Step 1

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

Facilitator:

Jean Lamar

Participants:

LA Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

Plan to Monitor Effectiveness of G6.B1.S2

Writing Assessments, Writing Rubrics, Writing Samples

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

G7. All students will increase in their Math proficiency.

G7.B1 Students may need assistance to interact with new knowledge

G7.B1.S1 Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.

Action Step 1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

Plan to Monitor Effectiveness of G7.B1.S1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

G7.B2 Students may not be engaged in cognitively complex tasks.

G7.B2.S1 Teachers will incorporate CCSS in Math and utilizing higher-level critical thinking skills.

Action Step 1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

Plan to Monitor Effectiveness of G7.B2.S1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

G7.B3 Students may fail to see the connection between classroom activities and real-world applications.

G7.B3.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection.

Action Step 1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

Plan to Monitor Effectiveness of G7.B3.S1

Assessment Data, Classroom lesson plans, Marzano's Art and Science of Teaching Framework

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data, Lesson plans, deliberate practice

G8. All students will increase in their Science proficiency.

G8.B1 Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

G8.B1.S1 Teachers will implement CCSS literacy skills to help students analyze the relationship between a primary and secondary sources on the same topic.

Action Step 1

Lesson plans, Assessment data, classroom observations

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

Facilitator:

Monica Wright

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Lesson plans, Assessment data, classroom observations

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

Plan to Monitor Effectiveness of G8.B1.S1

Lesson plans, Assessment data, classroom observations

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

G9. Sustained and systematic attention will be given to Social Studies and Civics in our K-12 curriculum.

G9.B1 Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

G9.B1.S1 Teachers will implement CCSS literacy skills to help students analyze the relationship between a primary and secondary sources on the same topic.

Action Step 1

Lesson plans, Assessment data, classroom observations

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Lesson plans, Assessment data, classroom observations

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

Plan to Monitor Effectiveness of G9.B1.S1

Lesson plans, Assessment data, classroom observations

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, projects, classroom and school civic activities, assessment data

G9.B2 Time to cover important concepts-pacing of curriculum.

G9.B2.S1 Teachers will continue to work on curriculum and pacing guides.

Action Step 1

Lesson plans, classroom observations, assessment data

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, projects, classroom and school civic activities, assessment data

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Lesson plans, classroom observations, assessment data

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, projects, classroom and school civic activities, assessment data

Plan to Monitor Effectiveness of G9.B2.S1

Lesson plans, classroom observations, assessment data

Person or Persons Responsible

Administration, Teachers, and Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, projects, classroom and school civic activities, assessment data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

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

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

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

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G6. All students' quality of Writing in narratives, informative/explanatory text, and argumentative text will improve.

G6.B1 Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.

G6.B1.S2 All teachers need instructional strategies on giving quality feedback on student writing.

PD Opportunity 1

Writing Assessments, Writing Rubrics, Writing Samples

Facilitator

Jean Lamar

Participants

LA Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative and Summative Assessments

G8. All students will increase in their Science proficiency.

G8.B1 Students may lack the skills to analyze, evaluate, and differentiate primary and secondary sources.

G8.B1.S1 Teachers will implement CCSS literacy skills to help students analyze the relationship between a primary and secondary sources on the same topic.

PD Opportunity 1

Lesson plans, Assessment data, classroom observations

Facilitator

Monica Wright

Participants

Science Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs