2013-2014 SCHOOL IMPROVEMENT PLAN

Fernandina Beach Middle School
315 CITRONA DR
Fernandina Beach, FL 32034
904-321-5867

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	37%

Alternative/ESE Center	Charter School	Minority Rate
No	No	23%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

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
Fernandina Beach Middle School

Principal
John Mazzella A

School Advisory Council chair
Robin Lentz

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

Name	Title
Dr. John Mazzella	Principal
Edward Brown	Assistant Principal
Betsy Schoelen	Guidance Counselor, ESE Dept. Chairperson
Robin Lentz	Guidance Counselor
Ann Wrenn	Grade 6 Chairperson
Rebecca Larsen	Grade 7 Chair and Science Dept. Chairperson
Paige Whittaker	Grade 8 Chairperson
Julie Hall	Related Arts Chairperson
Susan Gossett	Math Dept. Chairperson
Renee Thompson	Language Arts Dept. Chairperson
Sherry Chaplin	Social Studies Dept. Chairperson

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

The majority of the SAC members are not employed by the school district. SAC Chairperson is Guidance Counselor Robin Lentz; School-related personnel on the committee include Principal Dr. John Mazzella, Guidance Counselor Betsy Schoelen, Parents include Susan Bridwell, Kim Page, Jody Peters, Robyn

Melton, Deb Yarborough and Nathalie Wu. Community members include Beano Roberts. Student members include Laura Page.

Involvement of the SAC in the development of the SIP

SAC members read and discussed the plan during their monthly meetings and made suggestions for improvements and alterations.

Activities of the SAC for the upcoming school year

This year, the school advisory council will discuss and provide input for the 2013-14 annual school improvement plan. In addition, the SAC will discuss and approve textbook purchases, "A" school disbursement plan, conduct the mid-year review, discuss and approve the student handbook and dress code, the calendar of events, the climate survey results, the implementation and effectiveness of the school improvement plan survey and conduct an end of the school year summary. The council will also address other school-related concerns presented by the stakeholders.

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:

John Mazzella A

Principal	Years as Administrator: 31	Years at Current School: 20

Credentials	Doctorate- certified in Ed. Leadership, Elementary Education, Social Studies 6-12 and History 9-12
Performance Record	13 years as an "A" school

Edward Brown		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	Bachelor's degree in Marketing, Master's degree in Educational Leadership, certified in Middle Grades Math
Performance Record	Seven years as an "A" School

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Betsy Hutton		
Full-time / School-based	Years as Coach: 8	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	Masters in Elementary Education, Reading 6-12, Reading, ESOL	
Performance Record	8 years as an "A" school	

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
37, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
37, 100%

 # ESOL endorsed
14, 38%

 # reading endorsed
7, 19%

 # with advanced degrees
18, 49%

 # National Board Certified
4, 11%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
3, 8%

 # with 6-14 years of experience
14, 38%

 # with 15 or more years of experience
20, 54%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 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 RtI 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

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 12,600

The Communities in Schools "Homework Club" provides certified teachers to assist students with homework and enrichment using Study Island, FCAT Explorer, Math 180, Accelerated Reader and other programs.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Grades, FCAT scores, attendance of behavior of participating students are monitored and assessed.

Who is responsible for monitoring implementation of this strategy?

Guidance office

Literacy Leadership Team (LLT)

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

Name	Title
John Mazzella	Principal
Betsy Hutton	Reading Coach
Renee Thompson	Language Arts teacher
Rina Jones	Language Arts teacher
Carlos Bustabad	ESE/ Language Arts teacher
Betsy Schoelen	Guidance Counselor
Tymira Jones	Language Arts teacher
Ethel Pallan	ESE/ Language Arts teacher

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 and FCAT 2.0 requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

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	76%	71%	No	78%
American Indian				
Asian				
Black/African American	57%	44%	No	61%
Hispanic	67%	50%	No	70%
White	80%	76%	No	82%
English language learners	42%	21%	No	48%
Students with disabilities	48%	39%	No	53%
Economically disadvantaged	60%	52%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	633	69%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	44	28%	30%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		32%

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	154	69%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	80%	74%	No	82%
American Indian				
Asian				
Black/African American	57%	37%	No	61%
Hispanic	73%	62%	No	76%
White	84%	78%	No	86%
English language learners	54%	29%	No	59%
Students with disabilities	56%	43%	No	60%
Economically disadvantaged	68%	55%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	28%	30%
Students scoring at or above Achievement Level 4	229	40%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		24%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		79%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	632	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	55	64%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	69	100%	100%
Middle school performance on high school EOC and industry certifications	69	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		9%
Students scoring at or above Achievement Level 4	63	91%	91%

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	47	21%	23%
Students scoring at or above Achievement Level 4	72	32%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

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)	2		100
Participation in STEM-related experiences provided for students	600	90%	92%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	6	1%	1%
Students who fail a mathematics course	30	5%	4%
Students who fail an English Language Arts course	20	3%	2%
Students who fail two or more courses in any subject	20	3%	2%
Students who receive two or more behavior referrals	26	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	30	5%	4%

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

We strongly encourage parent involvement through the activities of our Parent-Teacher Organization, such as the Fall BBQ and the Desserts of Amelia. We communicate effectively with parents through newsletters, FOCUS, School Reach, Open House, conferences and e-mail. Teachers also request parents to assist in projects, field trips and special events such as Career Day.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of families who are members of the PTO and BPA	300	50%	52%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All students will increase in their Math proficiency.

G2. All students will increase their Science proficiency

G3. All students will increase their Writing proficiency.

G4. Keep the lines of communication with our parents open and to actively include parents in the education process.

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

G6. 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

G7. All students will increase their Reading proficiency.

Goals Detail

G1. All students will increase in their Math proficiency.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal
- Math 180, Study Island, CCSS Mathematics, Marzano's Art and Science of Teaching Framework, IXL, Discovery Ed

Targeted Barriers to Achieving the Goal
- Teachers need to share specialized techniques, strategies, and interventions to use in the classroom.
- Students may fail to see the connection between classroom activities and learning goals
- Students may not be engaged in cognitively complex tasks.
- Students areas of weakness may not be specifically targeted.

Plan to Monitor Progress Toward the Goal

FCAT 2.0 NGSSS Scores

Person or Persons Responsible
Principal, Assistant Principal, teacher

Target Dates or Schedule:
End of year

Evidence of Completion:
Learning gains in student math scores

G2. All students will increase their Science proficiency

Targets Supported
- Science

- Science - Middle School

- STEM

- STEM - All Levels

Resources Available to Support the Goal
- Study Island, Discovery Ed, Marzano's Art and Science of Teaching Framework Science Labs

Targeted Barriers to Achieving the Goal
- Teachers need research-based strategies

- At risk students may need additional support

- Students may lack motivation in Science

- Science teachers need to share specialized strategies, techniques, and interventions.

Plan to Monitor Progress Toward the Goal

All students will increase their Science proficiency.

Person or Persons Responsible
Principal ,Assistant Principal, Teachers

Target Dates or Schedule:
End of year

Evidence of Completion:
FCAT 2.0 Science score

G3. All students will increase their Writing proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Rubrics, Emphasis on Writing Across Al Disciplines, Real Purposes Text Examplars, Student Writing Examplars

Targeted Barriers to Achieving the Goal

- Students need to practice writing skills in all classes.

- Students need to be motivated to produce quality writing.

- At-risk students may require additional support.

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

Plan to Monitor Progress Toward the Goal

Implement Faculty Reading/Writing Partnership Program with Reading/Writing teachers and content-area teachers.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

End of year

Evidence of Completion:

FCAT 2.0 Writing Test

G4. 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 conferences, Open House

Targeted Barriers to Achieving the Goal

- Parental support: time, knowledge, interest

Plan to Monitor Progress Toward the Goal

Parent Involvement

Person or Persons Responsible
Administrators, teachers and students

Target Dates or Schedule:
ongoing

Evidence of Completion:
State, district, and school publications, student progression plan, newsletters, Edline, Focus, conference documentation

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

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- School Reach, RTI teams, school security officer, intensive reading/math classes

Targeted Barriers to Achieving the Goal
- Parental support

Plan to Monitor Progress Toward the Goal

Use FOCUS, Attendance, RTI plans, behavior referrals to identify at-risk students

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
End of year

Evidence of Completion:
FCAT 2.0 Test scores, Promotion

G6. 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
- Discovery Ed

Targeted Barriers to Achieving the Goal
- Professional development opportunities are necessary for STEM implementation

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Integration of STEM across the curriculum

G7. All students will increase their Reading proficiency.

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

Resources Available to Support the Goal
- Read 180, SRA Reading Mastery, My Reading Coach, Achieve 3000, FCAT Explorer, FAIR, Study Island, Marzano's Art and Science of Teaching Framework, PAES Labs and Unique Learning System

Targeted Barriers to Achieving the Goal
- Teachers need specialized techniques, strategies, and interventions to use in the classroom

- Areas of weakness should be targeted

- Students may fail to see the connection between classroom activities and learning goals

- Effective data analysis must support targeted instruction to improve student achievement

Plan to Monitor Progress Toward the Goal

FAIR, FCAT Explorer, and FOCUS provide students with immediate feedback and opportunities for guided practice

Person or Persons Responsible
Principal , Assistant Principal, Teacher

Target Dates or Schedule:
End of year

Evidence of Completion:
Improved FAIR and FCAT 2.0 Reading scores

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All students will increase in their Math proficiency.

G1.B1 Teachers need to share specialized techniques, strategies, and interventions to use in the classroom.

G1.B1.S1 Teachers will implement Math 180 program and differentiated instruction.

Action Step 1

Math 180 research based program and differentiated instruction.

Person or Persons Responsible

Math teacher

Target Dates or Schedule

During regularly scheduled class time

Evidence of Completion

Assessments of Math 180 program.

Facilitator:

Henry Schmitges, FDLRS

Participants:

Math teachers

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

Implementation of Math 180 program and differentiated instruction.

Person or Persons Responsible

Principal, Asst. Principal, Director of Secondary Education

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Implementation of Math 180 program

Person or Persons Responsible

Principal, Assistant Principal, Math team teacher

Target Dates or Schedule

every 3 months

Evidence of Completion

Assessments, Quartile scores, FCAT 2.0 math scores

G1.B2 Students may fail to see the connection between classroom activities and learning goals

G1.B2.S1 Teachers will clearly state learning goals accompanied by a scale or rubric that describes levels of performance and helps students see the connection between classroom activities and learning goals. (Marzanos Art and Science of Teaching Framework)

Action Step 1

Students clearly see the connection between classroom activities and learning goals.

Person or Persons Responsible

Students and teachers

Target Dates or Schedule

During class instruction and planning

Evidence of Completion

Lesson plans and student assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance and helps students see the connection between classroom activities and learning goals.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

During class instruction time

Evidence of Completion

Posted learning goals and scale or rubric.

Plan to Monitor Effectiveness of G1.B2.S1

Increased student outcomes on FCAT 2.0 NGSSS test.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of year

Evidence of Completion

Learning gains on FCAT 2.0 Math

G1.B3 Students may not be engaged in cognitively complex tasks.

G1.B3.S1 Teachers will identify, teach and assess common terminology/vocabulary using mathematics (CCSS and NGSSS) and word problems.

Action Step 1

Identify, teach and assess common terminology/vocabulary using mathematics (CCSS and NGSSS) and word problems.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During class instruction.

Evidence of Completion

Lesson plans and assessments, pre- and post-tests

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Teachers will identify, teach and assess common terminology/vocabulary using mathematics (CCSS and NGSSS) and word problems.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Class instruction time.

Evidence of Completion

Lesson plans and student assessments.

Plan to Monitor Effectiveness of G1.B3.S1

Teachers will identify, teach and assess common terminology/vocabulary using mathematics (CCSS and NGSSS) and word problems.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Class instructional time.

Evidence of Completion

Lesson plans and student assessments.

G1.B4 Students areas of weakness may not be specifically targeted.

G1.B4.S1 Teachers will analyze sub test data to determine individual areas of weakness.

Action Step 1

Teachers will analyze sub test data to determine individual areas of weakness.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Beginning of school year.

Evidence of Completion

Matrix of sub test scores.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Teachers will analyze sub test data to determine individual areas of weakness.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Beginning of school year.

Evidence of Completion

Copies of matrix of sub test scores.

Plan to Monitor Effectiveness of G1.B4.S1

Teachers will analyze sub test data to determine individual areas of weakness.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of the year

Evidence of Completion

FCAT 2.0 Math

G2. All students will increase their Science proficiency

G2.B1 Teachers need research-based strategies

G2.B1.S1 Science lesson plans are aligned with the Next Generation Sunshine State Standards and Common Core State Standards

Action Step 1

Lesson plans aligned with the Next Generation Sunshine State Standards and Common Core State Standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans

Facilitator:

Monica Wright

Participants:

Science teachers

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

Science lesson plans are aligned with the Next Generation Sunshine State Standards and Common Core State Standards

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S1

Science lesson plans are aligned with the Next Generation Sunshine State Standards and Common Core State Standards

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of Year

Evidence of Completion

Science FCAT, pre- and post-tests

G2.B2 At risk students may need additional support

G2.B2.S1 Teachers will help students identify critical information, organize new knowledge, preview new content, chunk into digestible bites, and process new information (Unique Learning System, Marzano's Art and Science of Teacher Framework)

Action Step 1

At risk students need help to identify critical information, organize new knowledge, preview new content, chunk into digestible bites, and process new information

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1

At risk students need help to identify critical information, organize new knowledge, preview new content, chunk into digestible bites, and process new information

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments

Plan to Monitor Effectiveness of G2.B2.S1

At risk students need help to identify critical information, organize new knowledge, preview new content, chunk into digestible bites, and process new information

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of the year

Evidence of Completion

Science FCAT, pre- and post-tests

G2.B3 Students may lack motivation in Science

G2.B3.S1 Science teachers will use Lavoie Motivational Strategies and relate learning to real life experiences.

Action Step 1

Science teachers will use Lavoie Motivational Strategies and relate learning to real life experiences.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and learning goals

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Science teachers will use Lavoie Motivational Strategies and relate learning to real life experiences.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and posted goals

Plan to Monitor Effectiveness of G2.B3.S1

Science teachers will use Lavoie Motivational Strategies and relate learning to real life experiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

End of Year

Evidence of Completion

Science FCAT, pre- and post-tests

G2.B4 Science teachers need to share specialized strategies, techniques, and interventions.

G2.B4.S1 Science teachers will have monthly science departments meetings to share specialized strategies, techniques, and interventions.

Action Step 1

Science teachers will have monthly science departments meetings to share specialized strategies, techniques, and interventions.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Science department meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Science teachers will have monthly science departments meetings to share specialized strategies, techniques, and interventions.

Person or Persons Responsible

Principal and Asst. Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments and goals

Plan to Monitor Effectiveness of G2.B4.S1

Science teachers will have monthly science departments meetings to share specialized strategies, techniques, and interventions.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

End of Year

Evidence of Completion

Science FCAT, pre- and post-tests

G3. All students will increase their Writing proficiency.

G3.B1 Students need to practice writing skills in all classes.

G3.B1.S1 Teachers will use writing across the curriculum with common writing rubrics and begin implementation of the CCSS and NGSSS writing standards.

Action Step 1

writing assessments

Person or Persons Responsible

writing teachers

Target Dates or Schedule

on-going

Evidence of Completion

student writing samples

Facilitator:

Jean Lamar

Participants:

writing teachers

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

Teachers will use writing across the curriculum with common writing rubrics and begin implementation of the CCSS and NGSSS writing standards.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will use writing across the curriculum with common writing rubrics and begin implementation of the CCSS and NGSSS writing standards.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of year

Evidence of Completion

FCAT 2.0 Writing Test

G3.B2 Students need to be motivated to produce quality writing.

G3.B2.S1 Teachers will focus on learning targets with clear and specific feedback and use common writing rubrics.

Action Step 1

Teachers will focus on learning targets with clear and specific feedback and use common writing rubrics.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Graded samples of writing

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers will focus on learning targets with clear and specific feedback and use common writing rubrics.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will focus on learning targets with clear and specific feedback and use common writing rubrics.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of year

Evidence of Completion

FCAT 2.0 Writing Test

G3.B3 At-risk students may require additional support.

G3.B3.S1 All teachers will use writing across the curriculum with common writing rubrics using both the FCAT 2.0 standards and the Common Core State Standards.

Action Step 1

Teachers will use writing across the curriculum with common writing rubrics using both the FCAT 2.0 standards and the Common Core State Standards.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and assessments

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Teachers will use writing across the curriculum with common writing rubrics using both the FCAT 2.0 standards and the Common Core State Standards.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G3.B3.S1

Teachers will use writing across the curriculum with common writing rubrics using both the FCAT 2.0 standards and the Common Core State Standards.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of year

Evidence of Completion

FCAT 2.0 Writing Test

G3.B4 Training needed in the writing with an emphasis on conventions, and quality of support with specific and relevant supporting details.

G3.B4.S1 Implement Faculty Reading/Writing Partnership Program with Reading/Writing teachers and content-area teachers.

Action Step 1

Implement Faculty Reading/Writing Partnership Program with Reading/Writing teachers and content-area teachers.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Bi Monthly Reading/Writing Partnership meetings with Reading/Writing teachers and content-area teachers.

Evidence of Completion

Minutes of meetings

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Implement Faculty Reading/Writing Partnership Program with Reading/Writing teachers and content-area teachers.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Implement Faculty Reading/Writing Partnership Program with Reading/Writing teachers and content-area teachers.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of year

Evidence of Completion

FCAT 2.0 Writing Test

G4. Keep the lines of communication with our parents open and to actively include parents in the education process.

G4.B1 Parental support: time, knowledge, interest

G4.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

Notification will be given for any changes in standards, assessments, and educational requirements, and timely individual educational progress towards educational goals will be given.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased parental participation, improved grades

Plan to Monitor Fidelity of Implementation of G4.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.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased parental participation and improved grades

Plan to Monitor Effectiveness of G4.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.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Increased parental participation and improved grades

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

G5.B1 Parental support

G5.B1.S1 Increased parental communication utilizing parent newsletters, School Reach, FOCUS, Edline websites, School Advisory Council, new student orientation, surveys and parent meetings with teachers and guidance

Action Step 1

Use FOCUS, Attendance, MTSSS, behavior referrals to identify at-risk students

Person or Persons Responsible

Administration, teachers, attendance clerk, guidance

Target Dates or Schedule

ongoing

Evidence of Completion

data sources

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Use FOCUS, Attendance, RTI plans, behavior referrals to identify at-risk students

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

At-risk students identified

Plan to Monitor Effectiveness of G5.B1.S1

Use FOCUS, Attendance, RTI plans, behavior referrals to identify at-risk students

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of Year

Evidence of Completion

FCAT 2.0 scores and promotion

G6. 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

G6.B1 Professional development opportunities are necessary for STEM implementation

G6.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

Person or Persons Responsible

Administrators, teachers, students

Target Dates or Schedule

ongoing

Evidence of Completion

classroom activities, lesson plans, industry certification

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

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

Person or Persons Responsible

Faculty and administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Integration of STEM across the curriculum, lesson plans

Plan to Monitor Effectiveness of G6.B1.S1

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

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

G7. All students will increase their Reading proficiency.

G7.B1 Teachers need specialized techniques, strategies, and interventions to use in the classroom

G7.B1.S1 Involve and use reading coach on classroom assessment, instruction and planning.

Action Step 1

Involve and use reading coach on classroom assessment, instruction and planning.

Person or Persons Responsible

Teachers, reading coach and principal

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans

Facilitator:

Betsy Hutton, Reading Coach

Participants:

All teachers

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

Involve and use reading coach on classroom assessment, instruction and planning.

Person or Persons Responsible

Reading coach and principal

Target Dates or Schedule

End of year

Evidence of Completion

FCAT 2.0 Reading Test, FAIR scores

Plan to Monitor Effectiveness of G7.B1.S1

Involve and use reading coach on classroom assessment, instruction and planning.

Person or Persons Responsible

All teachers and reading coach

Target Dates or Schedule

End of year

Evidence of Completion

FCAT 2.0 Reading scores and FAIR scores

G7.B2 Areas of weakness should be targeted

G7.B2.S1 Teachers will analyze FCAT 2.0 Reading subtest data and FAIR scores to determine the areas of weakness

Action Step 1

Teachers will analyze FCAT 2.0 Reading subtest data and FAIR scores to determine the areas of weakness

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

Beginning of year FCAT subtest scores and end of each FAIR assessment

Evidence of Completion

Matrix of scores for each class

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

Teachers will analyze FCAT 2.0 Reading subtest data and FAIR scores to determine the areas of weakness

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Beginning of year, mid year and end of year

Evidence of Completion

FAIR scores, Assessments

Plan to Monitor Effectiveness of G7.B2.S1

Teachers will analyze FCAT 2.0 Reading subtest data and FAIR scores to determine the areas of weakness

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Beginning, mid and end of year

Evidence of Completion

Improved FCAT 2.0 and FAIR scores

G7.B3 Students may fail to see the connection between classroom activities and learning goals

G7.B3.S1 Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance will help student see the connections between classroom activities and learning goals (Marzano's Art and Science of Teaching Framework)

Action Step 1

Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans. assessments

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

Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, posted learning goals and scale or rubrics

Plan to Monitor Effectiveness of G7.B3.S1

Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessments and FAIR scores

G7.B4 Effective data analysis must support targeted instruction to improve student achievement

G7.B4.S1 FAIR, FCAT Explorer, and FOCUS provide students with immediate feedback and opportunities for guided practice

Action Step 1

FAIR, FCAT Explorer, and FOCUS provide students with immediate feedback and opportunities for guided practice

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Improved FAIR and FCAT 2.0 Reading scores

Plan to Monitor Fidelity of Implementation of G7.B4.S1

FAIR, FCAT Explorer, and FOCUS provide students with immediate feedback and opportunities for guided practice

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G7.B4.S1

FAIR, FCAT Explorer, and FOCUS provide students with immediate feedback and opportunities for guided practice

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

End of year

Evidence of Completion

improved FAIR and FCAT 2.0 Reading scores

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.

G1. All students will increase in their Math proficiency.

G1.B1 Teachers need to share specialized techniques, strategies, and interventions to use in the classroom.

G1.B1.S1 Teachers will implement Math 180 program and differentiated instruction.

PD Opportunity 1

Math 180 research based program and differentiated instruction.

Facilitator

Henry Schmitges, FDLRS

Participants

Math teachers

Target Dates or Schedule

During regularly scheduled class time

Evidence of Completion

Assessments of Math 180 program.

G2. All students will increase their Science proficiency

G2.B1 Teachers need research-based strategies

G2.B1.S1 Science lesson plans are aligned with the Next Generation Sunshine State Standards and Common Core State Standards

PD Opportunity 1

Lesson plans aligned with the Next Generation Sunshine State Standards and Common Core State Standards

Facilitator

Monica Wright

Participants

Science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans

G3. All students will increase their Writing proficiency.

G3.B1 Students need to practice writing skills in all classes.

G3.B1.S1 Teachers will use writing across the curriculum with common writing rubrics and begin implementation of the CCSS and NGSSS writing standards.

PD Opportunity 1

writing assessments

Facilitator

Jean Lamar

Participants

writing teachers

Target Dates or Schedule

on-going

Evidence of Completion

student writing samples

G7. All students will increase their Reading proficiency.

G7.B1 Teachers need specialized techniques, strategies, and interventions to use in the classroom

G7.B1.S1 Involve and use reading coach on classroom assessment, instruction and planning.

PD Opportunity 1

Involve and use reading coach on classroom assessment, instruction and planning.

Facilitator

Betsy Hutton, Reading Coach

Participants

All teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans