



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Vernon Middle School
3190 MOSS HILL RD
Vernon, FL 32462
850-535-2807
<http://vms.wcsdschools.com>

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 45%
Alternative/ESE Center No	Charter School No	Minority Rate 22%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 C
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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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	21
Goals Detail	22
Action Plan for Improvement	32
Part III: Coordination and Integration	60
Appendix 1: Professional Development Plan to Support Goals	61
Appendix 2: Budget to Support Goals	65

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

Vernon Middle School

Principal

Kimberly Register

School Advisory Council chair

Gwen Brock

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

Name	Title
Dr. Charles Peterson	Assistant Principal
Malcolm Nelson	Guidance Counselor
Kimberley Brown	Academic Specialist
Christopher Tyre	Lead Teacher
Tammy Smith	Lead Teacher
Holly Prescott	Lead Teacher
Taura Brock	Lead Teacher

District-Level Information

District

Washington

Superintendent

Mr. Joseph Taylor

Date of school board approval of SIP

10/14/2013

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

Gwen Brock, President
 Donna Green, Vice President
 Jackie Brown, Treasurer
 Sharon Clem, Secretary
 Laurie Simmons, Fundraiser Liaison

The above mentioned names belong to our executive board comprised of parents who were elected to the positions by their peers at the first 2013-2014 Advisory Council Meeting. The rest of the committee is made up of school administrators, teachers, parents and students and this committee has a balance of all required demographic groups that meet the required parameters advised by FLDOE.

Involvement of the SAC in the development of the SIP

The SAC Team meets a minimum of four times per year and assist the school and administration with local school site policies and procedures, assist with fundraising activities that has the potential to benefit all students on campus, discuss concerns of parents and students on better ways to communicate and partner between school and home, work with parents on the website information and planner information that will assist them in supporting their children at home with school work.

Activities of the SAC for the upcoming school year

1. Printing and binding of student planners
2. Bar B Q Fundraiser twice per year to raise funds for activities and equipment throughout the school year.
3. Assist in the organization of VMS students attending STEM camp each summer.
4. Provide FCAT/EOC breakfasts for all students during testing window.
5. Assist and participate in Homecoming activities, Book Fairs, Spring Fling,
6. Assist in the purchase of computer technology and other equipment as funds permit and money allows.
7. Edit and assist in the re-write each year of the Parent Compact.

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

1. Purchase of gym floor covering to protect the new gym floor when being used for assemblies, award ceremonies, school activities and 8th grade graduation. \$2500.00
2. Purchase of computers for students and staff. Approximately \$3000.00
3. Assist with cost of Reward AR Field Trip and awards. Approximately \$300.00
4. Purchase materials for the cost of completing student planners. \$436.13
5. Assist with the cost for students to attend the state and National Jr. BETA convention. Approximately \$500.00
6. Assist with the cost as needed for End-of-the-Year Academic Award Assemblies by possibly purchasing awards, trophies, certificates and gift cards.

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:

Kimberly Register

Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Bachelor of Education
 Physical Education K-8 & 6-12;
 Health Education K-12;
 MS, Educational Leadership K-12;
 Educational Principalship K-12
 Administrative ESOL Endorsed

Performance Record

All administrative and teacher evaluations reflect a proficiency rating

2012--2013--C
 Reading Proficiency--51%
 Math Proficiency--46%
 Writing Proficiency—48%
 Science Proficiency—43%
 Learning Gains--(Reading 62% & Math 62%)
 Lowest 25% Making Gains--(Reading 69% & Math 61%)

2011--2012--C
 Reading Proficiency--49%
 Math Proficiency--42%
 Science Proficiency—36%
 Writing Proficiency--71%
 Learning Gains--(Reading 64% & Math 65%)
 Lowest 25% Making Gains--(Reading 63% & Math 59%)

2010--2011--C
 Reading Proficiency--67%
 Math Proficiency--53%
 Science Proficiency--45%
 Writing Proficiency--80%
 Learning Gains--(Reading 66% & Math 55%)
 Lowest 25% Making Gains--(Reading 66% & 57%)

2009--2010--C
 Reading Proficiency--64%
 Math Proficiency--58%
 Science Proficiency--37%
 Writing Proficiency--85%
 Learning Gains--(Reading--56% & 59%)
 Lowest 25% Making Gains--(Reading 52% & Math 61%)

2008-2009--B
 Reading Proficiency--62%
 Math Proficiency--61%
 Science Proficiency--39%
 Writing Proficiency--98%
 Learning Gains--(Reading--66% & Math--65%)
 Lowest 25% Making Gains--Reading--66% & Math 61%)

2007-2008--C
 Reading Proficiency--56%
 Math Proficiency--51%

Science Proficiency--31%
 Writing Proficiency--83%
 Learning Gains--(Reading--57% & Math--57%)
 Lowest 25% Making Gains--(Reading--58% & 61%)
 2006-2007--C
 Reading Proficiency--60%
 Math Proficiency--56%
 Science Proficiency--40%
 Writing Proficiency--89%
 Learning Gains--(Reading--52% & Math--57%)
 Lowest 25% Making Gains--(Reading--51% & Math--58%)

Dr. Charles Peterson

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelor of Science-Criminal Justice
 Master of Arts- Elementary Education
 Doctor of Philosophy (Ph.D.) Elementary and Secondary
 Educational Administration
 Certifications:
 Educational Leadership- K-12
 Exceptional Student Education-K-12
 Drivers Education-Endorsement
 ESOL-Endorsement

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Brown

Part-time / School-based

Years as Coach: 6

Years at Current School: 13

Areas

Reading/Literacy, Data, Rtl/MTSS, Other

CredentialsBS Elementary Education
Reading Endorsement**Performance Record**

2012--2013--C
 Reading Proficiency--51%
 Math Proficiency--46%
 Writing Proficiency—48%
 Science Proficiency—43%
 Learning Gains--(Reading 62% & Math 62%)
 Lowest 25% Making Gains--(Reading 69% & Math 61%)

2011--2012--C
 Reading Proficiency--49%
 Math Proficiency--42%
 Science Proficiency—36%
 Writing Proficiency--71%
 Learning Gains--(Reading 64% & Math 65%)
 Lowest 25% Making Gains--(Reading 63% & Math 59%)

2010--2011--C
 Reading Proficiency--67%
 Math Proficiency--53%
 Science Proficiency--45%
 Writing Proficiency--80%
 Learning Gains--(Reading 66% & Math 55%)
 Lowest 25% Making Gains--(Reading 66% & 57%)

2009--2010--C
 Reading Proficiency--64%
 Math Proficiency--58%
 Science Proficiency--37%
 Writing Proficiency--85%
 Learning Gains--(Reading--56% & 59%)
 Lowest 25% Making Gains--(Reading 52% & Math 61%)

2008-2009--B
 Reading Proficiency--62%
 Math Proficiency--61%
 Science Proficiency--39%
 Writing Proficiency--98%
 Learning Gains--(Reading--66% & Math--65%)
 Lowest 25% Making Gains--Reading--66% & Math 61%)

2007-2008--C
 Reading Proficiency--56%
 Math Proficiency--51%
 Science Proficiency--31%
 Writing Proficiency--83%
 Learning Gains--(Reading--57% & Math--57%)
 Lowest 25% Making Gains--(Reading--58% & 61%)

Classroom Teachers**# of classroom teachers**

30

receiving effective rating or higher

100, 333%

Highly Qualified Teachers

0%

certified in-field

100, 333%

ESOL endorsed

11, 37%

reading endorsed

11, 37%

with advanced degrees

2, 7%

National Board Certified

0, 0%

first-year teachers

1, 3%

with 1-5 years of experience

7, 23%

with 6-14 years of experience

10, 33%

with 15 or more years of experience

13, 43%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

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

- Work with local colleges, Chipola State, Gulf Coast State, FSU Panama City to recruit newly graduated teachers and assist them with their internship.
- Recruit only highly qualified teachers
- Always interview in a team of three or more to ensure quality and fit for our campus.

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

Academic Specialists are the appointed mentors for all beginning teachers in Washington County for the 2013-14 school year. Academic Specialists have been chosen to fill this role due to the flexible time nature of the position. It allows for more access for both members than mentor teachers have had in the past. Mentors and mentees will attend district wide meetings to participate in trainings to aid in the mentoring process. Mentor and mentee will meet regularly to discuss successes/needs/ concerns and address best practices as identified by the district.

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

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

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

The Leadership Team will focus on: How do we implement more rigor in the curriculum that will improve test scores for our students and teachers while moving from the NGSSS to Common Core Standards? The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

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

The school Leadership Team, district administrators and the Parent Advisory Council monitors goal set for the school year and works to ensure that programs are in place and followed to provide the students of Vernon Middle School with the greatest education possible.

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

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

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Kim Brown	Academic Specialist
Heather Richards	Media Specialist
Laurie Owens	Reading Teacher
Pat Milliser	Social Studies Teacher
Holly Prescott	Science Teacher
Daniel Lee	Math Teacher

Name	Title
Taura Brock/Lindsey Watson	Language Arts Teachers
Chevonelle Johns	Computer Education Teacher

How the school-based LLT functions

The LLT consists of teachers from each discipline to ensure incorporation of literacy in all subject areas. CCSS includes reading and writing standards in all subject areas. LLT meets during common school planning times to discuss upcoming literacy events and literacy concerns in all subject areas.

- Literacy Nights Parents
- Two Book Fairs Per Year
- Literacy Week Activities
- Accelerated Reading Programs with all grade levels
- DEAR (Drop Everything and Read)
- STAR Testing
- FAIR Test (State based assessments three times per year)
- Mandatory 20 minutes of reading homework for all students grades 5-8

Major initiatives of the LLT

Plan events to promote literacy and motivate students to read.

- Mandatory 20 minutes of reading homework for all students grades 5-8
- STAR Testing
- *Use of new Wonders program
- Use of AP Spring Board Curriculum grades 6-8
- Accelerated Reading Programs with all grade levels
- Literacy Nights for Parents
- Two Book Fairs Per Year
- Literacy Week Activities

All staff support cause of literacy.

- Mandatory 20 minutes of reading homework for all students grades 5-8
- FAIR Test (State based assessments three times per year)
- The transition for NGSSS to Common Core
- Accelerated Reading Programs with all grade levels
- Literacy Nights Parents
- Two Book Fairs Per Year
- Literacy Week Activities
- Staff Beta Mentor Program

Encourage writing in all classes.

- *Write Score reports
- *Common Core ELA standards for Content Areas
- *Inclusion of writing responses on lesson assessments

Promote literacy in the home through partnerships with parents.

- Mandatory 20 minutes of reading homework for all students grades 5-8
- STAR Testing
- Accelerated Reading Programs with all grade levels
- Literacy Nights for Parents
- Two Book Fairs Per Year
- Literacy Week Activities

Every Teacher Contributes to Reading Instruction

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

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

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

Math and Science projects are part of the lesson planning of our teachers. The Transformation of Energy Lab incorporated science, math, and language arts; the use of written and oral skills that are present in a variety of occupations. Journalism, Critical Thinking, and STEM classes are offered. In our Civic classes debates are held. High School Students from the Future Business Leaders of America speak to our students.

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

In our Introduction to Computer classes in conjunction with the Guidance Counselor through the use of self interest and ability inventories, career speakers:

We explore with students how they can successfully live and work in a culturally diverse world.

Help students recognize their interests, aptitudes, and abilities, and understand adult roles.

Help students understand the broad scope of work and career possibilities available currently and in the future.

Help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.

Integrate vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.

Assist with students' development of social skills, personal values, and self-esteem.

Work with families to support their children's career aspirations..

The Guidance Counselor holds individual as well as group meetings about the selection of courses offered at the high school and online.

Strategies for improving student readiness for the public postsecondary level

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	59%	53%	No	63%
American Indian				
Asian				
Black/African American	37%	39%	Yes	43%
Hispanic	48%	75%	Yes	54%
White	64%	56%	No	68%
English language learners				
Students with disabilities	33%	14%	No	40%
Economically disadvantaged	56%	51%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	48%	50%
Students scoring at or above Achievement Level 4	11	22%	30%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	204	49%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	240	60%	68%

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]		0%
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]		0%
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]		0%

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	127	48%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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	48%		No	54%
American Indian				
Asian				
Black/African American	31%		No	38%
Hispanic	23%		No	31%
White	53%		No	58%
English language learners				
Students with disabilities	26%		No	33%
Economically disadvantaged	46%		No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	46%	60%
Students scoring at or above Achievement Level 4	88	20%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	191	46%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	91	61%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	24	100%	100%
Middle school performance on high school EOC and industry certifications	24	100%	100%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%		No	54%
American Indian				
Asian				
Black/African American	31%		No	38%
Hispanic	23%		No	31%
White	53%		No	58%
English language learners				
Students with disabilities	26%		No	33%
Economically disadvantaged	46%		No	51%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4	20	83%	85%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

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	100	43%	48%
Students scoring at or above Achievement Level 4	42	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	0		35
Participation in STEM-related experiences provided for students	0	0%	35%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	224	50%	51%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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	130	29%	15%
Students who fail a mathematics course	2	0%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	9	0%	0%
Students who receive two or more behavior referrals	115	25%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	31	7%	3%

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

Using several different strategies parent involvement will improve by 50 %.

The Washington County School District and Vernon Middle School will continue to communicate within the school and community by; continuing the use of an on-line communication system (Parental Portal) to access student grades/attendance, check teacher assignments online for students, and have access to school calendars that list the school and district information. Parents will also have access to the teachers e-mail, and the Vernon Middle School web site. Vernon Middle School will also continue to invite parents and its community members to eat lunch with their children. Some other strategies may include; Parent nights to introduce the Common Core Curriculum and give strategies to parents to assist students at home, newsletters sent home to parents, grade level parent orientations, meetings in which parents are involved in developing IEP's, 504 plans, Accelerated Reading nights, conferences with teachers, student work sent home to keep parents informed of students progress, and opportunities to volunteer; agenda books sent home to provide a daily communication with parents; work with Parent Advisory Committee to gain parental involvement in the schools. The Parent Advisory Committee will hold at least four meetings per academic school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50% of our parent will become active with school activities	585	50%	75%

Goals Summary

- G1.** Reading: Students will achieve proficiency in reading as demonstrated on the FCAT Reading Test. In grades 5-8, 58% students will perform proficiently in reading as well be demonstrated on the 2014 FCAT Reading Test.
- G2.** Budget Issues for 2013-2014
- G3.** Science students will achieve proficiency in science as demonstrated on the 2014 FCAT 2.0 Science assessment. In grades 5-8, 43% students performed proficiently on the 2013 FCAT 2.0 Science Assessment. In grades 5-8, 60% students will perform proficiently
- G4.** Math students will achieve proficiency as demonstrated on the 2014 FCAT 2.0 Math assessment. In grades 5-8, 42% students performed proficiently on the 2013 FCAT 2.0 Math Assessment. In grades 5-8, 60% students will perform proficiently.
- G5.** There are too few students to make a valid goal for improvement. Since there is only students who was alternate assessed and only who will be this current year, any identification of a goal would reveal the individual students and his/her test score.
- G6.** Increase the number of students scoring a or above proficiency level 4 in reading as measured by the 2014 FCAT data.
- G7.** There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual student and their test score.
- G8.** All students are expected to show learning gains in reading as measured by the 2014 Reading FCAT.
- G9.** There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual students and their test score.
- G10.** Students in the lowest 25% will show learning gains in reading as measured by the 2013 FCAT Reading Test.
- G11.** African American students will show learning gains in reading as demonstrated on the 2014 FCAT Reading test.
- G12.** Students with disabilities will make learning gains in reading as measured by the 2013 FCAT Reading test.
- G13.** Students with disabilities will make learning gains in reading as measured by the 2013 FCAT Reading test.

- G14.** Students will achieve proficiency in writing as demonstrated on the 2014 FCAT writing exam. 76% of students will achieve mastery on the 2014 FCAT writing exam.

Goals Detail

G1. Reading: Students will achieve proficiency in reading as demonstrated on the FCAT Reading Test. In grades 5-8, 58% students will perform proficiently in reading as well be demonstrated on the 2014 FCAT Reading Test.

Targets Supported

- Reading (AMO's, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- FAIR Assessment, STAR Testing, FAIR data, Ongoing formal/informal classroom assessments, Florida Alternate Assessment, Accelerated Reader

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the standards for Next Generation and common core
- Adjustments to instruction and practices to comply with the standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule:

Quarterly Progress Monitoring

Evidence of Completion:

FOCUS (FCAT Data), FAIR Data, Ongoing formal/informal classroom assessments

G2. Budget Issues for 2013-2014

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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
-
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
-
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
-
-
- CTE
- Parental Involvement
- EWS
-
- EWS - Middle School
-
-
- Additional Targets

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Science students will achieve proficiency in science as demonstrated on the 2014 FCAT 2.0 Science assessment. In grades 5-8, 43% students performed proficiently on the 2013 FCAT 2.0 Science Assessment. In grades 5-8, 60% students will perform proficiently

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Professional development-training with Dr. Spzyrka, grades 5-8 and on going consultation, including observations and feedback.
- Michele Carter, Data Analyst for Math/Science; ongoing consultation.
- District mandated NGSSS lab session throughout the school year (minimum of 12)
- Teachers will use transitions guides for implementation of NGSSS.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Math students will achieve proficiency as demonstrated on the 2014 FCAT 2.0 Math assessment. In grades 5-8, 42% students performed proficiently on the 2013 FCAT 2.0 Math Assessment. In grades 5-8, 60% students will perform proficiently.

Targets Supported

- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Access to Math Data Analyst Michele Carter.
- 5th grade has 90 minutes per period for the instruction of mathematics.
- Knowledge learned from summer workshops attended on Probability, Middle School Mathematics, and Common Core Professional Development.
- Continual teacher professional development based on student and teacher made assessments and DEA scores.
- Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.
- Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.
- Continue teacher professional development based on student and teacher needs assessments.
- Continue to provide research based math strategies for all students in math.
- Math Crosswalk to Common Core /vertical planning
- FAIR testing, Discovery Education, Reading, Star testing
- Ongoing formal/informal classroom assessments
- Classroom walk through observations
- Lesson plans
- Access to Academic Specialist, Kim Brown.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Increase the number of students scoring above proficiency in math as measured by the 2014 FCAT data.

Person or Persons Responsible

Principal, Kimberly Register Assistant Principal, Dr. Charles Peterson Academic Specialist, Kim Brown Data Analyst, Michele Carter

Target Dates or Schedule:

Quarterly progress monitoring

Evidence of Completion:

FOCUS (FCAT data) Performance Matters Discovery Education Assessments Ongoing formal/informal classroom assessments Classroom walk through Lesson plans FAIR Reading Star Testing

G5. There are too few students to make a valid goal for improvement. Since there is only students who was alternate assessed and only who will be this current year, any identification of a goal would reveal the individual students and his/her test score.

Targets Supported

Resources Available to Support the Goal

- Florida Alternate Assessment

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Kimberly Register, Principal, Academic Specialist

Target Dates or Schedule:

Quarterly Progress Monitoring

Evidence of Completion:

FOCUS, FCAT Data, FAIR Data, Ongoing formal/informal classroom assessments, Performance Matters

G6. Increase the number of students scoring a or above proficiency level 4 in reading as measured by the 2014 FCAT data.

Targets Supported

Resources Available to Support the Goal

- FOCUS (FCAT data), FAIR data, Ongoing formal/informal classroom assessments, Performance Matters

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule:

Quarterly Progress Monitoring

Evidence of Completion:

FOCUS (FCAT data), FAIR data, Ongoing formal/informal classroom assessments, Performance Matters

G7. There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual student and their test score.

Targets Supported

Resources Available to Support the Goal

- Florida Alternate Assessment

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Kimberly Register, Principal Staffing Specialist Classroom Teacher

Target Dates or Schedule:

Quarterly Progress Monitoring

Evidence of Completion:

Student Portfolios

G8. All students are expected to show learning gains in reading as measured by the 2014 Reading FCAT.

Targets Supported

Resources Available to Support the Goal

- FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the standards for Next Generation and Common Core Standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule:

Quarterly Progress Monitoring

Evidence of Completion:

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

G9. There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual students and their test score.

Targets Supported

Resources Available to Support the Goal

- Florida Alternate Assessment, Student Portfolios

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Kimberly Register, Principal Staffing Specialist Classroom Teacher

Target Dates or Schedule:

Evidence of Completion:

Florida Alternate Assessment, Student Portfolios

G10. Students in the lowest 25% will show learning gains in reading as measured by the 2013 FCAT Reading Test.

Targets Supported

Resources Available to Support the Goal

- FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Targeted Barriers to Achieving the Goal

- Proliferation of students with special needs within this subgroup

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule:

Quarterly Progress Monitoring

Evidence of Completion:

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

G11. African American students will show learning gains in reading as demonstrated on the 2014 FCAT Reading test.

Targets Supported

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

Resources Available to Support the Goal

- FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule:

Quarterly progress monitoring

Evidence of Completion:

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

G12. Students with disabilities will make learning gains in reading as measured by the 2013 FCAT Reading test.

Targets Supported

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

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G13. Students with disabilities will make learning gains in reading as measured by the 2013 FCAT Reading test.

Targets Supported

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

Resources Available to Support the Goal

- FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

Targeted Barriers to Achieving the Goal

- Adjustments to instruction and practices to comply with the standards.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule:

Quarterly Progress Monitoring

Evidence of Completion:

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

G14. Students will achieve proficiency in writing as demonstrated on the 2014 FCAT writing exam. 76% of students will achieve mastery on the 2014 FCAT writing exam.

Targets Supported

- Writing

Resources Available to Support the Goal

- CollegeBoard SpringBoard Curriculum Grade level pacing guides for SpringBoard

Targeted Barriers to Achieving the Goal

- Further development of writing skills.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Principal, Academic Specialist, Lead Teacher

Target Dates or Schedule:

Quarter Progress Monitoring

Evidence of Completion:

District-wide assessments, 2014 FCAT writing scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reading: Students will achieve proficiency in reading as demonstrated on the FCAT Reading Test. In grades 5-8, 58% students will perform proficiently in reading as well be demonstrated on the 2014 FCAT Reading Test.

G1.B1 Adjustments to instruction and practices to comply with the standards for Next Generation and common core

G1.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

Facilitator:

Yvette Lerner

Participants:

Rodgers Coleman, Kathy Camp, Laurie Owens

Action Step 2

Writing Strategies

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Write Score

Facilitator:

Melissa Forney

Participants:

Rodgers Coleman, Willye Mims, Chuck Middlebrooks, Corrine Hill

Action Step 4

Nuts and Bolts Symposium

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Observation

Facilitator:

Nuts and Bolts Committee

Participants:

Aubrey Herndon, Rodgers Coleman, Taura Brock, Cornelius Brewer

Action Step 4

Advance SpringBoard

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

Facilitator:

College Board

Participants:

Taura Brock, Erin Ballou, Corrine Hill, Chuck Middlebrooks, Kimberley Brown

Action Step 8

SpringBoard

Person or Persons Responsible

Kimberly Register, Principal; Dr. Charles Peterson, Assistant Principal

Target Dates or Schedule

Evidence of Completion

Facilitator:

College Board

Participants:

Kimberly Register, Principal; Dr. Charles Peterson, Assistant Principal

Action Step 8

Dr. Srpyzka Science- PAEC

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist, Michelle Carter, Academic Specialist, Dr. Srpyzka

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Srpyzka Test

Facilitator:

Dr. Srpyzka

Participants:

Deborah Schoen, Tessera Ward, Kathy Camp

Action Step 8

Science Training

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Monitoring Progress

Evidence of Completion

Observation, Student Test Results

Facilitator:

Participants:

Merle Bonner, Holly Prescott, Deborah Yglesias

Action Step 8

Promethean Training

Person or Persons Responsible

Kimberly Register, Principal

Target Dates or Schedule

Quarterly Monitoring Progress

Evidence of Completion

Observation

Facilitator:

Promethean Trainers

Participants:

Kathy Camp, Emily Gipson, Willye Mims, Tessera Ward, Patricia Milliser, Samuel Griffin, Corrine Hill, Cornelius Brewer, Chuck Middlebrooks, Bruce Neel, Laurie Owens, Chris Tyre, Deborah Yglesias

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

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

G1.B1.S2 Teachers will provide ongoing monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Continue teacher professional development based on student and teacher made assessments.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S4 Continue to provide scientific research based reading strategies for all students in reading.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Adjustments to instruction and practices to comply with the standards

G1.B2.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT Data), FAIR Data, Ongoing formal/informal classroom assessments

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S2 Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT Data), FAIR Data, Ongoing formal/informal classroom assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S3 Continue teacher professional development based on student and teacher needs assessments.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT Data), FAIR Data, Ongoing formal/informal classroom assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S4 Continue to provide scientific research based reading strategies for all students in reading

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT Data), FAIR Data, Ongoing formal/informal classroom assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. There are too few students to make a valid goal for improvement. Since there is only students who was alternate assessed and only who will be this current year, any identification of a goal would reveal the individual students and his/her test score.

G5.B1 Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.

G5.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Kim Brown, Academic Specialist

Target Dates or Schedule

Kimberly Register, Principal, Staffing Specialist, Classroom Teacher

Evidence of Completion

Student Portfolios

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

Person or Persons Responsible

Kimberly Register, Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS, FCAT Data, FAIR Data, Ongoing formal/informal classroom assessments, Performance Matters

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Kimberly Register, Principal, Staffing Specialist, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS, FCAT Data, FAIR Data, Ongoing formal/informal classroom assessments, Performance Matters

G6. Increase the number of students scoring a or above proficiency level 4 in reading as measured by the 2014 FCAT data.

G6.B1 Adjustments to instruction and practices to comply with the standards

G6.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly progress monitoring

Evidence of Completion

FOCUS (FCAT data), FAIR data, Ongoing formal/informal classroom assessments, Performance Matters

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

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data), FAIR data, Ongoing formal/informal classroom assessments, Performance Matters

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data), FAIR data, Ongoing formal/informal classroom assessments, Performance Matters

G7. There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual student and their test score.

G7.B1 Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.

G7.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal, Staffing Specialist, Classroom Teacher

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Student Portfolios

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

Person or Persons Responsible

Kimberly Register, Principal Staffing Specialist Classroom Teacher

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Student Portfolios

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Kimberly Register, Principal Staffing Specialist Classroom Teacher

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Student Portfolios

G8. All students are expected to show learning gains in reading as measured by the 2014 Reading FCAT.

G8.B1 Adjustments to instruction and practices to comply with the standards for Next Generation and Common Core Standards

G8.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

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

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

Plan to Monitor Effectiveness of G8.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

G8.B1.S2 Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S2

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Evidence of Completion

G8.B1.S3 Continue teacher professional development based on student and teacher needs assessments.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

Plan to Monitor Effectiveness of G8.B1.S3

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

G8.B1.S4 Continue to provide scientific research based reading strategies for all students in reading.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

Plan to Monitor Fidelity of Implementation of G8.B1.S4

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

Plan to Monitor Effectiveness of G8.B1.S4

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS FCAT data FAIR data Ongoing formal/informal classroom assessments Performance Matters

G9. There are too few students to make a valid goal for improvement. Since there is only one student who was alternate assessed and one who will be this current year, any identification of a goal would reveal the individual students and their test score.

G9.B1 Adjustments to instruction and practices to comply with the NGSSS Access Points, as well as, transitioning to the Common Core State Standards for the 2013-2014 school year.

G9.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Kimberly Register, Principal Staffing Specialist Classroom Teacher

Target Dates or Schedule

Evidence of Completion

Florida Alternate Assessment, Student Portfolios

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

Person or Persons Responsible

Kimberly Register, Principal Staffing Specialist Classroom Teacher

Target Dates or Schedule

Evidence of Completion

Florida Alternate Assessment, Student Portfolios

Plan to Monitor Effectiveness of G9.B1.S1

Person or Persons Responsible

Kimberly Register, Principal Staffing Specialist Classroom Teacher

Target Dates or Schedule

Evidence of Completion

Florida Alternate Assessment, Student Portfolios

G10. Students in the lowest 25% will show learning gains in reading as measured by the 2013 FCAT Reading Test.

G10.B1 Proliferation of students with special needs within this subgroup

G10.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Effectiveness of G10.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

G10.B1.S2 Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Effectiveness of G10.B1.S2

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

G10.B1.S3 Continue teacher professional development based on student and teacher needs assessments

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Effectiveness of G10.B1.S3

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

G10.B1.S4 Continue to provide scientific research based reading strategies for all students in reading

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Fidelity of Implementation of G10.B1.S4

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

Plan to Monitor Effectiveness of G10.B1.S4

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS (FCAT data) FAIR data Ongoing formal/informal classroom assessments

G11. African American students will show learning gains in reading as demonstrated on the 2014 FCAT Reading test.

G11.B1 Adjustments to instruction and practices to comply with the standards

G11.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction. Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary. Continue teacher professional development based on student and teacher needs assessments. Continue to provide scientific research based reading strategies for all students in reading. Instruction will be differentiated based on individual student need

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly progress monitoring

Evidence of Completion

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly progress monitoring

Evidence of Completion

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

Plan to Monitor Effectiveness of G11.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly progress monitoring

Evidence of Completion

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

G13. Students with disabilities will make learning gains in reading as measured by the 2013 FCAT Reading test.

G13.B1 Adjustments to instruction and practices to comply with the standards.

G13.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction. Teachers will provide ongoing progress monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary. Continue teacher professional development based on student and teacher needs assessments. Continue to provide scientific research based reading strategies for all students in reading Instruction will be differentiated based on individual student need.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

Plan to Monitor Effectiveness of G13.B1.S1

Person or Persons Responsible

Principal, Academic Specialist

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FOCUS(FCAT data) FAIR data Ongoing formal/informal classroom assessments STAR Testing AR

G14. Students will achieve proficiency in writing as demonstrated on the 2014 FCAT writing exam. 76% of students will achieve mastery on the 2014 FCAT writing exam.

G14.B1 Further development of writing skills.

G14.B1.S1 Monitor implementation of grade level pacing guides and focus calendars.

Action Step 1

Person or Persons Responsible

Principal, Academic Specialist, Lead Teacher

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

District - wide assessments, 2014 FCAT writing scores

Action Step 2

Person or Persons Responsible

Principal, Academic Specialist, Lead Teacher

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

District - wide assessments, 2014 FCAT writing scores

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Person or Persons Responsible

Principal, Academic Specialist, Lead Teacher

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

District-wide assessments, 2014 FCAT writing scores

Plan to Monitor Effectiveness of G14.B1.S1

Person or Persons Responsible

Principal, Academic Specialist, Lead Teacher

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

District-wide assessments, 2014 FCAT writing 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

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

Enhanced instructional technology within the classroom will be utilized.

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

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

- Kagan Training
 - Six Traits of Writing Training
 - Performance Matters Professional Development
 - AP College Spring Board Professional Development
 - Bioscope Professional Development
 - OdysseyWare Training
 - CAR-PD/Content Area Reading Professional Development
 - Reading Endorsement Component Professional Development
 - Common Core Professional Development
 - Six Traits of Writing
 - GTT/Gateway to Technology Professional Development
 - STEM/Science Technology Engineering and Math Professional Development
 - Text Complexity
 - Leadership Training
 - Holistic Scoring in Writing Professional Development.
 - All Homeless students are identified and provided with Free or Reduced Lunch and Breakfast;
 - School supplies and book bags are offered to students who have a need.
 - LEP, migrant, disabled and homeless student have equal access to school services to meet their needs..
 - 5th Grade Students who met the financial criteria were offered the opportunity to participate in SES Tutoring. No VMS students returned the permission forms or requested further assistance with this service..
 - Safe and Drug Free Schools
 - Olweus Bullying Prevention Program
 - Cyberbullying Speakers for students.
- Federal Free School breakfast/lunch program for Vernon Middle School Students.
- Career component taught within 7th and 8th grade Applied Computers I class..
 - VMS Track and Connect (Race to the Top) Mentoring of at-risk students one period per week by 5 teachers from VMS
 - Mentoring by volunteers take place weekly for several students across the four grade levels
 - Take Stock in Children Mentors work with scholarship recipients each month .

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. Reading: Students will achieve proficiency in reading as demonstrated on the FCAT Reading Test. In grades 5-8, 58% students will perform proficiently in reading as well be demonstrated on the 2014 FCAT Reading Test.

G1.B1 Adjustments to instruction and practices to comply with the standards for Next Generation and common core

G1.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

PD Opportunity 1

Facilitator

Yvette Lerner

Participants

Rodgers Coleman, Kathy Camp, Laurie Owens

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

PD Opportunity 2

Writing Strategies

Facilitator

Melissa Forney

Participants

Rodgers Coleman, Willye Mims, Chuck Middlebrooks, Corrine Hill

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Write Score

PD Opportunity 3

Nuts and Bolts Symposium

Facilitator

Nuts and Bolts Committee

Participants

Aubrey Herndon, Rodgers Coleman, Taura Brock, Cornelius Brewer

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Observation

PD Opportunity 4

Advance SpringBoard

Facilitator

College Board

Participants

Taura Brock, Erin Ballou, Corrine Hill, Chuck Middlebrooks, Kimberley Brown

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

FAIR Data, STAR Testing

PD Opportunity 5

SpringBoard

Facilitator

College Board

Participants

Kimberly Register, Principal; Dr. Charles Peterson, Assistant Principal

Target Dates or Schedule

Evidence of Completion

PD Opportunity 6

Dr. Srpzyka Science- PAEC

Facilitator

Dr. Srpzyka

Participants

Deborah Schoen, Tessera Ward, Kathy Camp

Target Dates or Schedule

Quarterly Progress Monitoring

Evidence of Completion

Srpzyka Test

PD Opportunity 7

Science Training

Facilitator

Participants

Merle Bonner, Holly Prescott, Deborah Yglesias

Target Dates or Schedule

Quarterly Monitoring Progress

Evidence of Completion

Observation, Student Test Results

PD Opportunity 8

Promethean Training

Facilitator

Promethean Trainers

Participants

Kathy Camp, Emily Gipson, Willye Mims, Tessera Ward, Patricia Milliser, Samuel Griffin, Corrine Hill, Cornelius Brewer, Chuck Middlebrooks, Bruce Neel, Laurie Owens, Chris Tyre, Deborah Yglesias

Target Dates or Schedule

Quarterly Monitoring Progress

Evidence of Completion

Observation

Appendix 2: Budget to Support School Improvement Goals