FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JACKIE HARRIS PREPARATORY ACADEMY

District Name: Escambia

Principal: Celestine Lewis

SAC Chair: Doris Parker

Superintendent: Malclom Thomas

Date of School Board Approval:

Last Modified on: 10/17/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Lillie Campbell	MS in Clinical Teaching	12	1	JHPA's School Improvement Rating increased from Declining (2010-2011) to Improving (2011-2012)
Principal	Celestine Lewis	MS in Education	12	12	JHPA made AYP 4 of last 5 school years prior to 2010-2011. JHPA's School Improvement Rating for 2010-2011 was Declining; however, the rating improved to Improving for the 2011-2012 school year.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

Subject Area	Name	Degree(s)/Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
None					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Prospective teachers are interviewed by the Principal, Assistant Principal and Curriculum Coordinator ; only those with proven records of increased student achievement are hired. Every new teacher is assigned a mentor teacher who has taught at JHPA.	Principal	On going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	Not Applicable

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
8	37.5%(3)	12.5%(1)	37.5%(3)	12.5%(1)	50.0%(4)	100.0%(8)	0.0%(0)	0.0%(0)	0.0%(0)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Thelma Wilkerson	Takita Waters	Both are kindergarten teachers	Both teachers teach kindergarten classes and meet on a regular basis to plan and share strategies
Lillie Campbell	Melissa Jarosz	Mrs. Campbell has taught grades 3 - 5 at JHPA for 11 years and is presently the Assistant Principal.	Mentoring activities include classroom observation, modeling, support, collaboration, guidance, and feedback. The mentor and mentee meet on a regular basis to plan and share strategies.

Anna Buggs	Pamela Martin	Mrs. Bugg' students have shown remarkable success in reading and math. She is presently lead teacher for 1st grade.	Mentoring activities include classroom observation, modeling, support, collaboration, guidance, and feedback. The mentor and mentee meet on a regular basis to plan and share strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

All federal, state and local service programs are coordinated by the administration of the school. An additional support staff (Dr. Raymond Hindman, and Mrs. Doris Parker) has been hired on a part time basis to provide tutorial and small group assistance, student and curriculum evaluation, and technology support.

Title I, Part C- Migrant

Services for migrant children are provided by the district Title I office. After checking the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at Jacqueline Harris Preparatory Academy.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are managed by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title Office. At Jacqueline Harris Preparatory Academy we have no identified homeless students.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget. However, JHPA now has an extended day using school-generated funds.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussions. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, students and parents regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through computer networks. In addition, beginning with the 2011-12 school year, our district launched the "Bulling Reporting" website where bullies may be reported anonymously..

Nutrition Programs

Our school is committed to continue offering nutritional choices in our cafeteria. Our school obtains school lunches though a contract with a district Healthier Generation Alliance School (M. B. Cook). Our school is also a Healthier Generation Alliance School. The school follows the district nutrition program for summer feeding at selected sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

JHPA does not house a Head Start program. JHPA refers inquiries about Head Start to the Title I Pre-kindergarten Office.

Adult Education

JHPA does not have an evening program; programs are offered at all district high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 18 years of age.

Career and Technical Education

There will be a school-wide career week with a primary focus on fifth grade. Career Week will spotlight the career aspirations of fifth grade students. Fifth grade students will research their desired career aspirations. JHPA will sponsor: presentations from parents who work in fields of student interest, presentations from professions in designated fields, visits to colleges and universities, and a "Day at Work" with a professional.

Job Training

N/A

Other

None

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI Leadership Team at JHPA consists of the following:
Mrs. Lillie Campbell - Assistant Principal and ESE teacher (Chairperson)
Mrs. Doris Parker - part time support staff Curriculum Coordinator and reading teacher (retired elementary principal and district reading specialist)
Dr. Raymond Hindman - part time support staff Technology Coordinator (retired elementary principal, evaluation consultant and technology consultant)
Mrs. Anna Buggs - classroom teacher

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

The MTSS/RtI Leadership Team meets bimonthly. Areas of focus are parental involvement and increasing student competencies in reading, mathematics, science and writing. Assessment data is reviewed to monitor progress at each grade level and classroom to identify students who are meeting or exceeding expectations, as well as those at moderate or high risk of not meeting expectations. The team will also collaborate on problem solving, evaluating program effectiveness, making curriculum decisions and evaluating program implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RtI Leadership Team studies and interprets data to aid decision making in setting expectations (curriculum and behavior), planning curriculum implementations, and identifying strategies that meet the needs of students at varying levels of achievement.

MTSS Implementation

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

Baseline data: Previous year's Florida Comprehensive Assessment Test (FCAT) data and Discovery Education assessment reports
Progress Monitoring: Discovery Education assessment reports for each of the three assessment periods
End of semester: Discovery Education assessment reports
End of Year: Discovery Education assessment reports and FCAT

Describe the plan to train staff on MTSS.

Professional development will be provided during teacher work days. The team will also evaluate the need for any additional staff development

Describe the plan to support MTSS.

Since JHPA is a small school, the MTSS/RtI Leadership team will routinely collaborate with other faculty members during scheduled faculty meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) at JHPA consists of the following:
Mrs. Lillie Campbell - Assistant Principal and ESE teacher (Chairperson)
Mrs. Doris Parker - Curriculum Coordinator and reading teacher (retired elementary principal
Dr. Raymond Hindman - part time support staff (retired elementary principal, evaluation consultant and technology coordinator)
Anna Buggs - classroom teacher
Thelma Wilkerson - classroom teacher

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

The LLT will schedule one meeting per nine-week grading period. Meetings will be used to review formal and informal assessment data, classroom literacy instruction, a research-based professional development program, implement a strategic plan for accelerated literacy intervention for struggling/striving learners, to discuss the needs of the student body, review best practices in literacy instruction, expanding teacher access to current literacy technology and to brainstorm for problem solving.

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

Increase the number of fourth and fifth grade students making learning gains in reading and/or mathematics.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/13/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

JHPA does not have a Title I Pre-K program; however, VPK students are served by, "Adoring Additions", a private provider funded through the Escambia County Readiness Coalition and housed in the JHPA school building.

Parents who registered their students early were offered a tour and given additional information regarding JHPA.

All kindergarten students are assessed during the first thirty days of school using "ECHOS" (Early Childhood Observation System). ECHOS is designed to guide effective instruction and appropriate intervention to prepare a child to succeed in school. Kindergarten students are also administered the Discovery Education assessments. The initial assessment is used to evaluate a student's early childhood progress for strengths and weaknesses.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	64% (42) of the students in grades 3 - 5 will score a proficiency level of 3 or higher on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (18)	64% (42)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Provide additional reading and math interventions for students scoring Level 1 and Level 2 on FCAT and for low achievers in grades K-3. The school day has been extended 1 hour.	Principal, Assistant Principal, Curriculum Coordinator	Review teacher documentation of teacher applied interventions	Discovery Education, FCAT
2	Too many interruptions during reading block	Reduce nonessential or non-urgent interruptions.	Principal, Assistant Principal, Curriculum Coordinator	Monitor school intercommunication system more closely especially during reading block time. Monitor classroom visitation by anyone other than director, assistant principal or curriculum coordinator.	Observation
3	Students lack of motivation to read independently	Students in grades 1-5 will participate in weekly Reading Counts assessments. Students scoring 70% or above will be awarded a Reading Counts Certificate.	Classroom Teacher, Data Support Team	Review and monitor Reading Counts reports	Reading Counts assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	19% (17) students in grades 3 - 5 will score proficiency levels of 4 or 5 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (13)	19% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of applying critical thinking strategies	Train teachers to use higher order thinking strategies . Implement a problem of the day activities requiring application of critical thinking skills. Additional reading and math interventions; Differentiated Instruction; extended day	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Increase in problem solving skills	Observation of data
2	Limited student responses	Include higher order questions and extended response opportunities in lesson plans for those students who are performing above grade level.	Assistant Principal, Curriculum Coordinator	Lesson plans will be reviewed during classroom walk through.	Observation
3	Insufficient computer assisted instruction	Increase computer assisted time for instruction by implementing programs such as SuccessMaker, Reading Explorer, and FCAT Explorer.	Assistant Principal, Curriculum Coordinator	Monitoring Discovery Education assessment reports , SuccessMaker, Reading Explorer and FCAT Explorer usage and data analysis.	FCAT Discovery Education
4					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Not Applicable

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	60% (29) of the students in grades 4 - 5 will have learning gains in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (14)	60% (29)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not consistently following procedure and agenda for meetings	Grade level/Cross grade level meetings will occur bimonthly to collaborate, review student performance and analyze data regarding student achievement. This will be the premise on which instructional decisions will be determined.	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Use teacher checklist to evaluate the success of the meeting	Checklist
2	Students failure to follow through with effective test taking procedures	Every nine weeks, teachers will administer GoMath in Math and Discovery Education assessments in Reading/Language Arts, Math and Science. Teachers and administrators will review data to assist teachers in instructional planning and decision making.	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Review and analyze data	Discovery Education, FCAT, GoMath
3	Failure to implement strategies	To improve student learning, teachers will be trained to implement research-based instructional strategies using Bloom's Taxonomy, vocabulary development,learning styles and other effective instructional	Assistant Principal, Curriculum Coordinator	Review assessment data	Computer based assessment program, FCAT

		strategies.			
4	Failure to consistently record and track data	Students will participate in self-evaluations, comparing their own assessment data as a factor for motivating individual growth.	Classroom Teachers	Chart and graph data	Observation of growth data
5	Student Attitude	Foster student interest and motivation by assisting them in setting goals and managing their learning to become self regulators.	Classroom Teacher	Review Discovery Education data to ensure students are progressing.	Discovery Education
6	Difficulties in determining needs of individual students for remedial instruction	Divide the reading class into small flexible groups using Discovery Education assessment data, and by analyzing data from a combination of sources to include teacher observation, FCAT Reading, and Discovery Education.	Classroom Teacher	Review Discovery Education data to ensure all students required remedial work are being identified.	FCAT Discovery Education

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Not applicable. As a relative small, alternative school, the learning gains of all students in grades 4 and 5 are considered. This item is covered by goal 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	5A : In six years JHPA will reduce their achievement gap by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	64	68	71	75	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Not Applicable 98.5% (169) of JHPA's students are Black/African American; therefore, the information in Goals 1a and 3a apply.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable 98.5% (171} of JHPA's students are Black/African American; therefore, the information in Goals 1a and 3a apply.	Not Applicable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Not Applicable - JHPA does not have any English Language Learners (ELL).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Not Applicable JHPA does not have any Students with Disabilities (SWD).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Not Applicable 83.7% (144) of JHPA's students are Economically Disadvantaged; therefore, the information in Goals 1a and 3a apply.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Surfing the Waves	K - 5	Dr. J. Hasbrouck	school-wide	Aug 7	Observation and lesson plans	Assistant Principal Curriculum Coordinator
Reading	K - 2	Verna Smith	K- 2 teachers	Aug 8	Observation and lesson plans	Assistant Principal Curriculum Coordinator
Reading	3 - 5	Kim Gunn	3 - 5 teachers	Aug 8	Observation and lesson plans	Assistant Principal Curriculum Coordinator
Student Assessment (policies and procedures)	K - 5	Dr. Raymond Hindman	school-wide	Aug 13 and on going	Assessment reports	Technology Coordinator Assistant Principal
Focus Gradebook	K - 5	Bonita Davey	school-wide	Aug 13	Gradebook	Assistant Principal
Open Court Reading	K - 5	Lillie Campbell	school-wide	Aug 14	Observation	Assistant Principal Curriculum Coordinator
iPad Instructional Intent	K - 5	Bonita Davey	school-wide	Oct 19	Observation	Assistnat Principal
POWER Standards: Teaching the Essential Sunshine State Standards	K - 5		school-wide	Feb 18,2013	Observation	Assistant Principal Curriculum Coordinator
New Discoveries about Reading and Reading Instruction	K - 5		school-wide	Jan 7, 2013	Observation	Assistnat Prncipal Curriculum Coordinator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide reading materials such as books, manipulative items, consumable items, etc.	Evidence based reading program	Internal account	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Replace 20 student computers, 10 teacher laptops and software with newer items.	Student and teacher computers	Internal account	$25,000.00
			Subtotal: $25,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improve teaching skills	School based training	Internal accountq	$3,300.00
			Subtotal: $3,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $33,300.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Not Applicable			
2012 Current Percent of Students Proficient in listening/speaking:				
Not Applicable				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:	Not Applicable			
2012 Current Percent of Students Proficient in reading:				
Not Applicable				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:	Not Applicable			
2012 Current Percent of Students Proficient in writing:				

Not Applicable				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	50% (33) of the students in grades 3-5 will score at or above a proficiency level of 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (23)	50% (33)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Provide additional reading and math interventions for students scoring Level 1 and Level 2 on FCAT and for low achievers in grades K-3. The school day has been extended 1 hour.	Principal, Assistant Principal, Curriculum Coordinator	Review teacher documentation of teacher applied interventions	Discovery Education, FCAT
2	Lack of applying critical thinking strategies	Train teachers to use higher order thinking strategies . Implement a problem of the day activities requiring application of critical thinking skills.	Assistant Principal, Classroom Teacher	Increase in problem solving skills	Teacher log
3	Failure to apply basic mathematic prerequisites	Using Discovery Education, give every student in grades 2-4 a diagnostic test covering mathematic basic facts (addition, subtraction, division, multiplication) at the beginning of the school year. Remedial instruction using math drills, repetition, drill competitions and hands on manipulative will be used as needed.	Classroom Teacher	Review GoMath and Discovery Education assessment data reports to ensure teachers are monitoring student understanding and providing remedial instruction in deficient areas.	GoMath, Discovery Education along with program logs

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	20% (14) of the students in grades 3-5 will score at proficiency levels 4 and 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (23)	20% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of applying critical thinking strategies	Train teachers to use higher order thinking strategies . Implement a problem of the day activities requiring application of critical thinking skills. Additional reading and math interventions; Differentiated Instruction; extended day	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Increase in problem solving skills	Observation of data
2	Lack of one-on-one instruction	Increase the amount of one-to-one instruction and peer tutoring. Also increase computer assisted instruction implementing programs such as GoMath. Discovery Education, Success Maker, etc.	Principal, Assistant Principal, Curriculum Coordinator	Review GoMath and Discovery Education assessment reports	FCAT, GoMath Discovery Education
3	Lack of flexible grouping	Differentiated Instruction for students in grades K-5.	Assistant Principal, Curriculum Coordinator, Classroom Teachers	Continuous monitoring of differential grouping	Lesson plans, differential grouping charts

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Not Applicable

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	50% (24) of the students in grades 4-5 will make Learning Gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (3)	50% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not consistently following procedure and agenda for meetings	Grade level/Cross grade level meetings will occur bimonthly to collaborate, review student performance and analyze data regarding student achievement. This will be the premise on which instructional decisions will be determined.	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Use teacher checklist to evaluate the success of the meeting	Checklist
2	Students failure to follow through with effective test taking procedures	Every nine weeks, teachers will administer GoMath in Math and Discovery Education assessments in Reading/Language Arts, Math and Science. Teachers and administrators will review data to assist teachers in instructional planning and decision making.	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Review and analyze data	Discovery Education, FCAT, GoMath
3	Failure to implement strategies	To improve student learning, teachers will be trained to implement research-based instructional strategies using Bloom's Taxonomy, vocabulary development,learning styles and other effective instructional strategies.	Assistant Principal, Curriculum Coordinator	Review assessment data	Computer based assessment program, FCAT

4	Failure to consistently record and track data	Students will participate in self-evaluations, comparing their own assessment data as a factor for motivating individual growth.	Classroom Teachers	Chart and graph data	Observation of growth data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Not applicable. As a relative small, alternative school, the learning gains of all students in grades 4 and 5 are considered. This item is covered by goal 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor test taking skills	Use test taking strategies through out the school year	Classroom Teacher	Review results for classroom assessments	Improvements in testing outcomes

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In six years JHPA will reduce their achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	22	30	37	44	51	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Not Applicable 98.5% of JHPA's students are Black/African American; therefore, the information in Goals 1a and 3a apply.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack proficiency in basic math skills & problem solving	Daily math drills	Classroom Teacher	FCAT Review Discovery Education assessments	FCAT Discovery Education

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Not Applicable JHPA does not have any English Language Learners (ELL).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Not Applicable JHPA does not have any Students with Disabilities (SWD).
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	86% (77) of the Economically Disadvantaged students in grades 3-5 will make Adequate Yearly Progress (AYP) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (29)	86% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack proficiency in basic math skills & problem solving	Daily math drills	Classroom Teacher	Review Discovery Education assessment reports and FCAT scores	Discovery Education FCAT

End of Elementary School Mathematics Goal

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Assessment (policies and procedures)	K - 5	Dr. Raymond Hindman	school-wide	Aug 13 and on-going	Monitor assessment reports	Technology Coordinator Assistant Principal
iPad Instructional Intent	K- 5	Bonita Davey	school-wide	Oct 19	Observation	Assistant Principal Curriculum Coordinator
Focus Gradebook	K - 5	Bonita Davey	school-wide	Aug 13	Gradebooks	Assistant Principal
POWER Standards: Teaching the Essential Sunshine State Standards	K - 5		school-wide	Feb 18, 2013	Observation	Assistant Principal Curriculum Coordinator

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Provide mathematic materials such as books, manipulative items, consumable items, etc.	Textbooks, workbooks, CD's and manipulative items	Internal account	$8,500.00
			Subtotal: $8,500.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Improve teaching skills	School based training	Internal budget	$3,300.00
			Subtotal: $3,300.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $11,800.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	25% (6) students in grades 5 will score a proficiency level of 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1)	25% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Deficient in concept mastery	Implement more instructional time teaching science concepts.	Assistant Principal Classroom Teacher	Teacher made assessments	FCAT, Teacher made assessments
2	Difficulty understanding abstract concepts	Differentiated instruction planned for individual students and small groups.	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Discovery Education assessments	FCAT, Discovery Education

| 3 | Deficits in skill or concept mastery in lower grades | Teachers will be trained to implement Comprehension Instructional Sequence (CIS) to improve comprehension of content area texts. | Assistant Principal, Curriculum Coordinator, Classroom Teacher | Discovery Education assessments | FCAT, Discovery Education |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	18% (4) in grade 5 will score a proficiency level of 4 or 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	18% (4)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of applying critical thinking strategies	Train teachers to use higher order thinking strategies . Implement a problem of the day activities requiring application of critical thinking skills. Additional reading and math interventions; Differentiated Instruction; extended day	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Increase in problem solving skills	Observation of data
	Deficient in concept mastery	Implement more instructional time	Assistant Principal,	Teacher made assessments	FCAT, Teacher made

2		teaching science concepts.	Curriculum Coordinator, Classroom Teacher		assessments
3	Deficits in skill or concept mastery in lower grades	Teachers will be trained to implement Comprehension Instructional Sequence (CIS) to improve comprehension of content area texts.	Assistant Principal, Curriculum Coordinator, Classroom Teacher	Discovery Education assessments	FCAT, Discovery Education

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
POWER Standards: Teaching the Essential Sunshine State Standards	K - 5		school-wide	Feb 18, 2013	Observation	Assistant Princiapl

Science Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	90% (25) or more of the students in grades 4 will continue to achieve Adequate Yearly Progress FCAT (Level 3.0 or higher) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (24)	90% (25)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing mechanics	Continue using programs such as Jackie Writes and Sanron Writing Program. In addition, incorporate new NEO2 Writing into the writing program.	Assistant Principal, Classroom Teacher	Review writing assessments, monthly cross-grade level collaborative meetings	FCAT, Escambia Writes, Jackie Writes Assessment, Weekly Process Writing, Journal Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Jackie Writes	K - 5	Curriculum Coordinator	school-wide	on going	Graph student progress using the writing rubric	Assistant Principal, Curriculum Coordinator, Classroom teachers
Process Writing	K - 5	Brian Spivey	school-wide	on-going	Observation	Assistant Principal Curriculum Coordinator
Calkins Training	K - 1	Anna Buggs Alexsonda Hale	K - 1 teachers	Aug 6 & 7	Observation	Assistant Principal Curriculum Coordinator

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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training	Writing consultant	Internal account	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	95% (164) of the students will have less than 10 absences and less than 10 tardies during the school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (201)	95% (164)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
38	10
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
44	10

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents fail to see the importance of having their children in school daily and the impact that absenteeism has on the child's learning	Meet with parents to discuss solutions that will improve students' attendance, and ensure they understand the importance of good attendance and punctuality.	Assistant Principal	The assistant principal will monitor attendance reports a minimum of every three weeks. Parents of students with excessive absences (three times each nine-week reporting period) will be contacted by the assistant principal.	Attendance reports
2	Parents fail to transport their children to school before the start of the school day.	Conference with parents to discuss solutions that will decrease students' tardiness. Inform parents/guardian promptly with phone call or letter before tardiness becomes a matter for concern, and ensure they understand the importance of good attendance and punctuality.	Classroom Teacher Assistant Principal	Classroom teachers will monitor number of student tardies weekly and report students with an excessive number to the assistant principal. Parents of students with excessive tardies will be contacted by the assistant principal.	Attendance reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Jacqueline Harris Preparatory Academy will have zero (0) suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Jacqueline Harris teachers and administators will continue monitoring student discipline to insure students do not require being suspended from school.	Principal, Assistant Princpal	Monitor student behavior to include student discipline reports.	Student discipline reports

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

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

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

Suspension Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	JHPA will provide parent involvement activities each month during the school year so that parents will be actively involved in their child's learning.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95% (201)	95% (196)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental involvement	JHPA will have the following parent involvement activities during the school year: Family Reading Night Family Math Night Curriculum Night for individual grades K-5, Report Card Evening at end of each reporting period Student of the Month recognition last school day of each month Poetry and Prose Night for grades K-5. Christmas Cantata Christmas shopping field trip Grandparents Day	Principal, Assistant Principal	Parent Survey	Sign-in sheets
2	Lack of transportation	JHPA will coordinate transportation needs with possible providers	Principal, Assistant Principal	Parent Survey	Sign-in sheets
3	Parent employment	JHPA will give at least a two week prior notice of meetings	Principal, Assistant Principal	Parent Survey	Sign-in sheets

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide items for Family Reading Night and Family Math Night	Consumable items	Internal account	$1,600.00
			Subtotal: $1,600.00
			Grand Total: $1,600.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Not Applicable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	STEM is a relatively new concept for both students and faculty	Special emphasis will be placed on STEM related occupations during the school-wide career	Assistant Principal	Observation	Student survey

		week. Fourth and fifty grade students will research STEM related career fields. Also, as part of this emphasis, parents who work in STEM related career fields will be invited to share information with students.			
1					

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide reading materials such as books, manipulative items, consumable items, etc.	Evidence based reading program	Internal account	$5,000.00
Mathematics	Provide mathematic materials such as books, manipulative items, consumable items, etc.	Textbooks, workbooks, CD's and manipulative items	Internal account	$8,500.00
				Subtotal: $13,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Replace 20 student computers, 10 teacher laptops and software with newer items.	Student and teacher computers	Internal account	$25,000.00
				Subtotal: $25,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve teaching skills	School based training	Internal accountq	$3,300.00
Mathematics	Improve teaching skills	School based training	Internal budget	$3,300.00
Writing	Teacher training	Writing consultant	Internal account	$1,000.00
				Subtotal: $7,600.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Provide items for Family Reading Night and Family Math Night	Consumable items	Internal account	$1,600.00
				Subtotal: $1,600.00
				Grand Total: $47,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☑ NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment (Uploaded on 10/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

JHPA's School Advisory Council is scheduled to meet four times during the 2012-2013 school year; additional meetings may be called by either the council chair or the school's director. The council will discuss school curriculum, budgets, parent involvement and any other business presented that relates to the school.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found

Escambia School District
JACKIE HARRIS PREPARATORY ACADEMY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	80%	69%	17%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	49%			113	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	49% (NO)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					484	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested