

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: JOHN F. KENNEDY MIDDLE SCHOOL

District Name: Palm Beach

Principal: Corey Brooks

SAC Chair: Matthew Nelson

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/20/2012

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)
		Degrees B.A. – Elementary Education M.S. - Educational Leadership			<p>Principal of JFK Middle School in 2011-2012 - Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math.</p> <p>Assistant Principal of JFK Middle Magnet School in 2010-2011 - Grade 'C'; 39% high standards in reading; 37% high standards in math; 41% high standards in math; 79% meet criteria in writing; 29% high standards in science; 62% of students made reading gains; 56% of students made math gains; 72% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.</p>

Principal	Corey Brooks	Certifications -Educational Leadership -Elementary Education Leadership -Elementary Education -ESOL Endorsement -Reading (K-12)	3	5	<p>2009-2010 – Grade 'C'; 39% high standards in reading; 41% high standards in math; 93% meet criteria in writing; 25% high standards in science; 55% of students made reading gains; 63% of students made math gains; 66% of lowest 25% made gains in reading; 67% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.</p> <p>Assistant Principal of Glades Central High School in 2008-2009: Grade: "C", Reading Mastery: 22% Math Mastery: 64%; Science Mastery: 16%; AYP: 79%, Black, Hispanic, SWD and Economically Disadvantaged did not make AYP in reading. Black and SWD did not make AYP in math. % scoring 3 or above in writing – 70%; science – 14%</p> <p>Assistant Principal of Glades Central High School in 2007-2008: Grade: F; Reading Mastery: 18%; Math Mastery: 55%; Science Mastery: 16% AYP: 67%, Black, Hispanic, ELL, SWD and Economically Disadvantaged did not make AYP in reading. Black, ELL, SWD and Economically Disadvantaged did not make AYP in math.</p>
Assis Principal	Kimberly Pettiford-Gibbons	<p>Degrees -Ed.S – Educational Leadership -MBA -MS – Business Administration</p> <p>Certifications -Educational Leadership -Business Education</p>	3	5	<p>Assistant Principal of JFK Middle School in 2011-2012 - Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math.</p> <p>2010-2011 - Grade 'C'; 39% high standards in reading; 37% high standards in math; 41% high standards in math; 79% meet criteria in writing; 29% high standards in science; 62% of students made reading gains; 56% of students made math gains; 72% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.</p> <p>Assistant Principal of JFK Middle Magnet School in 2009-2010 – Grade 'C'; 39% proficiency in reading; 41% proficiency in math; 93% meet criteria in writing; 25% proficiency in science; 55% of students made reading gains; 63% of students made math gains; 66% of lowest 25% made gains in reading; 67% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.</p> <p>Assistant Principal of Turning Points Academy Alternative School in 2008-2009: Grade: Declining; Percent of students making a year's worth of progress in: Reading – 43%; Math – 66%; AYP: 74%, Black and Economically Disadvantaged did not make AYP in math. Black and Economically Disadvantaged did not make AYP in reading. % scoring 3 or above in writing – 69%; science – 11%.</p> <p>Assistant Principal of Turning Points Academy Alternative School in 2007-2008: Grade: I; Black and Economically Disadvantaged did not make AYP in math. Black and Economically Disadvantaged did not make AYP in reading.</p>
Assis Principal	Timothy Nance	<p>Degrees B.S. - Music Education M.S. - Educational Leadership</p> <p>Certifications</p>	21	1	<p>Assistant Principal of JFK Middle School in 2011-2012 - Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25%</p>

		-Music Education -Educational Leadership			made gains in reading; 75% of lowest 25% made gains in math.
Assis Principal	Shannon Grice, Ed.D	Degrees Ed.D – Educational Leadership MS – Reading BA – Elementary Education Certifications -Educational Leadership -Elementary Education -ESOL Endorsement -Reading (K-12)	3	3	Assistant Principal of JFK Middle School in 2011-2012 - Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math. 2010-2011 - Grade 'C'; 39% high standards in reading; 37% high standards in math; 41% high standards in math; 79% meet criteria in writing; 29% high standards in science; 62% of students made reading gains; 56% of students made math gains; 72% of lowest 25% made gains in reading; 64% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met. 2009-2010 – Grade 'C'; 39% high standards in reading; 41% high standards in math; 93% meet criteria in writing; 25% high standards in science; 55% of students made reading gains; 63% of students made math gains; 66% of lowest 25% made gains in reading; 67% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.
Assis Principal	Guy Marino	Degrees BS - Exceptional Student Education MS - Educational Leadership Certifications English (6-12) Ed. Leadership ESOL Endorsement Varying Exceptionalities (K-12)	2	4	2011 - 2012 - Assisntant Principal at Indian Ridge School Full ESE Center 2010- 2011 - Assistant Principal at Indian Ridge School Full ESE Center 2009-2010 – Assistant Principal at JFK MS - Grade 'C'; 39% high standards in reading; 41% high standards in math; 93% meet criteria in writing; 25% high standards in science; 55% of students made reading gains; 63% of students made math gains; 66% of lowest 25% made gains in reading; 67% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met.

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.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	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)
					Math Coach of JFK Middle School in 2011-2012 - Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math. Math Coach of JFK Middle Magnet School in 2010-2011 – Grade 'C'; 37% meeting high standards in math; 56% of students made math gains; 64% of lowest 25% made gains in math. The subgroups Students with

Math	Helen Brown	Degrees -B.S. Mathematics Middle Grades Certifications -Mathematics (5-9) -Middle Grades Endorsement	33	5	disabilities, Black, and Economically Disadvantaged did not make Adequate Yearly Progress in Math. Math Coach of JFK Middle Magnet School in 2008-2009 – Grade 'C'; 43% proficiency in math; 68% of students made math gains; 71% of lowest 25% made gains in math. The subgroups Students with disabilities did not make Adequate Yearly Progress in Math. Math Coach at JFK Middle Magnet School in 2007-2008 – Grade 'D'; 33% proficiency in math; 61% of students made math gains; 72% of lowest 25% made gains in math. The subgroups Black, Economically Disadvantaged, Students with disabilities did not make Adequate Yearly Progress in Math. Math Coach at JFK Middle Magnet School in 2006 – 2007 - Grade 'D'; 34% proficiency in math; 59% of students made math gains; 67% of lowest 25% made gains in math. The subgroups Students with disabilities did not make Adequate Yearly Progress in Math.
Reading	Shari Verge	Degrees BA, Fine Arts M.S. Reading Certifications Art (K-12) Reading (K-12)	2	11	Reading Coach of JFK Middle School in 2011-2012 - Grade 'C'; 28% high standards in reading; 32% high standards in math; 82% meet criteria in writing; 20% high standards in science; 56% of students made reading gains; 64% of students made math gains; 69% of lowest 25% made gains in reading; 75% of lowest 25% made gains in math. Instructional Practices Coach of JFK Middle Magnet School in 2010-2011 – Grade 'C'; 37% meeting high standards in math; 56% of students made math gains; 64% of lowest 25% made gains in math. The subgroups Students with disabilities, Black, and Economically Disadvantaged did not make Adequate Yearly Progress in Math.
Science	Benita Derico-Owen	BS - Technical Aeronautics MS - Science Education Certification Science 5-9	2	3	Science Coach of JFK Middle Magnet School in 2010-2011 – Grade 'C'; 37% meeting high standards in math; 56% of students made math gains; 64% of lowest 25% made gains in math. The subgroups Students with disabilities, Black, and Economically Disadvantaged did not make Adequate Yearly Progress in Math.

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	Consistent monitoring and professional development using the New Teacher Evaluation System	Assistant Principals and Principals	On-going	
2	Regular meetings of new teachers with Principal	Principal	On-going	
3	Partnering new teachers with veteran staff	Assistant Principal	On-going	
4	Direct communication with Human Resources	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
No data submitted	

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
56	8.9%(5)	28.6%(16)	35.7%(20)	23.2%(13)	25.0%(14)	83.9%(47)	32.1%(18)	0.0%(0)	23.2%(13)

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
Benita Derico Owen (8th grade Computers) Torlolean Young(7th grade Science)	Eronda Bradley	Derico Owen is Clin. Ed. Certified & a veteran teacher at JFK. Young has experience teaching science.	Mrs. Derico Owen will be working with Ms. Bradley through the ESP program. Mr. Young will be planning with Ms. Royal and attending LTM's with him. Activities will include observing each other's classrooms; meetings to align resources; and professional conversations.
Edwina Osborne (6th grade math) Julius Frasier (6th grade math)	Veronica Daniels	Osborne is Clin. Ed. Certified & a veteran teacher at JFK. Frasier has experience teaching Math.	Dr. Osborne will be working with Ms. Daniels through the ESP program. Mr. Frasier will be planning with Ms. Daniels and attending LTM's with him. Activities will include observing each other's classrooms; meetings to align resources; and professional conversations.
Felecia Clemons (LTF) Rebecca Cairo (6th grade science)	Megan Foster	Clemons is Clin. Ed. Certified & a veteran teacher at JFK. Cairo has experience teaching science.	Ms. Clemons will be working with Ms. Foster through the ESP program. Mrs. Cairo will be planning with Ms. Foster and attending LTM's with her. Activities will include observing each other's classrooms; meetings to align resources; and professional conversations.
			Mr. Tucker will be working with Mr. Lopez through

Tommy Tucker (Media Specialist)	Juan Lopez	Tucker is Clin. Ed. Certified & a veteran teacher.	the ESP program. Activities will include observing each other's classrooms; meetings to align resources; and professional conversations.
Marvin Beach (Language Arts)	Eric Reid	Beach is Clin. Ed. Certified & a veteran teacher.	Mr. Beach will be working with Mr. Reid through the ESP program. He also teaches the same subject/grade level so they will be planning and attending LTM's together.

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. Tutorial Programs, Academic Coaches and Family Involvement Nights are all services provided using Title I, A monies. Academic coaches (reading and math) conduct professional development for teacher, model lessons for teachers, develop focus calendars based on needs, attend LTM with teachers, organize team planning for teachers and facilitate these planning times, assist with schoolwide initiatives and coach teachers on best instructional practices. The job of the Title I Community Resource Person is to provide resources for students including clothing, supplies, agency resources; become contact person for parents via home visits or meetings; organize family nights; and set-up incentives to increase the amount of parental involvement and community involvement.

Title I, Part C- Migrant

Provided through district personnel.

Title I, Part D

Provided through district personnel.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. new technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II funds at John F. Kennedy Middle Magnet School are used to purchase professional development through safe schools regarding single school culture. District coaches are paid for using Title II funds as well as character education programs.

Title III

Provided by district for bilingual programs and intensive support for ELL students.

Title X- Homeless

Provided by district.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Provided by School Food Service

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team at JFK Middle Magnet School is as follows:

* Principal & Assistant Principals - Provides a common vision for the use of data-based decision making, ensures that the school-based team (SBT) is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

* ESE Contact - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers helping to create interventions.

School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

*Classroom Teachers - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

*Instructional Coaches - Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

*Learning Team Facilitator - Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.

* Guidance Department - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, linking child-serving and community agencies to the schools and families to support the child's academic emotional behavior, and social success. Case liaison and interventionists for students in Tier 2 and tier 3.

* Community Resource Person - Acting Liaison between parents and school; provides services information to parents requesting outside agencies addressing needs. Provides support to Tier I Students.

* Outside Agencies/Vendors - Advocates for students through counseling and therapy. Focus on Dropout Prevention; mentoring and case management. Intervention with students in Tier II with out RTI. Coordinates outside agency programs. Facilitates implementation of services for parents and students.

* Speech and Language Pathologist - Collects data; provides language interventions for suspected language impaired

students. Evaluates and Assesses students for speech and language problems.

* School Police Officer - Counsel, provide information on behavior and background information regarding legal; school wide information regarding truancy.

*

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 school-based RtI Leadership team will meet regularly to review universal screening data, diagnostic data, and progress monitoring. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets by using the Problem Solving Model. The identified students will be referred to the school-based RtI Leadership Team.

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?

On May 16, 2012, members of the School Based Team including the SLP; Acting RtI/Inclusion facilitator; Assistant Principal; Community Resource Person; Volunteer for Communities in Schools; Guidance Counselor; ESE Coordinator; and Principal sat down and revised the 2012-2013 School Improvement Plan.

In addition to the answer to the above question regarding how the RTI functions, Learning Team Meeting Discussions, Data Chats between administrators and teachers and referrals from site based instructional/non-instructional staff will be pieces used to determine the need for the student and what resources are needed to assist the student in the process.

MTSS Implementation

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

Data Management System: EDW; TERMS; PMRN

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences
- * Scholastic Reading Inventory (SRI)
- * School wide Common Assessments

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- * Scholastic Reading Inventory (SRI)
- * School wide Common Assessments

End of Year:

- Florida Comprehensive Assessment Test (FCAT)
- Florida Assessment for Instruction in Reading (FAIR)
- FCAT Writes
- * Scholastic Reading Inventory (SRI)
- * School wide Common Assessments

Describe the plan to train staff on MTSS.

Staff will receive continuous Professional Development in areas that support student achievement and aid in the placement into RtI. These PD opportunities will be available during a school wide PD time (45 minutes every morning) and during PDD days and during Learning Team Meetings. Data will be disaggregated and individual students who are struggling will be discussed. A plan of action for beginning RtI will be put in place once a problem is identified.

- Problem Solving Model
- Consensus Building
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading

Describe the plan to support MTSS.

Weekly SBT meetings will be held to discuss the MTSS that are available to students. Weekly Academic Leadership meetings will be held to discuss the different resources available for MTSS. Weekly administrative meetings will be held to discuss the link between the academic climate, behavior climate, and the effectiveness of the MTSS in place at the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT at JFK Middle School will consist of:
 Administrators
 Instructional Coaches
 Media Specialist
 Teachers from different contents
 Non-Instructional Staff

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

The LLT will meet monthly (4th Wednesday of every month). The reading coach and media specialist will head the team. There will be an agenda set and follow up will be reviewed at each meeting.

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

School wide reading program which consists of implementation of Scholastic Reading Counts program in which students earn points after reading a book and are rewarded as a class, individual, and by grade level; Lunch book groups, and background building "spotlights" using CNN Student News during Social Studies. School-wide independent reading program (school-wide reading log and at home 30 mins. of reading). Continue having author presenters/visits. Grade Level specific book assigned and school-wide book assigned.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/7/2012)

*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.

*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.

Social Studies, Language Arts, and Intensive Reading teachers will be provided in-depth professional development focused on professional book study that will examine the reading process and engaging readers. In addition, elective, math, and science teachers will be provided professional development regarding reading in the content areas.

Implementation of Scholastic Reading Counts program in which students earn points after reading a book and are rewarded as a class, individual, and by grade level; lunch book clubs; and breakfast reading clubs will be implemented.

*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:	As a result of the 2012 Reading FCAT scores, only 16% of students in grades 6-8 achieved high standards (level 3). In 2013, the expected level of performance for students scoring level 3 is 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (84)	23%

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	Funding for extending day for throughout the year could be a barrier along with personnel to teach extended day.	Use data to determine enrichment of skills/strategies and teach in extended day tutorial.	* Administration * Instructional Coaches * Learning Team Facilitator * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	A schoolwide Progress Monitoring Tool will be used through Excel Spreadsheet data collection form. Classroom Walkthroughs of extended day will also be implemented.
2	Inadequate Resources	Include higher complexity questions during teacher-led discussions.	* Administration * Guidance Department * Instructional Coaches * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	Team planning sheets will be submitted which must include HC questions. In addition the IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As a result of the 2012 Reading FCAT scores, only 10% of students in grades 6-8 achieved levels 4 & 5. In 2013, the expected level of performance for students scoring levels 4 & 5 is 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (51)	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	The amount of time and resources (money) for professional development.	Implementation of interdisciplinary learning.	<ul style="list-style-type: none"> * administration * Instructional Coaches * Learning Team Facilitator * Media Specialist * Department Chairs 	Effectiveness will be determined by: * Diagnostic assessments * Assessments embedded throughout the curriculum.	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.
2	Time for planning	Vertical curriculum planning time between JFK teachers and Suncoast teachers in the areas of: Science; Language Arts; Social Studies; Media Specialist; PE; Foreign Language; Math; Algebra; and Geometry	<ul style="list-style-type: none"> * administration * Instructional Coaches * Learning Team Facilitator * Department Chairs 	Effectiveness will be determined by: * Diagnostic assessments * Assessments embedded throughout the curriculum.	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	As a result of the 2012 Reading FCAT scores, only 55% of students in grades 6-8 made learning gains in reading. By increasing the expected level of learning gains by 8% makes the goal attainable for the FY13 school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (159)	63%

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	Proper professional development and support	Development of rigorous and relevant lessons and implementation of these lessons in the classroom.	<ul style="list-style-type: none"> * Administration * Instructional Coaches * Learning Team Facilitator * Department Chairs 	Effectiveness will be determined by: <ul style="list-style-type: none"> * Assessments embedded throughout the curriculum. *Diagnostic ASsessments 	Administration will monitor implementation using classroom walkthroughs. IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will be submitted. Teachers will participate in weekly LTM which will conduct lesson study with a focus on rigor.
	Students have limited background information that assists in higher level comprehension of text.	Implement background building "spot lights" and authentic learning experiences to build students background knowledge.	<ul style="list-style-type: none"> * Administration * Instructional Coaches * Learning Team Facilitator * Department Chairs * Media Specialist 	Effectiveness will be determined by: <ul style="list-style-type: none"> * Assessments embedded throughout the curriculum. *Diagnostic ASsessments * Fair Assessment 	Administration will monitor implementation using classroom walkthroughs. IB-MYP unit planners will be used which requires teachers to connect learning to real life

2					and develop an essential question for learning. Weekly lesson plans will be submitted that include background building connectors. Teachers will participate in weekly LTM which will conduct lesson study with a focus on rigor.
3	Lack of materials to use for the newly embedded ancient history unit for 6th grade world cultures/geography class.	Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Administration • Reading Coach • Social Studies Teachers • LTF	Effectiveness will be determined by: • Reading assessments embedded throughout curriculum. • Diagnostic assessments • SRI growth report	When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in social studies.
4	Not enough variety in books due to deficiency of reading material in media center.	Increase the volume of reading by offering a variety of genres to students.	Administration • Reading Coach • All Teachers • Media Specialist	Effectiveness will be determined by: • Reading assessments embedded throughout curriculum. • Diagnostic assessments • SRI growth report • Reading Counts Reports	Monthly reports will be pulled to identify use and success of the Reading Counts (if students are increasing reading volume). In addition, determining the amount of gains students are making using the SRI reports

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	As a result of the 2012 Reading FCAT scores, only 67% in lowest 25% of students in grades 6-8 made learning gains in reading. By increasing the expected level of learning gains by 9% makes the goal attainable for the FY13 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	76%

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	Funding for extended day throughout the year.	Use data to develop and update secondary benchmarks for math and reading and teach in extended day remediation tutorial.	*Administration *Instructional Coaches *Dept. Chairs *Guidance Dept. Learning Team Facilitator	Effectiveness will be determined by *Diagnostic Assessments *Assessments embedded throughout the focus calendars	Administration will be aware of the upcoming focus and monitor implementation through classroom walkthroughs.
2	Adequate amount of books for students to select (Lexile level, age-appropriate)	Implement a school-wide reading program that incorporates reading in all the content areas.	*Administration *Instructional Coaches *Dept. Chairs *Guidance Dept. Learning Team Facilitator *Media Specialist	Effectiveness will be determined by *Diagnostic Assessments *Assessments embedded throughout the focus calendars	Data will be disaggregated in LTM and during data chats. Reading Counts reports will be pulled and analyzed for goal setting.
3	Reading curriculum teaches only fundamentals of reading and limited in literacy analysis	Development of tiered reading classes with specific focus. Tier I classes teach fundamentals of reading, Tier II classes teach literary analysis strategies.	Administration * Reading Coach * Reading Teachers * LTF	Effectiveness will be determined by: *Reading assessments embedded throughout curriculum. * Diagnostic assessments * SRI growth report	Use Fall and Winter Diagnostics to determine students understanding of Reading Benchmarks.

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 #					
	Baseline Data = 28 2016-2017 = 64 Based on the Reading FCAT, in six years the percent of students scoring satisfactory will be 64.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34	40	46	52	58	

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:	As a result of the 2012 Reading FCAT scores, 26% of black students in grades 6-8 met proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

26% (129)	32%				
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	Technology problems with the FAIR assessment which stalls administration of assessment and receiving results in a timely manner.	The school will implement the FAIR assessments to monitor student progress.	<ul style="list-style-type: none"> Administration Reading Coach LTF Intensive Reading Teachers 	Effectiveness of strategy will be determined by: <ul style="list-style-type: none"> Printout of FAIR assessments 	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.
2	Ensuring that the fluency practice is done daily.	The school will implement daily fluency practice in intensive reading classrooms.	<ul style="list-style-type: none"> Administration Reading Coach Intensive Reading Teachers 	Effectiveness will be determined by: <ul style="list-style-type: none"> Printout of FAIR assessments 	Weekly lesson plans will be submitted along with administrative classroom walkthroughs to determine implementation.
3	Finding time to meet that doesn't cut into instructional time.	The school will implement a lowest 25% breakfast club.	<ul style="list-style-type: none"> Administration *Reading Coach *Media Specialist 	Effectiveness will be determined by: <ul style="list-style-type: none"> Reading assessments embedded throughout curriculum. Diagnostic assessments <ul style="list-style-type: none"> SRI growth report FAIR Reports Fluency Probes 	Administration will be running groups and students will take a RC quiz at the end of the book.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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:	As a result of the 2012 Reading FCAT scores, 22% of SWD met proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

22% (23)		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	Technology problems with the FAIR assessment which stalls administration of assessment and receiving results in a timely manner.	Tier 1: Determine core instructional needs by reviewing assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions within 50-minute reading block.	<ul style="list-style-type: none"> •Administration • Reading Coach • ESE Contact • ESE and Regular Reading Teachers 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> • FAIR Assessment • SRI Assessment • Diagnostics • Assessments embedded in curriculum 	Student progress is measured through assessments between testing periods (fall to winter, winter to spring). Lesson plans will be reviewed by administration which incorporates differentiated instruction techniques/strategies and admin. will monitor use of strategies with classroom walkthroughs.
2	Funding for tutorial	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include in-school/before/after school tutorial/remediation/enrichment.	<ul style="list-style-type: none"> •Administration • Reading Coach • ESE Contact • ESE and Regular Reading Teachers • School Based Team 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> • FAIR Assessment • SRI Assessment • Diagnostics • Assessments embedded in curriculum 	Student progress is measured through assessments between testing periods (fall to winter, winter to spring). Lesson plans will be reviewed by administration which incorporates differentiated instruction techniques/strategies and admin. will monitor use of strategies with classroom walkthroughs.
3	Funding for in school supplemental instruction	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	<ul style="list-style-type: none"> • Administration • Reading Coach • ESE Contact • ESE and Regular Reading Teachers • School Based Team 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> • FAIR Assessment • SRI Assessment • Diagnostics • Assessments embedded in curriculum 	Student progress is measured through assessments between testing periods (fall to winter, winter to spring). Lesson plans will be reviewed by administration which incorporates differentiated instruction techniques/strategies and admin. will monitor use of strategies with classroom walkthroughs.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E:

As a result of the 2012 Reading FCAT scores, 27% of economically disadvantaged students in grades 6-8 met proficiency.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
27% (144)			34%		
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	Funding for extended day for throughout the year could be a barrier along with personnel to teach extended day.	Use data to develop and update Secondary Benchmarks for reading and teach in extended day remediation/enrichment tutorial.	<ul style="list-style-type: none"> Administration Reading Coach Learning Team Facilitator (LTF) LA and Reading Dept. Chairs 	Effectiveness will be determined by: <ul style="list-style-type: none"> FAIR Data SRI Data Diagnostic Assessments Assessments embedded throughout the focus calendar 	Administration will be aware of the upcoming focus and monitor implementation through classroom walkthroughs
2	Lack of materials to use for the newly embedded ancient history unit for 6th grade world cultures/geography class.	Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	<ul style="list-style-type: none"> Administration Reading Coach Social Studies Teachers LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> Reading assessments embedded throughout curriculum. Diagnostic assessments SRI growth report 	When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in social studies.
3	Not enough variety in books due to deficiency of reading material in media center.	Increase the volume of reading by offering a variety of genres to students.	<ul style="list-style-type: none"> Administration Reading Coach All Teachers Media Specialist 	Effectiveness will be determined by: <ul style="list-style-type: none"> Reading assessments embedded throughout curriculum. Diagnostic assessments SRI growth report Reading Counts Reports 	Monthly reports will be pulled to identify use and success of the Reading Counts (if students are increasing reading volume). In addition, determining the amount of gains students are making using the SRI 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
Differentiated Instruction	6-8/All Subjects	* Instructional Coaches	School-Wide	August 2012 - June 2013 LTMs (weekly 45 min.)	*Administrative Classroom Walkthroughs * Evidence of learning in lesson plans *Administrative	* Administration * Reading Coach * LTF

Higher Level Questioning	6-8/All Subjects	* Instructional Coaches	School-Wide	August 2012 - June 2013 LTMs (weekly 45 min.)	Classroom Walkthroughs * Evidence of learning in lesson plans	* Administration * Reading Coach * LTF
Interdisciplinary Teaching	6-8/All Subjects	* Instructional Coaches * LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45 min.)	* Administrative Classroom Walkthroughs * Evidence of learning in lesson plans	* Administration * Reading Coach * LTF
Using Common Core & Item Specifications to develop student portfolios for Progress monitoring	6-8/All Subjects	* Instructional Coaches * LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45 min.)	* Administrative Classroom Walkthroughs * Evidence of learning in lesson plans	* Administration * Reading Coach * LTF
Using rubrics/scales for assessing for learning.	6-8/All Subjects	* Instructional Coaches * LTF	School-Wide	August 2012 - June 2013 LTMs (weekly 45 min.)	* Administrative Classroom Walkthroughs * Evidence of learning in lesson plans	* Administration * Reading Coach * LTF
Motivating Students to Read	6-8/Social Studies, Reading, Language Arts	* Reading Coach	Reading/Language Arts/Social Studies Teachers	August 2012 - June 2013	* Administrative Classroom Walkthroughs * Media Center Circulation numbers * Reading Counts Reports	* Administration * Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the volume of reading by offering a variety of genres to students.	Nook Readers; iPads; Digital Book Downloads; Headphones	Title I	\$5,782.26
Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Headphones; microphones for intensive reading core program - Read 180; student computers; colored printers; laser printers; digital cameras; laptops; iPads	Title I	\$3,000.00
Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Tutorial Materials Reading Plus	Title I	\$10,000.00
			Subtotal: \$18,782.26
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Include higher complexity questions during teacher-led discussions.	Professional Books for Book Studies	Title I	\$350.00
Out-of-State and In-State Travel			

Implementation of interdisciplinary learning.	including registrations for travel for International Baccauleareate Professional Development	Title 1	\$15,000.00
Development of rigorous and relevant lessons and implementation of these lessons in the classroom.	Registration and Travel for International Reading Association Conference and Florida Reading Association Conference	Title I	\$1,000.00
			Subtotal: \$16,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use data to determine enrichment of skills/strategies and teach in extended day tutorial.	Tutorial	Title I	\$16,250.00
Implement background building "spot lights" and authentic learning experiences to build students background knowledge	Field Trip Fees and registration costs.	Title I	\$500.00
Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Classroom Libraries; Classroom sets of novels	Title I	\$2,000.00
Implement a school-wide reading program that incorporates reading in all the content areas.	printer cartridges; copy paper; toner; bulletin board paper; colored copy paper; laminating film; 3-hole punch; Chart Paper	Title 1	\$500.00
Tier 1: Determine core instructional needs by reviewing assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions within 50-minute reading block.	Timers; stop watches; plastic spiral book maker machine; white boards; dry erase markers; electric pencil sharpeners; colored pencils; student spiral notebook; 3-ring folders; pencils	Title 1	\$500.00
			Subtotal: \$19,750.00
			Grand Total: \$54,882.26

End of Reading Goals

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.		On the 2012 CELLA, 11% of students achieved proficiency in Listening/Speaking. In 2013 CELLA, this percentage will increase to 18%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
11% (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	Not a variety of titles.	Implementation of "Listen and Read Long" Activities	*Administration *ESOL Teacher *District ESOL Resource Person	Effectiveness will be determined by: *Classroom embedded Assessments *Oral Assessments	Administration will monitor with classroom walkthroughs and lesson plans.
2	Lack of funding for materials	Implementation of reading and speaking fluency using Readers Theater.	*Administration *ESOL Teacher *District ESOL Resource Teacher	Effectiveness will be determined by: * FAIR Assessment * Quarterly Fluency Assessment	Administrative Classroom Walkthroughs; evidence in lesson plans;

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:

On the 2012 CELLA, 14% of students achieved proficiency in Reading. In 2013 CELLA, this percentage will increase to 21%.

2012 Current Percent of Students Proficient in reading:

14% (5)

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	Ensuring that the fluency practice is done daily.	The school will implement daily fluency practice in ESOL Reading classrooms.	*administration *Reading Coach *Intensive Reading Teachers	Effectiveness will be determined by: *Printout of FAIR assessments	Weekly lesson plans will be submitted along with administrative classroom walkthroughs to determine implementation.
2	Funding for Tutorial	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include in-school/before/after school tutorial/remediation/enrichment.	*administration *Reading Coach *LTF *ESOL Resource Contact	Effectiveness of strategy determined by: *FAIR Assessment *SRI Assessment *Diagnostics *Assessments embedded in curriculum	Student progress is measured through assessments between testing periods (fall to winter, winter to spring) Lesson plans will be reviewed by administration which incorporates differentiated instruction techniques/strategies and admin. will monitor use of strategies with classroom walkthroughs.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

On the 2012 CELLA, 8% of students achieved proficiency in writing. In 2013 CELLA, this percentage will increase to 15%.

2012 Current Percent of Students Proficient in writing:

8% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Place for large group to meet. Possible scheduling conflicts.	Writing Seminars will be implemented monthly that will ensure common language is being used when teaching writing.	<ul style="list-style-type: none"> Administration Language Arts Department Chair * 8th Grade Language Arts Teachers 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> Palm Beach Writes Assessments 	Lesson Plans will include writing instruction and should address skills/strategies being taught in seminars in addition to administrative classroom walkthroughs to monitor implementation.
2	Lack of funding	After disaggregating data from PBW assessments, organize and implement before/after/during school tutorials for 8th grade students who are not achieving proficiency.	<ul style="list-style-type: none"> Administration Reading Coach Media specialist 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> Palm Beach Writes Assessments 	Lesson Plans will include writing instruction and should address skills/strategies being taught in seminars in addition to administrative classroom walkthroughs to monitor implementation.

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	As a result of the 2012 Math FCAT scores, only 22% of students in grades 6-8 met high standards (level 3). The expected percentage of students to make a level 3 on FCAT for 2013 is 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (118)	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	Funding for extending day for throughout the year could be a barrier along with personnel to teach extended day.	Use data to determine enrichment of skills/strategies and teach in extended day tutorial.	* Administration * Instructional Coaches * Learning Team Facilitator * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	A schoolwide Progress Monitoring Tool will be used through Excel Spreadsheet data collection form. Classroom Walkthroughs of extended day will also be implemented.
2	Inadequate Resources	Include higher complexity questions during teacher-led discussions.	* Administration * Guidance Department * Instructional Coaches * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	Team planning sheets will be submitted which must include HC questions. In addition the IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A - Currently there are no students who are determined to take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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:	As a result of the 2012 Math FCAT scores, only 7% of students in grades 6-8 scored at or above Achievement Level 4 in mathematics. The expected percentage of students to score at or above Achievement Level 4 on Math FCAT for 2013 is 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (39)	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	The amount of time and resources (money) for professional development.	Implementation of interdisciplinary learning.	<ul style="list-style-type: none"> * administration * Instructional Coaches * Learning Team Facilitator * Media Specialist * Department Chairs 	Effectiveness will be determined by: <ul style="list-style-type: none"> * Diagnostic assessments * Assessments embedded throughout the curriculum. 	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.
2	Time for planning	Vertical curriculum planning time between JFK teachers and Suncoast teachers in the areas of: Science; Language Arts; Social Studies; Media Specialist; PE; Foreign Language; Math; Algebra; and Geometry	<ul style="list-style-type: none"> * administration * Instructional Coaches * Learning Team Facilitator * Department Chairs 	Effectiveness will be determined by: <ul style="list-style-type: none"> * Diagnostic assessments * Assessments embedded throughout the curriculum. 	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.
3	Receiving proper professional development and support.	Implementation of a problem-centered instruction in math classrooms which supports the NGSSS Bid Ideas and the Common Core Standards.	<ul style="list-style-type: none"> • Administration • Math Coach • LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> • Diagnostic Assessments • Assessments embedded throughout the curriculum. 	Weekly lesson plans will be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs.
	Time allowed by district pacing guide	Implement writing about mathematics.	<ul style="list-style-type: none"> • Administration • Math Coach 	Effectiveness will be determined by: <ul style="list-style-type: none"> • Diagnostic Assessments 	Weekly lesson plans will be submitted. Math

4			<ul style="list-style-type: none"> Assessments embedded throughout the curriculum. 	Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	As a result of the 2012 Math FCAT scores, only 62% of students in grades 6-8 made learning gains in mathematics. The expected percentage of students to make learning gains on mathematics FCAT for 2013 is 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (185)	71%

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	Proper professional development and support	Development of rigorous and relevant lessons and implementation of these lessons in the classroom.	<ul style="list-style-type: none"> Administration Instructional Coaches Learning Team Facilitator Department Chairs 	Effectiveness will be determined by: <ul style="list-style-type: none"> Assessments embedded throughout the curriculum. Diagnostic Assessments 	Administration will monitor implementation using classroom walkthroughs. IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an

					essential question for learning. Weekly lesson plans will be submitted. Teachers will participate in weekly LTM which will conduct lesson study with a focus on rigor.
2	Students have limited background information that assists in higher level comprehension of text.	Implement background building "spot lights" and authentic learning experiences to build students background knowledge.	<ul style="list-style-type: none"> * Administration * Instructional Coaches * Learning Team Facilitator * Department Chairs * Media Specialist 	Effectiveness will be determined by: <ul style="list-style-type: none"> * Assessments embedded throughout the curriculum. *Diagnostic ASsessments * Fair Assessment 	Administration will monitor implementation using classroom walkthroughs. IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will be submitted that include background building connectors. Teachers will participate in weekly LTM which will conduct lesson study with a focus on rigor.
3	Lack of time for professional development.	Incorporate conceptual understanding (the comprehension of mathematical concepts, operations, and relations) into instruction which supports the Big Ideas in the NGSSS and Common Core Standards.	<ul style="list-style-type: none"> • Administration • Math Coach • Math Teachers • LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> • Math assessments embedded throughout curriculum. • Diagnostic assessments 	IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will also be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs..
4	Making sure there are an adequate amount of books for students to select (Lexile level, age-appropriate, etc).	Implement a school-wide reading program that incorporates reading in the content areas (mathematics)	<ul style="list-style-type: none"> • Administration • reading coach • media specialist • math teachers • Math Coach 	Effectiveness will be determined by: <ul style="list-style-type: none"> • Diagnostic Assessments • Assessments embedded throughout the curriculum. 	Data will be disaggregated in learning team meetings and during data chats. Administrative classroom walkthroughs will also be used to monitor implementation.
	Time and resources	Use data to develop and update Secondary Benchmarks for math and teach in extended day remediation/enrichment tutorial.	<ul style="list-style-type: none"> • Administration • Math Coach • Math Teachers • LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> • Math assessments embedded throughout curriculum. • Diagnostic assessments 	IB-MYP unit planners will be used which requires teachers to connect learning to real life

5					and develop an essential question for learning. Weekly lesson plans will also be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs..
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	As a result of the 2012 Mathematics FCAT scores, only 74% of the lowest 25% of students in grades 6-8 made learning gains. The expectation for the percentage of students in the lowest 25% to make learning gains on the Mathematics 2013 Assessment is 82%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	82%

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	Funding for extended day throughout the year.	Use data to develop and update secondary benchmarks for math and reading and teach in extended day remediation	*Administration *Instructional Coaches *Dept. Chairs *Guidance Dept.	Effectiveness will be determined by *Diagnostic Assessments *Assessments embedded	Administration will be aware of the upcoming focus and monitor implementation

		tutorial.	Learning Team Facilitator	throughout the focus calendars	through classroom walkthroughs.
2	Adequate amount of books for students to select (Lexile level, age-appropriate)	Implement a school-wide reading program that incorporates reading in all the content areas.	*Administration *Instructional Coaches *Dept. Chairs *Guidance Dept. *Learning Team Facilitator *Media Specialist	Effectiveness will be determined by *Diagnostic Assessments *Assessments embedded throughout the focus calendars	Data will be disaggregated in LTM and during data chats. Reading Counts reports will be pulled and analyzed for goal setting.
3	Time and resources	Creating authentic mathematics learning contexts for students which will connect the math concept/strategy/skill to meaningful context.	• Administration • Math Coach • Math Teachers • LTF	Effectiveness will be determined by: • Math assessments embedded throughout curriculum. • Diagnostic assessments	IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will also be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Baseline = 25 2017 = 63 In six years, JFK will reduce their achievement gap by 50% with 63% of students scoring satisfactory on the Math FCAT.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31	38	44	50	56	

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:	As a result of the 2012 Mathematics FCAT scores, 29% of Black students met proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (144)	36%

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
Lack of time for professional	Incorporate conceptual understanding (the	• Administration • Math Coach	Effectiveness will be determined by:	IB-MYP unit planners will be

1	development.	comprehension of mathematical concepts, operations, and relations) into instruction which supports the Big Ideas in the NGSSS and Common Core Standards.	<ul style="list-style-type: none"> • Math Teachers • LTF 	<ul style="list-style-type: none"> • Math assessments embedded throughout curriculum. • Diagnostic assessments 	used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will also be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs.
2	Time allowed by district pacing guide	Implement writing about mathematics.	<ul style="list-style-type: none"> • Administration • Math Coach 	<p>Effectiveness will be determined by:</p> <ul style="list-style-type: none"> • Diagnostic Assessments • Assessments embedded throughout the curriculum. 	Weekly lesson plans will be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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 mathematics. Mathematics Goal #5D:	As a result of the 2012 Mathematics FCAT scores, 18% of students with disabilities met proficiency (level 3 or higher).
2012 Current Level of Performance:	2013 Expected Level of Performance:

18% (19)	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	Providing adequate assessments that cover NGSSS	Tier 1: Determine core instructional needs by reviewing Diagnostic and Assessments embedded in curriculum data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions within 90-minute math block.	<ul style="list-style-type: none"> Administration Math Coach Content Teachers 	Effectiveness will be determined by: <ul style="list-style-type: none"> Diagnostic Assessments Assessments embedded throughout the curriculum. 	Student progress is assessed using Assessments embedded in curriculum and Diagnostic Assessment. Percent of students making adequate progress toward benchmark is calculated. Administrative walkthroughs will monitor implementation in classroom.
2	Ensuring that supplemental Tech. programs are up and running	Tier 2: Plan supplemental instruction (Gizmos) and intervention for students not responding to core instruction. Focus of instruction is determined by review of Classroom Assessment and Diagnostic data and will include explicit instruction.	<ul style="list-style-type: none"> Administration Math Coach Content Teachers 	Effectiveness will be determined by: <ul style="list-style-type: none"> Diagnostic Assessments Assessments embedded throughout the curriculum. 	Student progress is assessed using Assessments embedded in curriculum and Diagnostic Assessment. Percent of students making adequate progress toward benchmark is calculated. Administrative walkthroughs will monitor implementation in classroom.
3	Funding for personnel	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	<ul style="list-style-type: none"> Administration Math Coach Content Teachers School Based Team 	Effectiveness will be determined by: <ul style="list-style-type: none"> Diagnostic Assessments Assessments embedded throughout the curriculum. 	Student progress is assessed using Assessments embedded in curriculum and Diagnostic Assessment. Percent of students making adequate progress toward benchmark is calculated. Administrative walkthroughs will monitor implementation in classroom.

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	As a result of the 2012 Mathematics FCAT scores, 31% of Economically Disadvantaged students met proficiency (level 3 or higher).
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (165)

38%

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	Receiving proper professional development and support.	Implementation of a problem-centered instruction in math classrooms which supports the NGSSS Big Ideas.	<ul style="list-style-type: none"> Administration Math Coach Math Teachers LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> Math assessments embedded throughout curriculum. Diagnostic assessments 	IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will also be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs..
2	Proper professional development and support.	Development of rigorous and relevant lessons and implementation of these lessons in the classroom with focus on mathematical concepts.	<ul style="list-style-type: none"> Administration Math Coach Math Teachers LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> Math assessments embedded throughout curriculum. Diagnostic assessments 	IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will also be submitted. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs.
3	Lack of funding and personnel	Implement tutorial before school, after school, and in-school for students in need of remediation and enrichment.	<ul style="list-style-type: none"> Administration Math Coach Math Teachers LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> Math assessments embedded throughout curriculum. Diagnostic assessments 	Data disaggregation and continuous monitoring of assessments. Math Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom

End of Middle School Mathematics Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	As a result of the 2012 Algebra EOC scores, only 64% of students in grades 7-8 achieved proficiency (level 3). The expected percentage of students score a level 3 on the 2013 EOC is 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (16)	71%

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	Funding for extending day for throughout the year could be a barrier along with personnel to teach extended day.	Use data to determine enrichment of skills/strategies and teach in extended day tutorial.	* Administration * Instructional Coaches * Learning Team Facilitator * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	A schoolwide Progress Monitoring Tool will be used through Excel Spreadsheet data collection form. Classroom Walkthroughs of extended day will also be implemented.
2	Inadequate Resources	Include higher complexity questions during teacher-led discussions.	* Administration * Guidance Department * Instructional Coaches * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	Team planning sheets will be submitted which must include HC questions. In addition the IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	As a result of the 2012 Algebra EOC scores, only 24% of students in grades 7-8 scored at or above Achievement Level 4. The expected percentage of students scoring at or above a Level 4 on the 2013 EOC is 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (6)	31%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of time and resources (money) for professional development.	Implementation of interdisciplinary learning.	* administration * Instructional Coaches * Learning Team Facilitator * Media Specialist * Department Chairs	Effectiveness will be determined by: * Diagnostic assessments * Assessments embedded throughout the curriculum.	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.
2	Time for planning	Vertical curriculum planning time between JFK teachers and Suncoast teachers in the areas of: Science; Language Arts; Social Studies; Media Specialist; PE; Foreign Language; Math; Algebra; and Geometry	* administration * Instructional Coaches * Learning Team Facilitator * Department Chairs	Effectiveness will be determined by: * Diagnostic assessments * Assessments embedded throughout the curriculum.	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.
3	Not having use of computer labs due to strenuous computer testing schedule.	Teachers will use technology to provide students with problem based instruction.	*Administration *Math Coach	Effectiveness will be determined by: *Algebra Diagnostic *Classroom Algebra embedded assessments	Lesson plans; Administrative monitoring; reports from technology programs regarding progress and usage
4	Time for projects and lack of materials	Manipulatives will be used to model the math and to develop the conceptual-pictorial-abstract understanding of the math.	*Administration *Math Coach	Effectiveness will be determined by: *Algebra Diagnostic *Classroom Algebra embedded assessments	Lesson plans; Administrative monitoring; reports from technology programs regarding progress and usage

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for extending day for throughout the year could be a barrier along with personnel to teach extended day.	Use data to determine enrichment of skills/strategies and teach in extended day tutorial.	* Administration * Instructional Coaches * Learning Team Facilitator * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	A schoolwide Progress Monitoring Tool will be used through Excel Spreadsheet data collection form. Classroom Walkthroughs of extended day will also be implemented.
2	Inadequate Resources	Include higher complexity questions during teacher-led discussions.	* Administration * Guidance Department * Instructional Coaches * Department Chairs	Effectiveness will be determined by: *Diagnostic Assessments *Assessments embedded throughout Focus Calendars	Team planning sheets will be submitted which must include HC questions. In addition the IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of time and resources (money) for professional development.	Implementation of interdisciplinary learning.	* administration * Instructional Coaches * Learning Team Facilitator * Media Specialist * Department Chairs	Effectiveness will be determined by: * Diagnostic assessments * Assessments embedded throughout the curriculum.	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.
2	Time for planning	Vertical curriculum planning time between JFK teachers and Suncoast teachers in the areas of: Science; Language Arts; Social Studies; Media	* administration * Instructional Coaches * Learning Team Facilitator * Department Chairs	Effectiveness will be determined by: * Diagnostic assessments * Assessments embedded throughout the curriculum.	IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans.

	Specialist; PE; Foreign Language; Math; Algebra; and Geometry		Administration will monitor implementation using classroom walkthroughs.
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End of Geometry EOC Goals

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
Effective Instruction Professional Development	Grades 6-8/All Subjects	Instructional Coaches • Media Specialist • LTF	• Math Coach • Media Specialist • LTF • All Instructional Staff • Administration • Support Staff • Grades 6-8	• August 2012 – June 2013 • AM common planning time (8:15 – 9:15) • Learning Team Mtgs.	• Administrative Classroom Walkthroughs • Evidence of learning in lesson plans • Evidence of learning in Lesson Study	• Administration • Math Coach • LTF
Problem-Centered Instruction Professional Development	Grades 6-8 Math Teachers	Math Teachers • Math Coach	• Math Coach • Math Teachers • Administration • Support Staff • Grades 6-8	• October 2012 – June 2013 • AM common planning time (8:15 – 9:15) • Learning Team Mtgs	• Administrative Classroom Walkthroughs • Evidence of learning in lesson plans • Evidence of learning in Lesson Study	• Administration • Math Coach • LTF
Authentic Mathematically Learning Professional Development	Grades 6-8 Math Teachers	• Math Coach	• Math Teachers • Administration • Support Staff • Grades 6-8	• August 2012 – June 2013 • AM common planning time (8:15 – 9:15) • Learning Team Mtgs	• Administrative Classroom Walkthroughs • Evidence of learning in lesson plans • Evidence of learning in Lesson Study	• Administration • Math Coach • LTF
Writing about Math Professional Development	Grades 6-8 Math Teachers	Reading Coach • Math Coach	• Math Coach • Math Teachers • Administration • Support Staff • Grades 6-8	• Administration • Support Staff • Grades 6-8 • August 2012 – June 2013 • AM common planning time (8:15 – 9:15) • Learning Team Mtgs	Administrative Classroom Walkthroughs • Evidence of learning in lesson plans • Evidence of learning in Lesson Study	• Administration • Math Coach • LTF
Using Common Core & Item Specifications to Develop Student Portfolios for Progress Monitoring	Grades 6-8 All Teachers	* LTF * Coaches	All teachers	September 2011 - June 2012	Administrative Classroom Walkthroughs	Administration LTF

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Incorporate conceptual understanding (the comprehension of mathematical concepts, operations, and relations) into instruction which supports the Big Ideas in the NGSSS and Common Core Standards.	Mobi Pads and/or Interwrite Pads; iPads; Colored Printers; CPS; Smartboards; Clicker upgrades and new; webcams	Title I	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of a problem-centered instruction in math classrooms which supports the NGSSS Bid Ideas and the Common Core Standards.	Professional Books for Book Study;	Title 1	\$350.00
Creating authentic mathematics learning contexts for students which will connect the math concept/strategy/skill to meaningful context.	Out of State and In State Travel and Registration for NCTM (National Council of Teachers of Mathematics) Conferences; (MAA) Mathematical Association of America Conferences; FAMTE (Florida Association of Mathematic Teachers Educators) Conferences, etc.	Title I	\$1,000.00
			Subtotal: \$1,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of a problem-centered instruction in math classrooms which supports the NGSSS Bid Ideas and the Common Core Standards.	Hands on manipulative; graphing calculators; graph paper; calculators; colored pencils; materials for chapter projects; chart paper; poster paper; laminating film; copy paper; photo paper; dry erase markers; toner; color print cartridges; white boards; Spiral notebooks; composition books; 3 ring binders; pencils; electric pencil sharpeners	Title I	\$1,000.00
Use data to develop and update Secondary Benchmarks for math and teach in extended day remediation/enrichment tutorial.	Scantron machine; scantrons; Examview response sheets	Title I	\$500.00
Implement a school-wide reading program that incorporates reading in the content areas (mathematics)	Classroom Libraries	Title I	\$500.00
Incorporate conceptual understanding (the comprehension of mathematical concepts, operations, and relations) into instruction which supports the Big Ideas in the NGSSS and Common Core Standards.	Salary for coach	Title I	\$67,588.00
Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Tutorial	Title I	\$18,750.00
			Subtotal: \$88,338.00
			Grand Total: \$94,688.00

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:	As a result of the 2012 Science FCAT scores, only 18% of students in grade 8 achieved proficiency (level 3). The expected level of performance of the 2013 Science FCAT is 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	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	Problems with program or technology	Teachers will implement weekly labs and incorporate Gizmos computer technology for virtual labs.	<ul style="list-style-type: none"> Administrators LTF 	Effectiveness will be determined by: <ul style="list-style-type: none"> Diagnostics (School & District) Assessments embedded in curriculum 	Weekly lesson plans will be submitted. Science Teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	As a result of the 2012 Science FCAT scores, only 2% of students in grade 8 achieved a level 4 or above. The expected level of performance of the 2013 Science FCAT is 9% scoring level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	9%

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.	As a result of the 2012 Science FCAT scores, only 2% of students in grade 8 achieved a level 4 or above. The
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Science Goal #2a:	expected level of performance of the 2013 Science FCAT is 9% scoring level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	9%

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 time for professional development.	Incorporate conceptual understanding (the comprehension of scientific concepts, operations, and relations) into instruction.	<ul style="list-style-type: none"> • Administration • Science Teachers • LTF * Science Coach 	Effectiveness will be determined by: <ul style="list-style-type: none"> • Science assessments embedded throughout curriculum. • School and State Diagnostic assessments 	IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will also be submitted. Science teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs.
2	Time and resources	Creating authentic science learning contexts for students which will connect the scientific concept to meaningful context.	<ul style="list-style-type: none"> • Administration • Science Teachers • LTF * Science Coach 	Effectiveness will be determined by: <ul style="list-style-type: none"> • Science assessments embedded throughout curriculum. • School and State Diagnostic assessments 	IB-MYP unit planners will be used which requires teachers to connect learning to real life and develop an essential question for learning. Weekly lesson plans will also be submitted. Science teachers will participate in weekly LTM which will conduct lesson study. Administration will monitor implementation using classroom walkthroughs.
3	Making sure there are an adequate amount of books for students to select (Lexile level, age-appropriate, etc).	Implement a school-wide reading program that incorporates reading in the content areas (science).	<ul style="list-style-type: none"> • Administration • reading coach • media specialist • science teachers • science coach 	Effectiveness will be determined by: <ul style="list-style-type: none"> • School and State Diagnostic Assessments • Assessments embedded throughout the curriculum. 	Data will be disaggregated in learning team meetings and during data chats. Administrative classroom walkthroughs will also be used to monitor

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conceptual Understanding in Science Professional Development	Grades 6-8 Science	• Science coach	• Science Teachers • Administration • Support Staff • Grades 6-8	• October 2012 – June 2013 • AM common planning time (8:15 – 9:15) • Learning Team Mtgs	Administrative Classroom Walkthroughs • Evidence of learning in lesson plans • Evidence of learning in Lesson Study	Administration • LTF
Reading in Content Areas Professional Development	Grades 6-8 Science	• Reading Coach • Science Coach	• Science Coach • Science Teachers • Administration • Support Staff • Grades 6-8	• August 2012 – June 2013 • AM common planning time (8:15 – 9:15) • Learning Team Mtgs	• Administrative Classroom Walkthroughs • Evidence of learning in lesson plans • Evidence of learning in Lesson Study	• Administration • Science Coach • Instructional Coach • LTF
Authentic Learning in Science Book Study Professional Development	Grades 6-8 Science	• Science Coach	Science Teachers • Administration • Support Staff • Grades 6-8	• August 2012 – June 2013 • AM common planning time (8:15 – 9:15) • Learning Team Mtgs	• Administrative Classroom Walkthroughs • Evidence of learning in lesson plans • Evidence of learning in Lesson Study	Administration • Science Coach • Instructional Coach • LTF
Using Common Core & Item				• August 2012 – June 2013	• Administrative Classroom Walkthroughs	Administration

Specifications to Develop Student Portfolios for Progress Monitoring	Grades 6-8 All Teachers	* LTF * Coaches	All teachers	<ul style="list-style-type: none"> AM common planning time (8:15 – 9:15) Learning Team Mtgs 	<ul style="list-style-type: none"> Evidence of learning in lesson plans Evidence of learning in Lesson Study 	<ul style="list-style-type: none"> Science Coach Instructional Coach LTF
Infusing Technology into the science classroom.	Grades 6-8 Science	LTF Science Coach	Science Teachers Administrators	<ul style="list-style-type: none"> August 2012 – June 2013 AM common planning time (8:15 – 9:15) Learning Team Mtgs 	<ul style="list-style-type: none"> Administrative Classroom Walkthroughs Evidence of learning in lesson plans Evidence of learning in Lesson Study 	<ul style="list-style-type: none"> Administration Science Coach Instructional Coach LTF

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
Teachers will implement weekly labs and incorporate Gizmos computer technology for virtual labs.	IPads; I-TV Units; Color printers; Interwrite Pads; CPS Clickers; printers; Laptops	Title I	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Creating authentic science learning contexts for students which will connect the scientific concept to meaningful context.	Professional Books	Title I	\$500.00
Incorporate conceptual understanding (the comprehension of scientific concepts, operations, and relations) into instruction.	NSTA (National Science Teachers Association) Conference; ASTE (Association for Science Teachers in Education) Conference; FAST (Florida Association of Science Teachers) Conference etc.	Title I	\$1,000.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement weekly labs and incorporate Gizmos computer technology for virtual labs.	Essential Lab Materials; Science Supply Carts; replacement/repair cost/refurbish cost of glassware and lab equipment used for essential labs; refrigerator for cold ingredients; etc.	Title I	\$500.00
Creating authentic science learning contexts for students which will connect the scientific concept to meaningful context.	copy paper; toner; print cartridges; LCD bulbs; colored copy paper; white boards; science dictionaries; 3-ring binders; pencils; Science Fair display boards; electric pencil sharpeners; spiral notebooks, etc.	Title I	\$500.00
Implement a school-wide reading program that incorporates reading in the content areas (science).	Classroom Libraries	Title I	\$500.00
Incorporate conceptual understanding (the comprehension of scientific concepts, operations, and relations) into instruction.	Salary for Coach	Title I	\$67,588.00
			Subtotal: \$69,088.00
			Grand Total: \$73,588.00

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:	As a result of the 2012 Writing FCAT scores, 82% of 8th grade students scored a level 3.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (108)	89%

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	Place for large group to meet. Possible scheduling conflicts.	Writing Seminars will be implemented monthly that will ensure common language is being used when teaching writing.	<ul style="list-style-type: none"> • Administration • Reading Coach • Media Specialist * Learning Team Facilitator 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> • Palm Beach Writes Assessments 	Lesson Plans will include writing instruction and should address skills/strategies being taught in seminars in addition to administrative classroom walkthroughs to monitor implementation.
2	Time constraints	Implementation of writing focus calendar.	<ul style="list-style-type: none"> • Administration • Reading Coach • Learning Team Facilitator * Media Specialist 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> • Palm Beach Writes Assessments 	Lesson Plans will include writing instruction and should address skills/strategies being taught in seminars in addition to administrative classroom walkthroughs to monitor implementation.
3	Time for planning	Vertical curriculum planning time for JFK Language Arts teachers with Suncoast English teachers for alignment of essay writing expectations grades 6-10.	<ul style="list-style-type: none"> • Administration • Reading Coach • Learning Team Facilitator * Media Specialist 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> • Palm Beach Writes Assessments 	Lesson Plans will include writing instruction and should address skills/strategies being taught in seminars in addition to administrative classroom walkthroughs to monitor implementation.
	Lack of funding	After disaggregating data from PBW assessments, organize and implement	<ul style="list-style-type: none"> Administration • Reading Coach 	Effectiveness of strategy determined by: <ul style="list-style-type: none"> • Palm Beach Writes 	Lesson Plans will include writing instruction and should address

4	before/after/during school tutorials for 8th grade students who are not achieving proficiency.	Assessments	skills/strategies being taught in seminars in addition to administrative classroom walkthroughs to monitor implementation.
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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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly writing seminars where teachers observe a writing lesson then implement in classroom.	Grades 6-8 Language Arts	• Reading Coach	Grades 6-8 Language Arts Teachers • ESE Inclusion Teachers • Administration	• September 2012 – June 2013 • Monthly meetings (45 min. sessions)	Monitor using: • Administrative classroom walkthroughs • PB Writes results	• Administration • Reading Coach • Language Arts Department Chair
Scoring Professional Development	Grades 6-8 Language Arts	• District Personnel	Personnel • Grades 6-8 Language Arts Teachers • ESE Inclusion Teachers	• September 2012	Monitor using: • Administrative classroom walkthroughs • PB Writes results	• Administration • Reading Coach • Language Arts Department Chair
Creative Writing book study professional development	Grades 6-8 Language Arts	• Reading Coach • LA Teachers	Grades 6-8 Language Arts Teachers • ESE Inclusion Teachers	• April 2013 – June 2013	Monitor using: • Administrative classroom walkthroughs • PB Writes results	• Administration • Reading Coach • Language Arts Department Chair

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
Writing Seminars will implemented monthly that will ensure common language is being used when teaching writing.	Professional books on creative writing and the writing process for book study	Title I	\$219.74
			Subtotal: \$219.74
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After disaggregating data from PBW assessments, organize and implement before/after/during school tutorials for 8th grade students who are not achieving proficiency.	Tutorial; Part-Time In System	Title I	\$1,250.00
Writing Seminars will implemented monthly that will ensure common language is being used when teaching writing.	Chart paper; presentation clicker; spiral notebooks; composition books; colored copy paper; poster paper; manila folders; 3-ring binders; toner; color print cartridges; bulletin board paper; pencils; markers; etc.	Title I	\$500.00
			Subtotal: \$1,750.00
			Grand Total: \$1,969.74

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics.					
Civics Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Inadequate Resources	Include higher complexity questions during teacher-led discussions.	<ul style="list-style-type: none"> * Administration * Guidance Department * Instructional Coaches * Department Chairs 	Effectiveness will be determined by: <ul style="list-style-type: none"> *Diagnostic Assessments *Assessments embedded throughout Focus Calendars 	Team planning sheets will be submitted which must include HC questions. In addition the IB-MYP unit planners will be used which addresses the essential question for the unit along with lesson plans. Administration will monitor implementation using classroom walkthroughs.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		In 2012, the current rate of attendance was 85%. In 2013, the expected attendance rate is 92%. In 2012 the current number of students with excessive absences was 136, in 2013, the expected number of students should be 170. In 2012, the current number of students with excessive tardies was 169. This should decrease to 100 by 2013.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
85%		92%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
136		170			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
169		100			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of funding and personnel	Establish an In School Suspension academic	<ul style="list-style-type: none"> Administration Attendance 	Effectiveness will be determined by the	Reports pulled by Attendance

1		room.	Clerk	amount of students who are absent.	GradeQuick system. Review attendance of students who are being assigned to In School Suspension.
2	Mainframe information not updated on students	Use Parent Link (telephone call out) to notify parents of students' absences.	• Administration • Attendance Clerk	Effectiveness will be determined by the amount of students who are absent.	Reports pulled by Attendance GradeQuick system.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using the new Attendance/GradeQuick Electronic system	All Grades All Contents	Administrator & Lead Teacher over GradeQuick	All Instructional Staff responsible for attendance	August 2012 - June 2013	Updates during dept. meetings on using the system	Administration

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:	In 2012, the total number of in-school suspensions was 92. In 2013 the expected number of in-school suspensions is 80. In 2012 the total number of students suspended in school was 75. In 2013 the expected number of students suspended is 65. In 2012 the number of out-of-school suspensions was 434. In 2013 the expected number of out of school suspensions is 380. In 2012 the total number of students suspended out of school was 235 and in 2013 the expected number of students suspended out-of-school will be 195.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
92	80
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
75	65
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
434	380
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
235	195

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	All teachers utilizing it	Implement a school-wide Discipline Plan	Administration	Effectiveness will be determined by number of students receiving Out of School suspension	Administration will review SASSY report, EDW report, and discipline referral report to determine amount of OSS and patterns of behavior.
2	Approval of students by agency	Infuse grant funded/community programs to assist in problem solving alternatives for students	• Administration	Effectiveness will be determined by number of students receiving Out of School suspension	Administration will review SASSY report, EDW report, and discipline referral report to determine amount of OSS and patterns of behavior
3	Implementation by all teachers (buy in)	School-wide positive behavior support (SwPBS) program	* Administration *SwPBS team	Effectiveness will be determined by number of students receiving OSS	Administration will review SASSY report, EDW report, and discipline referral report to

					determine amount of OSS and patterns of behavior
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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
SwPBS Program Professional Development	All Grades All Subjects	Administrators and Lead Teachers (Grade Level Team Leaders)	All Teachers and non-instructional staff	Monthly Grade Level Meetings	Check SASSY report regarding OSS.	Administration

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or</i>	In FY12, approximately on average, 12% of parents participated in school-based activities involving academics. This year the expected level of parent involvement is set at 18%.
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<i>unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
12%		18%			
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	Funding	Establish a Parent Resource Room (PRR) for parents to receive school and community information, resources from outside agencies, and community services that will focus on healthier (emotional/social/physical) lifestyles.	<ul style="list-style-type: none"> Administration Community Resource Person 	Effectiveness of Strategy will be determined by: <ul style="list-style-type: none"> Resource room parent sign in sheet. 	Parents will sign in when using the resource room. Monthly participants will be calculated. Quarterly surveys will be given to parents regarding resourcefulness of PRR.
2	Funding	Implement "Think Globally, Act Locally" Nights SAC meetings for promoting multiculturalism for student/community/parent involvement with the assistance from Business Partner Subway for refreshments.	<ul style="list-style-type: none"> Administration Community Resource Person 	Effectiveness of strategy will be determined by: <ul style="list-style-type: none"> event sign in sheet 	Visitors will sign in when attending meetings. Number of participants will be calculated.
3	Funding	Open communication with parents using Academic Nights, Edline, Student Agendas, and Parentlink.	<ul style="list-style-type: none"> Administration Academic Coaches Community Resource Person Department Chairs 	Effectiveness of strategy will be determined by: <ul style="list-style-type: none"> Academic Nights sign in sheet 	Visitors will sign in when attending academic nights. Number of participants will be calculated.
4	Consistency of student mentors	Implementing the Suncoast/JFK Student Volunteer/mentoring partnership.	<ul style="list-style-type: none"> * Administration * Academic Coaches * CRP 	Review data regarding percentage increase of volunteer hours contributed over the school year.	Report detailing volunteer hours created by the district.
5	Lack of community involvement	Provide training to help parents understand the current SIP. Include opportunities for parents to provide feedback as to the effectiveness of the plan through the SAC.	SAC Chairperson, Administration, CRP	Increased parent participation at SAC meetings	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

The Big 7 Reading Strategies	6-8/Reading	Reading Coach	Parents	September – March 2013	Monitor using sign in sheet	• Administration • CRP
The Writing Process	6-8/LA	Language ARTs Teacher	Parents	September – March 2013	Monitor using sign in sheet	• Administration • CRP
Mathematical Support from Home	6-8/Math	Math Coach	Parents	September – March 2013	Monitor using sign in sheet	• Administration • CRP
Science Support from Home	-8/Science	Science Coach	Parents	September – March 2013	Monitor using sign in sheet	• Administration • CRP
FCAT Parent Nights for reading/math/writing/science	6-8/All Content	Academic Coaches	Parents	January 2013 – March 2013	Monitor using sign in sheet	• Administration • CRP
English Language Learners Parent Training	6-8/All Content	CRP ESOL Teacher LF	Parents	September – March 2013	Monitor using sign in sheet	• Administration • CRP
Parent Compact Review and Single School Culture Parent Involvement	6-8/All Content	Administration CRP	Teachers	November 2012	Monitor using sign in sheet	*Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Establish a Parent Resource Room (PRR) for parents to receive school and community information, resources from outside agencies, and community services that will focus on healthier (emotional/social/physical) lifestyles.	Salary for Community Resource Person (CRP)	Title I	\$42,416.00
			Subtotal: \$42,416.00
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
Implement "Think Globally, Act Locally" Nights SAC meetings for promoting multiculturalism for student/community/parent involvement.	Part-Time in-system; name tags; copy paper; ink-cartridges; toner; color print cartridges; poster paper; parent resource materials/periodicals; tables; chairs; etc.	Title I	\$2,500.00
Open communication with parents using Academic Nights, Edline, Student Agendas, and Parentlink.	Mileage; Travel in-county; food for family nights; postage	Title I	\$1,000.00
			Subtotal: \$3,500.00
			Grand Total: \$45,916.00

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

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

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

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

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

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Establish a Parent Resource Room (PRR) for parents to receive school and community information, resources from outside agencies, and community services that will focus on healthier (emotional/social/physical) lifestyles.	Salary for Community Resource Person (CRP)	Title I	\$42,416.00
				Subtotal: \$42,416.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the volume of reading by offering a variety of genres to students.	Nook Readers; iPads; Digital Book Downloads; Headphones	Title I	\$5,782.26
Reading	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Headphones; microphones for intensive reading core program - Read 180; student computers; colored printers; laser printers; digital cameras; laptops; iPads	Title I	\$3,000.00
Reading	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Tutorial Materials Reading Plus	Title I	\$10,000.00
Mathematics	Incorporate conceptual understanding (the comprehension of mathematical concepts, operations, and relations) into instruction which supports the Big Ideas in the NGSSS and Common Core Standards.	Mobi Pads and/or Interwrite Pads; iPads; Colored Printers; CPS; Smartboards; Clicker upgrades and new; webcams	Title I	\$5,000.00
Science	Teachers will implement weekly labs and incorporate Gizmos computer technology for virtual labs.	iPads; I-TV Units; Color printers; Interwrite Pads; CPS Clickers; printers; Laptops	Title I	\$3,000.00
				Subtotal: \$26,782.26
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Include higher complexity questions during teacher-led discussions.	Professional Books for Book Studies	Title I	\$350.00
Reading	Implementation of interdisciplinary learning.	Out-of-State and In-State Travel including registrations for travel for International Baccalaureate Professional Development	Title 1	\$15,000.00
	Development of rigorous	Registration and Travel for International Reading		

Reading	and relevant lessons and implementation of these lessons in the classroom.	Association Conference and Florida Reading Association Conference	Title I	\$1,000.00
Mathematics	Implementation of a problem-centered instruction in math classrooms which supports the NGSSS Bid Ideas and the Common Core Standards.	Professional Books for Book Study;	Title 1	\$350.00
Mathematics	Creating authentic mathematics learning contexts for students which will connect the math concept/strategy/skill to meaningful context.	Out of State and In State Travel and Registration for NCTM (National Council of Teachers of Mathematics) Conferences; (MAA) Mathematical Association of America Conferences; FAMTE (Florida Association of Mathematic Teachers Educators) Conferences, etc.	Title I	\$1,000.00
Science	Creating authentic science learning contexts for students which will connect the scientific concept to meaningful context.	Professional Books	Title I	\$500.00
Science	Incorporate conceptual understanding (the comprehension of scientific concepts, operations, and relations) into instruction.	NSTA (National Science Teachers Association) Conference; ASTE (Association for Science Teachers in Education) Conference; FAST (Florida Association of Science Teachers) Conference etc.	Title I	\$1,000.00
Writing	Writing Seminars will be implemented monthly that will ensure common language is being used when teaching writing.	Professional books on creative writing and the writing process for book study	Title I	\$219.74
				Subtotal: \$19,419.74

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use data to determine enrichment of skills/strategies and teach in extended day tutorial.	Tutorial	Title I	\$16,250.00
Reading	Implement background building "spot lights" and authentic learning experiences to build students background knowledge	Field Trip Fees and registration costs.	Title I	\$500.00
Reading	Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	Classroom Libraries; Classroom sets of novels	Title I	\$2,000.00
Reading	Implement a school-wide reading program that incorporates reading in all the content areas.	printer cartridges; copy paper; toner; bulletin board paper; colored copy paper; laminating film; 3-hole punch; Chart Paper	Title 1	\$500.00
Reading	Tier 1: Determine core instructional needs by reviewing assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/interventions within 50-minute reading block.	Timers; stop watches; plastic spiral book maker machine; white boards; dry erase markers; electric pencil sharpeners; colored pencils; student spiral notebook; 3-ring folders; pencils	Title 1	\$500.00
		Hands on manipulative;		

Mathematics	Implementation of a problem-centered instruction in math classrooms which supports the NGSSS Bid Ideas and the Common Core Standards.	graphing calculators; graph paper; calculators; colored pencils; materials for chapter projects; chart paper; poster paper; laminating film; copy paper; photo paper; dry erase markers; toner; color print cartridges; white boards; Spiral notebooks; composition books; 3 ring binders; pencils; electric pencil sharpeners	Title I	\$1,000.00
Mathematics	Use data to develop and update Secondary Benchmarks for math and teach in extended day remediation/enrichment tutorial.	Scantron machine; scantrons; Examview response sheets	Title I	\$500.00
Mathematics	Implement a school-wide reading program that incorporates reading in the content areas (mathematics)	Classroom Libraries	Title I	\$500.00
Mathematics	Incorporate conceptual understanding (the comprehension of mathematical concepts, operations, and relations) into instruction which supports the Big Ideas in the NGSSS and Common Core Standards.	Salary for coach	Title I	\$67,588.00
Mathematics	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Tutorial	Title I	\$18,750.00
Science	Teachers will implement weekly labs and incorporate Gizmos computer technology for virtual labs.	Essential Lab Materials; Science Supply Carts; replacement/repair cost/refurbish cost of glassware and lab equipment used for essential labs; refrigerator for cold ingredients; etc.	Title I	\$500.00
Science	Creating authentic science learning contexts for students which will connect the scientific concept to meaningful context.	copy paper; toner; print cartridges; LCD bulbs; colored copy paper; white boards; science dictionaries; 3-ring binders; pencils; Science Fair display boards; electric pencil sharpeners; spiral notebooks, etc.	Title I	\$500.00
Science	Implement a school-wide reading program that incorporates reading in the content areas (science).	Classroom Libraries	Title I	\$500.00
Science	Incorporate conceptual understanding (the comprehension of scientific concepts, operations, and relations) into instruction.	Salary for Coach	Title I	\$67,588.00
Writing	After disaggregating data from PBW assessments, organize and implement before/after/during school tutorials for 8th grade	Tutorial; Part-Time In System	Title I	\$1,250.00

	students who are not achieving proficiency.			
Writing	Writing Seminars will be implemented monthly that will ensure common language is being used when teaching writing.	Chart paper; presentation clicker; spiral notebooks; composition books; colored copy paper; poster paper; manila folders; 3-ring binders; toner; color print cartridges; bulletin board paper; pencils; markers; etc.	Title I	\$500.00
Parent Involvement	Implement "Think Globally, Act Locally" Nights SAC meetings for promoting multiculturalism for student/community/parent involvement.	Part-Time in-system; name tags; copy paper; ink-cartridges; toner; color print cartridges; poster paper; parent resource materials/periodicals; tables; chairs; etc.	Title I	\$2,500.00
Parent Involvement	Open communication with parents using Academic Nights, Edline, Student Agendas, and Parentlink.	Mileage; Travel in-county; food for family nights; postage	Title I	\$1,000.00
				Subtotal: \$182,426.00
				Grand Total: \$271,044.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 11/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Field Trip Registration Fees, School Recognition and Incentives for Academics and Character Counts (behavior); Classroom Projects	\$451.00

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

To support the instructional practices outlined in the School Improvement Plan. Monies will be used for field trips, student recognition and other activities. Teachers will be encouraged to plan and see funds from SAC at the earliest possible date

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District JOHN F. KENNEDY MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	37%	79%	29%	184	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	62%	56%			118	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?	72% (YES)	64% (YES)			136	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					438	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District JOHN F. KENNEDY MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	41%	93%	25%	198	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	55%	63%			118	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?	66% (YES)	67% (YES)			133	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					449	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested