FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JIM ALLEN ELEMENTARY SCHOOL

District Name: Escambia

Principal: Rachel H. Watts

SAC Chair: Jessica Smith

Superintendent: Malcolm Thomas

Date of School Board Approval: 11-20-2012

Last Modified on: 10/29/2012

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)
Principal	Rachel H. Watts	Bachelor's Degree in Early Childhood Education, Elementary; Master's degree in Reading; Educational Leadership Certification; Specialist's degree in Curriculum and Instruction	13	13	1999-2000 School Grade C 2000-2001- School Grade C 2001-2002- School Grade C 2002-2003- School Grade A 2003-2004- School Grade A AYP- No 2004-2005- School Grade A AYP- Yes 2005-2006- School Grade A AYP- Yes 2006-2007- School Grade A AYP- Yes 2007-2008- School Grade A AYP- No 2008-2009- School Grade A AYP-No 2009-2010- School Grade B AYP- No 2010-11- School Grade A AYP-No 2011-12 School Grade B AYP N/A
		Bachelor's Degree			

		Elementary K-8, Master's Degree Curriculum and Instruction, Specialist's Degree Educational Leadership			
Assis Principal	Maureen Cowart		19	1	2011-12 School Grade B AYP N/A

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)
N/A	N/A	N/A			N/A

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	1. Regular meetings of new teachers with the principal and the assistant principal. 2.Partnering new teachers with veteran staff. 3. Placement of practicum and student teachers from P.S.C. and U.W.F. 4.Hire new university graduates. 5. New teacher START program offered by the school district 6. Hire NCLB Highly Qualified Teachers	Principal Assistant Principal	On-going On-going On-going Summer 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
Kindergaten teacher out of field- one ESOL student. Teacher currently working on ESOL endorsement. One day per week gifted enrichment teacher is currently working on gifted certification.	na

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

50	0.0%(0)	16.0%(8)	40.0%(20)	42.0%(21)	52.0%(26)	76.0%(38)	8.0%(4)	12.0%(6)	28.0%(14)

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
Laura Jackson	Katherine Belk	Gifted Enrichment Teachers	Team teaching, planning together, communication through phone calls and e-mail

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

Jim Allen Elementary School receives support through Federal, State, and local programs. Title I funds are used to provide additional personnel at the school level to support the classroom. Services are provided to ensure students requiring additional remediation are assisted through after school programs or Summer Reading Camp.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX)system and our local Student Data Base, we have determined that there are no migrant children at Jim Allen Elementary School.

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals)for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Jim Allen Elementary School, we have identified several homeless students and provided additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget. In the past we used SAI monies to fund our curriculum coordinator position. Now we are using our SAI funds for one Teacher Assistant Special position, one 3.5 hour Teacher Assistant Special position and classroom supplies.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our

school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-12 school year, our district will launched the "Bullying" reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This included salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

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

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all of our high schools.

Career and Technical Education

Our school offers career day for all grade levels. Guest speakers and community workers visit our school to speak to the students. Our 3rd grade and 5th grade students attend the Opera and other performances at the Saenger Theatre.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Rachel Watts- Principal
Maury Cowart- Assistant Principal
Anne Fillingim- Guidance Counselor
Judy Kolinsky- School Psychologist
April Pope- Speech/Language Pathologist
Beth Webb- ESE Teacher
Wynell Gainey- ESE Resource Teacher

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

Principal /Assistant Principal/Guidance Counselor: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff, and communicates with parents regarding school-based RtI plans and activities.
General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier II instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.
ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teacher.
School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.
Speech Teacher: Educates the team in the role of language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.
At Jim Allen Elementary, the faculty is divided amongst various committees/teams. These committees/teams meet often to

discuss information.
At our faculty meetings, the committees/teams often share various information or data on students with special needs.

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

The Leadership Team will meet monthly to engage in the following activities:
Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.
At Jim Allen Elementary, the RTI Problem Solving process is used in developing and implementing the School Improvement Plan by designing the goals/strategies to meet the needs of all students.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) Go Math Assessment
Progress Monitoring: PMRN, CIM Assessments, other researched based assessment
Midyear: FAIR, FCAT Simulation
End of Year: FAIR, FCAT, Go Math Assessment
Frequency of Data Days: Twice a month of data analysis, or as needed
On Going Checklists- Kindergarten, 1st and 2nd grade
On-Going- Study Island

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' planning time and small sessions throughout the school year. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings. Substitute teachers will be provided with Title I funds for teacher conferences with the guidance counselor, school psychologist, and administration. These conferences will provide time to study data and understand the RtI process.

Describe the plan to support MTSS.

Provide substitute teachers for meetings. Utilize SAI funds to purchase Teacher Assistant's to help in the classroom. Assign additional support staff to work with classroom teachers during reading block. Purchase researched based materials to be used with students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

At Jim Allen Elementary School our Literacy Leadership Team is called the Reading Leadership Team. The members include:
Rachel Watts
Dawn Morris
Amanda Hall
Nicole Everette
Maury Cowart

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

The RLT attends professional development activities and shares the information with the faculty and staff. The RLT meets at least once a month to share and discuss best practices in the classroom. The RLT analyzes data uses the data to drive decisions in reading instruction.

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

Increase staff participation in the monthly meetings.
Utilize FAIR, FCAT, Study Island and other reading data to increase student achievement.
Utilize additional support personnel during the reading block.
Use leveled readers for differentiated instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/16/2012)

*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.

Jim Allen Elementary has one VPK class and two ESE Pre-Kindergarten classes. We will provide these students with ample opportunities to make their transition to Kindergarten a smooth process. Some examples are:
* Ride regular or ESE buses to and from school
* Eat breakfast and lunch in the school cafeteria
* Visit places in the school such as the front office, media center, and cafeteria
* Attend school programs and activitites.

*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.

n/a

*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?

n/a

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?

n/a

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

n/a

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:	The percent of all curriculum group students scoring at FCAT Achievement level 3 or above will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010- 66% 2011- 73% 2012- 55%	2012- 74% 2013- 58%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies Purchase electronic check in check out system. Document excused and unexcused tardies and checkouts. Continue to give parents information on attendance, tardies and checkouts. VPK programs will prepare students for Kindergarten Offer parental involvement activities	Principal	Attendance data	Attendance data Kindergarten assessments

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:	No students at Jim Allen Elementary School use the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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	na	na	na	na	na

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:	Jim Allen Elementary School will increase the percentage of students scoring level 4 and 5 by 1 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Curriculum Data 2012-3rd- 51% 4th-61% 5th- 51%	All Curriculum Data 2012-54%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten Offer parental involvement activities	Principal	FCAT test scores	FCAT

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:	No students at Jim Allen Elementary School use the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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	na	na	na	na	na

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:	The percent of all curriculum group students making learning gains will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011	

| | 65% of students made learning gains on FCAT reading. 2012 60 % of students made learning gaines on FCAT reading. | 61% of students will make learning gains on FCAT reading. |

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support</td><td>Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten

Offer parental involvement activities</td><td>Administration</td><td>Analyze data</td><td>Number of tardies and unexcused absences. Beginning of the year Kindergarten assessment. VT referrals</td></tr>
</table>

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:	No students at Jim Allen Elementary School use the Floriday Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>na</td><td>na</td><td>na</td><td>na</td><td>na</td></tr>
</table>

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:	The percent of all curriculum group lowest 25% making learning gains on FCAT reading will remain the same or increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of students in the lowest 25% made learning gains on FCAT reading.	63% or above of students in the lowest 25% will make learning gains on FCAT reading.

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<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td></td><td>Poor attendance Tardies Kindergarten students</td><td>Utilize visiting teacher to increase attendance and decrease tardies</td><td>Administration</td><td>Analyze Data</td><td>Number of tardies and unexcused absences.</td></tr>
</table>

| 1 | beginning school unprepared
Lack of parent support | VPK programs will prepare students for Kindergarten

Offer parental involvement activities | | | Beginning of the year Kindergarten assessment. VT referrals |

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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by five (5) percentage points over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	66	69	73	76	

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:	Sub groups white and black will increase and reach the target AMO in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white=61 black=39	white=67 black=46

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten Offer parental involvement activities	Administration	Analyze Date	Attendance reports Sign In sheets for parental involvement activities

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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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	na
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

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

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:	The AMO target for Students with Disabilities is 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD-15	SWD-24

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students two or more grade levels behind are required to take an on-grade level FCAT assessment	Inclusion Parental Involvement Activities	Administration ESE personnel	Analyze data	Parental Involvment sign in sheets, FCAT scores

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:	The sub group Economically Disadvantaged will increase to the target AMO in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED-49	ED-59

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten Offer parental involvement activities	Administration	Analyze Data	Attendance data, Kindergarten assessment, number of parental involvement activities

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
Linda Harageones-School Data Meeting Nancy Stanley-District Science Specialist Kim Gunn District Reading Verna Smith District Reading	K-5th Reading	Administration	School wide	Pre planning After school Teacher Planning	Grade level meeting with administration Classroom walkthroughs	Rachel Watts Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
A to Z reading books	Title I	Title I	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Title I	Title I	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District based personnel			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Remedial Teacher Teacher Assistant Special	Title I SAI	Title I SAI	$63,000.00
			Subtotal: $63,000.00
			Grand Total: $65,700.00

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. CELLA Goal #1:	No students at Jim Allen Elementary School use the CELLA assessment.
2012 Current Percent of Students Proficient in listening/speaking:	

na

	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	na	na	na	na	na

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:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of all curriculum students will increase by 3% on FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010-85% of students scored 3 or above on FCAT Math. 2011- 82% of students scored 3 or above on FCAT Math. 2011- 58% of students scored 3 or above on FCAT 2.0 Math.	61% of students will score 3 or above on FCAT math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten Offer parental involvement activities	Administration	Analyze Data	Attendance data, FCAT data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	No students at Jim Allen Elementary School use the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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	na	na	na	na	na

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:	The percentage of all curriculum group students scoring levels 4 or 5 in FCAT mathematics will increase by 3%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
2010- 49% of students scored level 4 or 5 on FCAT mathematics. 2011- 40% of students scored level 4 or 5 on FCAT mathematics. 2012-32% of students scored level 4 or 5 on FCAT 2.0 mathematics.	35% of students will score level 4 or 5 in FCAT mathematics.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten Offer parental involvement activities	Administration	Analyze Data	FCAT data, Attendance Data
2					

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:	No students at Jim Allen Elementary School use the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

	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	na	na	na	na	na

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:	The percentage of students making learning gains in mathematics will be 70% or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010-66% of students made learning gains on FCAT mathematics. 2011-56% of students made learning gains on FCAT mathematics. 2012-77% of students made learning gaines on FCAT 2.0 mathematics.	70% or greater of students will make learning gains in FCAT mathematics.
	Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten Offer parental involvement activities	Administration	Analyze Data	FCAT data, Attendance data
2					

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:	No students at Jim Allen Elementary School use the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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	na	na	na	na	na

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:	The percentage of students in the lowest 25% making learning gains in Mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010-64% of students made learning gains in mathematics. 2011-50% of students made learning gains in mathematics. 2012-62% of students made learning gains in mathematics.	63% of students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance Tardies Kindergarten students beginning school unprepared Lack of parent support	Utilize visiting teacher to increase attendance and decrease tardies VPK programs will prepare students for Kindergarten Offer parental	Administration	Analyze Data	FCAT data, attendance data

	involvement activities			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Our school will reduce the achievement gap by 50% by increasing our proficiency in mathematics by five (5) percentage points over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	66	69	73	76	

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:	Sub groups white and black will increase and reach the target AMO in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 65% Black 42%	White-64% Black- 56%

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 parental involvement, Lack of school readiness Poor attendance	Provide parental involvement activities	Administration	Data analysis	Parental Involvment sign in sheets, FCAT data attendance data

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Jim Allen Elementary School does not have any ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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	na	na	na	na	na

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:	The subgroup Students with Disabilities will move towards the AMO goal of 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD-19%	26%

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	Students expected to read FCAT 2.0 that is above their grade level.	Expose students to grade level text. Use inclusion model	ESE teachers	Observation FCAT 2.0 test scores	FCAT 2.0

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:	The subgroup Economically Disadvantaged will reach the AMO expected level of performance on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED-51%	ED-54%

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 parental involvement, Lack of school readiness Poor attendance Provide parental involvement activities Administration Data analysis Parental Involvment sign in sheets, FCAT data attendance data	Provide parental involvement activities	Administration	Data analysis	parental involvement, sign in sheets FCAT data

End of Elementary School Mathematics 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
Linda Harageones-Data Meeting Grade level data meetings Ramona Wright-district Science specialist	all grade levels	Administration	school wide	pre planning after school planning days	observation classroom walkthrough grade level meetings FCAT 2.0 scores	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math workbooks	Title I	Title I	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Title I	Title I	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District based inservice			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After school tutoring	Title I	Title I	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $6,500.00

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:	The percentage of all curriculum group students scoring level 3 or above in FCAT science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010-51% of students scored level 3 or above on FCAT Science. 2011-53% of students scored level 3 or above on FCAT Science. 2012- 44% of students scored level 3 or above on FCAT Science.	45% or greater will score level 3 or above on FCAT Science.
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	Attendance Time in Science Lab with hands on experiments Parental involvement	Provide parental involvement activities, Science Lab Teacher, Utilize visiting teacher for poor attendance	Administration Science Lab teacher	FCAT Science scores, Parent Involvement Sign in sheets	FCAT test scores

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:	Students at Jim Allen Elementary school do not take the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>na</td><td>na</td><td>na</td><td>na</td><td>na</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring level 4 and 5 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2010-11% of students scored level 4 or 5 on FCAT science. 2011- 15% of students scored level 4 or 5 on FCAT Science. 2012- 14% of students scored level 4 or 5 on FCAT Science.	15% or greater will score level 4 or 5 on FCAT science.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Attendance Time in Science Lab with hands on experiments Parental involvement</td><td>Provide parental involvement activities, Science Lab Teacher, Utilize visiting teacher for poor attendance</td><td>Administration, Science Teacher</td><td>Analyze data</td><td>FCAT test scores</td></tr>
</table>

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
1	na	na	na	na	na

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
Science Inservice with Nancy Stanley	3rd, 4th and 5th	Nancy Stanley	3rd, 4th, 5th, ESE, Science Teacher	Pre Planning, 1st semester	District Science Tests, Grade Level Meetings	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	The percent of all curriculum group students scoring level 3 or above will increase by 1% or remain the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011- All Curriculum Group 3 and above 95% 4 and above 84% 2012- 83% of All Curriculum Group 3 and above on FCAT 2.0 4 and above 23% Baseline Data October 2012- 2 0's, 20 1's, 39 2's, 20 3's, 0 4's 5's 6's.	84% of students in the all curriculum group will score level 3 or above.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Involvement Attendance	Increase parental involvement activities, utilize visiting teacher for attendance problems	Administrator	Analyze data	FCAT writing, Escambia Writes data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	No students at Jim Allen Elementary School take the Florida Alternative Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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	na	na	na	na	na

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
Melissa Forney Writing	4th grade	Melissa Forney	4th grade teachers Gifted teacher	Summer 2012	Grade level meetings, student product, FCAT writing scores	Administration 4th grade teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Melissa Forney Writing Conference	Title I	Title I staff development	$1,200.00
			Subtotal: $1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
			Grand Total: $1,200.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance rate at Jim Allen Elementary school will be 95% or greater.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2009-2010 attendance rate- 94.7% 2010-2011 attendance rate- 94.6% 2011-2012 attendance rate- 95.1%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2009-2010 excessive absences- 218 students 2010-2011 excessive absences- 248 2011-2012- excessive absences- 224	200 students

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	2009-2010 excessive tardies- 140 students 2010-2011 excessive tardies- 166 students 2011-2012 excessive tardies- 143 students	130 students

		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	Parent responsibility	Notify parents when students are absent/tardy Utilize new electronic check in check out system.	administraion	Attendance data	Attendance report
2	Important classroom instruction is missed when students are absent/tardy	Notify parents when students are tardy/absent Utilize visiting teacher Deny out of district transfers	Administration	Attendance data	Attendance report

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
na	na	na	na	na	na	na

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School Check In System	Title I	Title I	$1,200.00
			Subtotal: $1,200.00

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:	The number of out of school suspensions will decrease by 5 incidents.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2009-2010- 54 In-School Suspensions 2010-2011- 27 In School Suspensions 2011-2012- 108 In-School Suspensions	50 In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2009-2010- 20 Students with In-School Suspension 2010-2011- 24 Students with In-School Suspension 2011-2012- 49 Students with In-School Suspension	30 students suspended in school
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2009-2010- 49 out of school suspensions 2010-2011- 41 out of school suspensions 2011-2012- 54 out of school suspensions	40 out of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2010- 32 students suspended out of school 2011- 30 students suspended out of school 2012- 34 students suspended out of school	25 students suspended out of school

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Involvement	Provide information for parents on student discipline. Provide a copy of Rights and Responsibilities handbook for all families. Provide a family compact for all families.	Amdinistration Guidance Counselor	Discipline Data	Discipline Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
na	na	na	na	na	na	na

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Jim Allen Elementary School will provide ten or more parental involvement activities during the 2012-13 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2010-11 school year we provided 16 parental involvement activities. During the 2011-2012 school year we provided 16 parental involvement activities.	During the 2012-13 school year we will provide ten or more parental involvement activities.
Problem-Solving Process to Increase Student Achievement				
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parent participation	Advertise parent	Administration	Number of Parental	Parental

		involvement activities in many ways- newsletter, reminder note, phone call, school marquee, school webpage.		Involvement activities offered.	Involvement records.
1					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Orientation	All grade levels	Denise Harper	school wide	September 2012	Volunteer sign in book	Administration

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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Kindergarten and 1st grade Parent Night	Title I Parental Involvement	Title I	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	At Jim Allen Elementary School, digital technology usage will increase.
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 new technology equipment	Purchase 30 ipads for 4th and 5th grade students	Administration Technology Teacher	Classroom observation, use of ipads in the classroom	Observation Student feedback

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
TLG meetings	All grade levels	TLG Leader	school wide	after school, summer training, teacher planning days, pre planning	Use of technology in the classroom	Classroom walk through Teacher feedback

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase 30 ipads and 3 charging stations Mount Projectors in remaining classrooms. Purchase Smartboards for remaining classrooms	Title I, SAI	Title I, SAI	$30,000.00
			Subtotal: $30,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
On going professional development throughout the school year	na	na	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	$0.00
			Subtotal: $0.00
			Grand Total: $30,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	A to Z reading books	Title I	Title I	$200.00
CELLA	na	na	na	$0.00
Mathematics	Math workbooks	Title I	Title I	$2,000.00
Science				$0.00
Writing	na	na	na	$0.00
Attendance	na	na	na	$0.00
Suspension	na	na	na	$0.00
Parent Involvement	na	na	na	$0.00
STEM	na	na	na	$0.00
				Subtotal: $2,200.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island	Title I	Title I	$2,500.00
CELLA	na	na	na	$0.00
Mathematics	Study Island	Title I	Title I	$2,500.00
Science				$0.00
Writing	na	na	na	$0.00
Attendance	na	na	na	$0.00
Suspension	na	na	na	$0.00
Parent Involvement	na	na	na	$0.00
STEM	Purchase 30 ipads and 3 charging stations Mount Projectors in remaining classrooms. Purchase Smartboards for remaining classrooms	Title I, SAI	Title I, SAI	$30,000.00
				Subtotal: $35,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	District based personnel			$0.00
CELLA	na	na	na	$0.00
Mathematics	District based inservice			$0.00
Science				$0.00
Writing	Melissa Forney Writing Conference	Title I	Title I staff development	$1,200.00
Attendance	na	na	na	$0.00
Suspension	na	na	na	$0.00
Parent Involvement	na	na	na	$0.00
STEM	On going professional development throughout the school year	na	na	$0.00
				Subtotal: $1,200.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Remedial Teacher Teacher Assistant Special	Title I SAI	Title I SAI	$63,000.00
CELLA	na	na	na	$0.00
Mathematics	After school tutoring	Title I	Title I	$2,000.00
Science				$0.00
Writing	na	na	na	$0.00

Attendance	School Check In System	Title I	Title I	$1,200.00
Suspension	na	na	na	$0.00
Parent Involvement	Kindergarten and 1st grade Parent Night	Title I Parental Involvement	Title I	$200.00
STEM	na	na	na	$0.00
				Subtotal: $66,400.00
				Grand Total: $104,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʃⁿ Priority	ʃⁿ Focus	ʃⁿ Prevent	ʃ NA

Are you a reward school: ʃⁿ Yes ʃ No

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

No Attachment (Uploaded on 10/17/2012)

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
There were no SAC funds distributed to our school this year.	$0.00

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

The school advisory council assists with the following:
1. providing input to the school improvement plan
2. in the spring, assists with school budget items
3. contributes to the discussion regarding school uniforms
4. provides input on the parent involvement plan through School/Parent Compact.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
JIM ALLEN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	82%	91%	53%	307	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	65%	56%			121	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?	59% (YES)	50% (YES)			109	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District
JIM ALLEN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	85%	73%	51%	280	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	51%	66%			117	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?	40% (NO)	64% (YES)			104	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested