FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: J. D. PARKER SCHOOL OF TECHNOLOGY

District Name: Martin

Principal: Mrs. Mary K. White

SAC Chair: Mrs. April Coleman Day

Superintendent: Mrs. Nancy Kline

Date of School Board Approval: 11/20/2012

Last Modified on: 10/18/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mary K. White	Master's in Educational Leadership, BA in Elementary Education, Certified in Elementary Education and Principal	6	15	Prior school grade A Current school grade B
Assis Principal	Doretta Hale	Certified in Educational Leadership, Master's in Elementary Education. Certified in ESE, Reading, Elem Ed. and ELL	24	16	Prior school grade A Current school grade B

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)
Writing	Janet Good	Master's Degree in Educational Leadership, BAE in Elementary Education and Early Childhood, certified in Elementary Education K-6	12	12	Prior school grade-A, over 90% proficient in writing for the last six years, meeting AYP in writing
Reading	Courtney Beard	BS in Education, BA in Sociaology, Reading and ELL endorsed, certified in Elem. Ed.	12	9	Prior school grade-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. Determine job openings, if any, and review applicants that are highly qualified, experienced teachers of students from diverse populations/Title I schools 2. Review all applications received by the district and forward to principals 3. Offer the Master's degree cohort at a local Title I school to earn their degree from Florida Atlantic University by taking reading classes	Mary K. White Cathy Tedesco	July 2011 Ongoing Ongoing	

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
0	0

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
54	13.0%(7)	22.2%(12)	46.3%(25)	18.5%(10)	44.4%(24)	100.0%(54)	13.0%(7)	5.6%(3)	87.0%(47)

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
Jamie Law	All new teachers	Jamie Law, 3rd grade teacher is a teacher leader at the school. She is working on her Ed.D in Educational Leadership and she ahs taken on the new teachers as part of her program	She will facilitate the monthly new teacher meetings based on the needs of the new teachers.
Jennifer Oliveri and Jennifer McMahon	Nicole Vosters and Lesly Gil	Grade level peers	Weekly PLG Meetings, monthly new teacher meetings
Jean Ferreira and Danelle Roberts	Dorothy Castillo	Grade level peers,	Weekly PLG meetings with the team, monthly new teacher meetings
Brian Hayden	Dorothy Costello	Related Arts teachers	Weekly PLG meetings, monthly new teacher meetings
Maryann Williams	Kathryn Zehnder and Brittney Sapienza	Grade level peers	Weekly PLG meetings, monthly new teacher meetings
Michelle Zainc	Vanessa Whitt	Grade level peers	Weekly PLG meetings, new teacher meetings
PBIS Mentors	Anyone on staff	PBIS experts	All teachers may ask one of the PBIS trained mentors for help with difficult behavior in the classroom. Trained mentors provide behavioral support and assist in the implementation of the PBIS framework school-wide. This could also include training for new teachers.

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

J.D. Parker School of Science, Math and Technology coordinates and integrates all federal, state, and local programs that impact the school:
-Implements research-based resources funded by federal and local funds.
-The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs.
-School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
-Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
-Partnerships are established.
-With coordination and scheduling of instructional programs.
-With implementation of parent information programs.
-Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel.

Title I, Part C- Migrant

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs.

Title I, Part D

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Part D.

Title II

Professional development is directly tied to the SIP and trainings funded with the Title II funds are related to the strategies in the School Improvement Plan

Title III

Title III funds are extended to support English Language Learners at our school through:
-The development and implementation of language instructional software.
-Supplying additional supplemental text written to make content comprehensible to ELLs, while promoting their English language development.
-Supporting family literacy, parent outreach and training activities designed to assist parents to become active participants in the education of their children.
-Improving instructional delivery with ELL focused professional development for teacher and paraprofessionals.

Title X- Homeless

Brochures and referrals for parent and student support from the guidance department, school nurse and school personnel support the efforts of Title X.

Supplemental Academic Instruction (SAI)

SAI funds are used to fund certified teachers who work with students in grades 3-5. All tutors are certified, highly qualified teachers and work with research-based intervention materials.

Violence Prevention Programs

The Drug Abuse Resistance Education (DARE) is implemented in 5th grade and is provided with a partnership with the Martin County Sheriff and the School District.
The research-based program Steps to Respect, an anti-bullying program, is used in grades 3-5. In primary classrooms, Peacemaking Skills (I-Care Cat) is used.
The Wise Skills and Character Counts programs are used by the guidance staff. Project Wisdom is used by the principal and directed toward all students on a daily basis via the closed circuit television.

Nutrition Programs

Cooperation between the University of Florida Extension Office and the Martin County Health Department provides nutrition education to the JDP primary grade students. Nutrition information is sent for dissemination to students through the School District's Food and Nutritional Services Department. In addition, the Fresh Fruit and Vegetable grant is provided by the state of Florida for students to receice a fressh fruit or vegetable daily. Weekly nutrition tidbits are sent out by the cafeteria manager.

Housing Programs

NA

Head Start

Head Start collaborates and coordinates with elementary schools to provide quality services for its students through the transition plan, Head Start self-assessment and recruitment of students. Shared services for facilities and maintenance are provided by the elementary schools where programs are co-located. The Head Start program at JDP is next door.

Adult Education

An adult education program is available on the campus adjacent to our campus. Parents and community members are able to receive training and GED courses at this facility.

Career and Technical Education

Career awareness and exploration is integrated in Guidance Counselor lessons throughout the school year.

Job Training

An adult education program is available on the campus adjacent to our campus. Parents are able to receive training at this site.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mary White, Principal
Dodie Hale, Assistant Principal
Christine Cline, MTSS Coach
Emily Gallo, Guidance Counselor
Tammy Nolan, Guidance Counselor
Patty Cooper, Mainstream Consultant
Courtney Beard, Reading Coach
Janet Good, Writing Coach
Susan Mason, School Psychologist

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

The MTSS Leadership Team meets bi-monthly to discuss concerns in regards to struggling students and to help design intervention plans. The purpose of the team is to be an effective problem-solving group that:
- Assesses teachers' concerns related to student academic and/or behavioral difficulties
- Identifies student strengths, interests, and talents
- Reviews baseline data
- Sets projected outcomes and methods for measuring progress
- Designs specific intervention plans
- Reviews and monitors intervention plans
- Develops a plan to communicate plan/results with parents

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?

Members of the RtI Leadership Team also serve on one of the core content FCAT School Improvement goals. Member's primary role is to ensure that they are meeting the needs of students who may be struggling academically or behaviorally. These needs are addressed through the school improvement plan where possible. Student data is analyzed to identify those who need interventions and additional support. Once students are identified, strategies are matched to support achievement.

MTSS Implementation

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

Several data based systems are used to summarize tiered data:

1. The Performance Matters program allows for the identification of students who are struggling with grasping concepts related to FCAT sub skills. Each benchmark assessment will provide data that may be used to identify students.

2. Grade level teachers use an Item Analysis Collection Tool to collect information related to mini assessments and other classroom observations.

3. The RtIB data collection program which is managed by the University of South FLorida, allows administration and the MTSS team and faculty to review data related to student discipline and behavior. This data is also reviewed on a bi-monthly basis, which allows for immediate identification and intervention planning.

4. Data management system is the PMRN data collection that is designed to chart progress for the FAIR assessment and ORF scores. This allows the MTSS team members and reading teachers to identify the weaknesses and strengths of students in reading skills, which permits the opportunity for immediate implementation of intervention strategies.

Describe the plan to train staff on MTSS.

- During the pre-school days, all staff members will view a PowerPoint presentation which outlines the purpose of MTSS, the implementation process, and strategies that may be useful.

- Students on Tier II were identified for staff
- Staff brainstormed interventions for Tier II
- Staff reviewed school-wide PBIS program as a Tier I intervention for all students

Describe the plan to support MTSS.

The MTSS/RtI coach as J.D. Parker will support and facilitate the implementation of the MTSS/RtI problem solving process. In addition, MTSS/RtI team members will carry out the dutires that are necessary to target students in need of academic and behavioral support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT meets to discuss relevant student data, monitor progress of students both in academics and behavior. The members of the LLT include:
Mary White, Principal
Dodie Hale, Assistant Principal
Courtney Beard, Reading Coach
Janet Good, Writing Coach
Chris Cline, MTSS/RtI Coach
Patty Coooper, Mainstream Consultant
Emily Gallo, Guidance Counselor
Tammy Nolan, Guidance Counselor

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

The LLT meets about once a month to review literacy and other data of the students in the school. The data represents Fountas and Pinnell data, Benchmark Test data, Leveled Literacy Intervention data, MAth Triumphs and the Comprehension Strategies Assessment. The members of the team examine interventions of students not meeting grade level benchmarks and plan accordingly for interventions and managing the intervention staff.

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

The team ensures Fountas and Pinnell testing, Comprehension Strategies Assessments, interventions and progress monitoring are being completed with fidelity. Additional initiatives include monitoring the language acquisition skills of incoming kindergarten skills. The team also examines all academic data.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 8/28/2012)

*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.

JDP hosts a parent night for incoming kindergarten students coming from the School Districts' Head Start and VPK programs. The principal hosts the meeting and information about the school is distributed. In addition, local day care centers arrange for tours for their incoming kindergarten students. A kindergarten registration period opens at the school and parents are able to tour the school as well as receive information about its programs. Parents and students are invited to a kindergarten screening process prior to the kindergarten year. Parents and students are invited to the annual Open House and Title I meeting. Parents receive information from the teacher and the principal. Gertrude Walden is a child care center funded with community support within the East Stuart community. Gertrude Walden is a a feeder pre-school. J.D. Parker shares professional development and support in transitioning students to kindergarten. JDP provides breakfast and lunch for the students and a relationship exists with the administrators to serve the community. JDP shares resources and personnel when necessary.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Overall
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Grade 3 proficient 56% (60) Grade 4 proficient 57% (48) Grade 5 proficient 45% (38)	The percentage of students in grades 3, 4, and 5 achieving proficiency will be: 3rd grade 65% (54) 4th grade 65% (62) 5th grade 52% (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	Teacher knowledge of differentiation/small group instruction	Continue to train teachers to use small group instruction and differentiation for students not mastering standards Train teachers to use assessments (Fountas and Pinnell) to inform instruction FAIR data monitoring Comprehension Strategy Assessment monitoring Continue to use the mentoring/tutoring support of community groups including the Four Cs tutors	Administration, coaches	Benchmark Test scores, FAIR data, Achieve 3000 Assessments, Fountas and Pinnell	2013 FCAT scores
2	Students needing extra time to learn	Use morning and after school tutoring as an extension of time for students not meeting standards Consider high-interest, academic after school clubs to attract attendance	Administration	Tutoring attendance, Benchmark Test Scores	2013 FCAT scores
3	Lower performing students have a low working memory	Participate in a world-wide study on the impact of brain activites ad provided by Lumosity, Inc.	Countney Beard, reading coach	Pre and Post assessment	The results of the post test--the Brain Power Index score (BPI)
	Connection of assessment to instruction	Analyze and monitor student data including Fountas and Pinnell,	Literacy Leadership Team	Increased progress monitoring scores as monitored by the LLT	Progress monitoring scores

#		Strategy	Responsible	Monitoring	Evaluation
4		Benchmark Test Data, Comprehension Strategies Assessment, and other monitoring tools Train teachers in CAFE (Comprehension, Accuracy, Fluency and Enriching Vocabulary), part of The Daily Five			
5	Using assessment to inform instruction	Use Fountas and Pinnel data to inform instruction Use Early Release and Grade Level Meetings to instruct teachers on the Fountas and Pinnell Literacy Continuum and other components of the program	Administration, Courtney Beard	LLT meetings, RtI meetings, PLG meetings	FCAT reading, Fountas and Pinnell data
6	Staff knowledge of instructional strategies that work for students at JDP	Continue staff development in the area of Inquiry-Based Learning and Reading/Writing Workshop Provide focused reading strategies for K, 1 and 2 teachers Provide training for staff in evidenced-based practices Continue job-embedded professional development where teachers are practicing and observing teaching as a craft	LLT, Reading Coach, Writing Coach, Leadership Team	PLG weekly notes	Progress monitoring scores
7	Time for intensive interventions for students	Use 30 minute intervention time to meet academic needs of students Use Leveled Literacy Instruction for students in the MTSS problem solving process. Use available staff including, Media Assistant	Administration	Increased progress monitoring scores	Benchmark tests, FCAT, LLI Progress Monitoring data
8	Knowledge of Common Core Standards, text complexity	Use PLG meetings to allow teachers to work with the text complexity within the Common Core Standards. Continue PD on Common Core Standards as it relates to text complexity and close reading Continue PD on Marzano's evaluation tool as it relates to instruction Students will use Achieve 3000 twice weekly for non fiction text reading and text complexity	LLT	PLG Meeting notes, teacher growth as measured by Marzano evalaution tools	2013 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	FAA students have intense academic needs
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% proficient (14)	100% (12)

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	Intensive instruction and high level support in cognitive ability	Utilize Unique Learning Systems	Patty Cooper, Mainstream Consultant	Built in assessment in Unique Learning Systems program	2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The amount of students scoring above proficiency needs to increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring Level 4 and 5: 3rd grade 31% (32) 4th grade 25% (21) 5th grade %29 (24)	The percentage of 3, 4 and 5th grade students scoring Levels 4 and 5 will increase by five students in each grade level. 3rd grade 40% (33) 4th grade 32%(31) 5th grade 35% (42)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional time for enrichment	Use morning camps to offer enrichment for Level 4 and 5 students	Administration	Attendance at additional enrichment times, Benchmark scores	2013 FCAT scores
2	Differentiated materials	Use Achieve 3000, a lexile-based, computerized, nonfiction reading program for students in grades 3-5 Provide nonfiction leveled readers for all grades	Administration and LLT	Benchmark tests, Fountas and Pinnell levels	2013 FCAT scores
3	Students reading non fiction text of on level text complexity	Purchase and use Achieve 3000, a lexile-based non fiction reading program for all 3rd-5th grade students	Administration	Use of program	2013 FCAT Reading Data
4	Enriched vocabulary for all students	Continue use of the Elements of Reading vocabulary program as well as additional vocabulary strategies to teach Tier 2 vocabulary words, words found in	Administration	Elements of Reading writing log use, CWT	2013 FCAT Reading data

		literature and readings		

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:	FAA students have intensive academic needs
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (12) scored level 7 or above on the 2012 FAA in reading.	85% (10) will score Level 7 or above on the 2013 FAA 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
1	Students need intense level of support	Utilize Unique Learning Systems	Patty Cooper, Mainstream Consultant	Built in content and skills assessments for each unit	2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	There was an increase of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (193) of students made learning gains in reading	80%(214) of students will make learning gains

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	Differentiated materials for students	Provide Achieve 3000 for students in grades 3-5	Mary White, Principal	Use of the program	2013 FCAT scores
2	Provide interventions to students not meeting core standards	Use intervention teacher for LLI Use paraprofessionals for additional research-based intervention strategies Use Exceptional Student Education staff for intensive interventions	Mary White, Principal Leadership Team	MTSS/RtI meetings	Student progression data
3	Students need additional time to learn materials and students have a need for intensive intervention	Provide after school tutoring to students not meeting proficiency or making learning gains	Administration	Increased progress monitoring scores	2013 FCAT Reading data
	Staff knowledge of instructional strategies to yield positive	Use Fountas and Pinnell data to inform instruction	Courtney Beard, Administration, Tracey Miller	data meetings to review data, PD offerings	Fountas and Pinnell data, FCAT reading tests

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	achievement results	Continue staff development of Inquiry-Based Learning in Reading/Writing Workshop Provide training for staff on evidenced-based practices and use Hattie's work for PD			
5	Exposure to non-fiction materials	Provide Achieve 3000 for all 3rd -5th grade students for non-fiction instruction and intervention Work with Literacy consultant Heidi Mills to teach teachers reading strategies to handle the rigor of non-fiction text	Administration	Purchase of program, use of program Staff use of strategies	2013 FCAT Reading data
6	Lower quartile students in 3rd grade looping with their teachers. The teachers know the students, but they need support to know the standards	Monitor/provide support for classrooms participating in looping (grades 2 and 3)	Administration, Courtney Beard	Modeling completed in classrooms, weekly grade level meetings,	3rd grade FCAT scores
7	Additional personnel to help with lower quartile students	Hire an intervenionist to help with students not reading on grade level	Administration, Title I	Intervention log	FCAT scores
8	Books/materials at home	Provide books to students three times per year with the RIF program	PTO	Parent Involvement events	Signed agreement with RIF and PTO

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:	Alternate Assessment students are performing at a high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (14) students are proficient in reading on the reading FAA	100% (12) of the students will make learning gains on the FAA 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
1	Cognitive delays and lack of independent skills	Train the teaching staff on the Unique Learning Systems. Differentiate the three levels of the plan of the Unique Learning Systems to reach the varying level of cognitive ability	Patty Cooper, Mainstream Consultant	Built in assessments	2013 FAA 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:

	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	A large increase of the lowest quartile made learning gains.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	83% (57) of students in the lowest 25th percentile made learning gains in reading	85% (57) of students in the lowest 25th percentile will make learning gains in reading

<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>Students need additional time with material</td><td>Before and after school camps</td><td>Dodie Hale, Assistant Principal</td><td>Benchmark testing, Fountas and Pinnell data, Comprehension Strategies Assessment, Math Triumphs data</td><td>2013 FCAT scores</td></tr>
<tr><td>2</td><td>Additional time for learning. Some students need more time</td><td>Students in the lowest 25th percentile will attend after school tutoring</td><td>Administration</td><td>Increased progress monitoring scores</td><td>FCAT reading test learning gains</td></tr>
<tr><td>3</td><td>Students reading one to one and a half years behind grade level are in the lowest 25th percentile</td><td>Use Leveled Literacy Intervention for students in 1st through 3rd grade reading one or more years behind in reading

Purchase LLI Red to use with 3rd grade students.</td><td>Courtney Beard, Administration</td><td>Running records</td><td>FCAT reading test</td></tr>
<tr><td>4</td><td>Knowledge of skill deficits of students in the lowest quartile</td><td>Analyze school wide data to assess skill deficits</td><td>Administration</td><td>Data walls, progress monitoring tools</td><td>FCAT reading score</td></tr>
</table>

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 # The target AMO for Reading was 53%. The reading target was met 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	53	58	62	66	

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:	Students not making AMO in reading are the subgroups of White and Students with Disabilities. All other subgroups made AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% AMO--Black (38% was the target) 45% AMO--Hispanic (43% was the target)	AMO Targets for subgroups Black 42% Hispanic48%

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	Proficiency data for sub group populations	Use before and after school tutoring as a way to lengthen the school day for students Brainstorm with the SAC and other parents, teachers and students about ideas for increasing achieving for Black students and other subgroups	Administration	Benchmark scores, progress monitoring tools	2013 FCAT Test data
2	Many Hispanic/ELL students are not meeting proficiency in Reading in Math	Use before and after school tutoring as a way to lengthen the school day for students	Administration	Benchmark scores, progress monitoring tools	2013 FCAT scores, AMO data
3	Students in multiple subgroups need additional time to learn material.	Invite subgroup participation in before and after school tutoring Offer SES tutoring for all students on Free and Reduced lunch Work with the Boys and Girls Club to discuss common needs	Administration	Increased progress monitoring scores	AYP Data
4	Lack of parent participation, repressed home environments	Analyze data to assess and determine skill deficits	Administration	Grade level/data meetings, weekly PLG meetings data walls participation	2012 FCAT Data
5	Student motivation, parent participation, time for teachers	Use best practices and increased inquiry approach for students in low performing subgroups	Administration, consultants	Progress monitoring tools	AYP Data
6	Students and teacher need to use high interest, non-fiction reading material in their native language	Use Achieve 3000, a lexile-based nonfiction, computer-based reading program for all 3rd-5th grade students	Administration	Participation in the program	AYP Data, 2012 FCAT Data
7	Students need additional time to learn reading skills	Use 30 minutes of daily intervention time	Administration	Use of intervention time, CWT, progress monitoring tools	AYP and FCAT test data
8	Intensive intervention materials that are research-based	Use Leveled Literacy Intervention for students in 3rd grade that are reading more than one year behind grade level. In addition, providing LLI for first grade students	Courtney Beard, Administration	Running Records as part of the program	AYP 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 reading. Reading Goal #5C:	ELL students are meeting AMO in reading. One factor that is guiding thinking is that students are coming into kindergarten not speaking English and this is causing students to be behind every year of their schooling.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% of ELL students are making AMO in reading. (target was 35%)	41% of ELL students will make AMO 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
1	Many ELL students--are not proficient in reading and Math. Number of proficient students are increasing	Use the Academic Intervention teacher and the MTSS team to monitor ELL students not meeting grade level standards	Administration	FAIR data, IPT data, Benchmark Test data	CELLA and 2013 FCAT data
2	Kindergarten students may have a deficiency in receptive or expressive language	Use ELL paraprofessionals, reading, and writing coach and the RtI team to monitor these students and see where gaps in language can be filled Train kindergarten teachers in a language intervention program and other language intervention materials	Administration, Coaches, Kindergarten teachers	ESI-K, FLKRS data, FAIR data, language testing results	CELLA test data 2013 Promotion data Mondo language program progress monitoring and evaluation system
3	ELL students not having a strong background in phonics	Use Leveled Literacy Intervention for students in grades 1-3 as an intensive intervention	Courtney Beard, Reading Coach and Administration	Use of programs, Running Records	AYP Data
4	Minimum use of language acquisition materials	Use Imagine Learning materials software for NES and LES students	Dorothy Castillo, Classroom Teachers	Monthly monitoring turned in to the Title I office	FCAT and AYP Data
5	Many kindergarten students not speaking English	Work with the RtI team and the ELL paraprofessionals to target the kindergarten ELL students	ELL paraprofessionals, Administration	Strategies for ELL Kindergarten students	Promotion to 1st grade data, IPT data
6	Lack of materials available at students to use at home	Work with the Parent Resource Center to have students check out materials for use at home	Parent Resource Center, Administration	Faculty meeting sign in, use of prescriptions for the Parent Resource Center	Use of the Parent Resource Center
7	Limited English language use at home and in school with peers	Provide student mentors to students Have ELL paraprofessionals stay in communication with parents to see what needs are in the home to use English and to promote the Parent Resource Center	ELL paraprofessionals, Administration	Progress monitoring for ELL students	IPT test results

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:	Students with Disabilities are making some progress, although not meeting AMO in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (39% was the target)of SWD are meeting AMO in reading.	44% of SWD will make AMO in reading.

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	SWD students not meeting AYP in Reading and Math and the students need additional time	Use before and after school tutoring times so that SWD can have additional time with materials	Administration, Leadership Team, Mainstream Consultant	FAIR data, Brigance data, Benchmark Test data	2013 FCAT Data
2	Some SWD need more intensive services	Use Support Facilitation, co-teach models and some resource pull out so that students get the services they need	Patty Cooper, Mainstream Consultant	Fountas and Pinnell data, Math Triumphs data	2013 FCAT Data
3	Support Facilitation time	Continue the support facilitation model for students taking the FCAT test	Administration, Patty Cooper, Mainstream Consultant	Progress monitoring scores	FCAT Reading test
4	Additional time for students	Invite SWD to after and before school tutoring	Administration	Progress monitoring scores	Benchmark 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students in the ED subgroup made AMO in reading. The students that are Economically Disadvantaged fall into multiple subgroups. When students in this category it affects the bulk of the subgroups. A decrease from the year before indicates that the number of ED students are increasing and more academic deficits exist.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of ED students made AMO in reading. (Target was 44%)	49% of ED students will make AMO 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
1	Multiple skill deficits and time to address all of the needs	Analyze data to assess skill deficits and to identify strategies to meet students' needs	Administration	Data walls, grade level/data meetings, progress monitoring tools, use of the school's leadership team to visually represent students not performing in the core and the ensuing interventions	FCAT Reading test
2	Students often need additional time to learn material and have practice time with material	Use before and after school tutoring to address skill deficits in these students Offer students on free and reduced lunch the opportunity to receive Supplemental Educational Services (SES)	Administration, Title I office	Increase progress monitoring scores	FCAT Reading test

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
Reading Strategies	All	Florida Reading Association	One teacher per grade level and coaches	October, 2012	PLG meetings and training	Coutney Beard, reading Coach
Achieve 3000	teachers in grades 3-5	Achieve 3000	grades 3-5	September 2012	Use of program	Mary White, Principal
Reading Strategies--Reading record Analysis and Continuum work, Common Core implementation and exemplar study, Oral language, shared reading, read aloud with accountable talk, LLI, Word study, Leveled reader Text characteristics,	All	Courtney Beard	All teachers	Ongoing	PLG Meetings, Early Release Trainings,	Courtney Beard, Reading Coach
Lumosity Training	3-5th grade teachers	Courtney Beard and Suzan Mason, schoool psychologist	grade 3-5 teachers	Ongoing	Pre and post test, use of the program, participation in the study	Courtney Beard, Reading Coach
Continue to provide teachers with PD opportunities at workshops/conferences to bring back information and training to teachers	All	Courtney Beard, Reading Coach	all teachers	FRA Conference in October, 2012	PD offered in small and whole group	Mary White, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
LLI Red Kit	leveled Literacy Intervention for 3rd and 4th grade students	Title I	$4,500.00
Mondo, Let's Talk About it Oral Language Program	Oral Language Program	Title I	$600.00
LLI Materials	Leveled Literacy Intervention Materials	Title I	$4,000.00
Exemplar like texts	Common Core Exemplar like texts for K-5	Title I	$6,000.00
Interactive shared reading materials	To use materials in primary classrooms	Title I	$1,500.00
Comprehension based intervention for 2-5 grade students	Anchor Comprehension program	Title I	$2,000.00
use of an intervention teacher	Intervention teacher	Title I	$30,000.00
Support for students and teachers	Writing and Reading coach	Title I	$150,000.00
Leveled Literacy Intervention	Media Assistant to help with LLI	Title I	$9,000.00
			Subtotal: $207,600.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Technology,web-based program	Title I	$14,500.00
Education City	Technology, web-based program	Title I	$3,700.00
Brain Pop	Technology	District Software money	$1,500.00
Succes Maker	Technology Program	Title I	$3,700.00
			Subtotal: $23,400.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Florida Reading Association Annual Conference	PD	Title I	$4,500.00
Achieve 3000 Training	PD	Title I	$0.00
Common Core Training--Text complexity	PD	Site	$0.00
Fountas and Pinnell reading record analysis and continuum work	PD	Site	$0.00
Common Core Exemplar Like text study	PD	Site	$0.00
Oral Language/Shared Reading/Interactive Reading	PD	Site	$0.00
Leveled Literacy Intervention Training	PD	Site	$0.00
Interactive read Aloud with Accountable Talk	PD	Site	$0.00
Word Study Training	PD	Site	$0.00
Leveled reader Text Characteristics	PD	Site	$0.00
Possible other workshops and meetings/conferences	Conferences	Site	$4,000.00
			Subtotal: $8,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $239,500.00

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:	ELL students need intensive intervention and high quality instructional experiences in listening and speaking

2012 Current Percent of Students Proficient in listening/speaking:

Kindergarten--15% (5)
1st grade--50% (15)
2nd grade--73% (19)
3rd grade--32% (6)
4th grade--59% (10)
5th grade--56% (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	Language Barriers	Continue to use Imagine Learning as an intensive strategy for ELL students Monitor their success in the core isntructional program	Mary White, Dodie Hale, Margarite Ortiz	Imagine Learning data Other school-wide progress monitoring tools	2013 CELLA by grade level
2	Teacher knowledge of appropriate strategies	Continue PD in instructional strategies for ELL students	Courtney Beard, Reading Coach Mary White, Principal	Progress monitoring tools	2013 CELLA data
3	Expressive and receptive language deficits	use the Joliet Language Screener to test recepive and expressive to assess Kindergarten students and provide interventions as needed	Courtney Beard, Chris Cline	Progress monitoring tools in the Oral Language program	2013 CELLA data and Joliet post test

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:	ELL students struggle with grade level proficiency in reading.

2012 Current Percent of Students Proficient in reading:

Kindergarten--0% (0)
1st grade--20% (6)
2nd grade-- 58% (15)
3rd grade-- 5% (10
4th grade-- 41% (7)
5th grade-- 44% (7)

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:	ELL students struggle with writing conventions and grade level usage.

2012 Current Percent of Students Proficient in writing:

Kindergarten-- 0% (0)
1st grade-- 25% (70
2nd grade-- 81% (21)
3rd grade-- 0% (0)
4th grade-- 47% (8)
5th grade-- 44% (7)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	% () students in grades 3, 4, and 5 made proficiency in math. This is an increase from the 2010 administration (%). The third grade students went from % to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 71% (77) Grade 4 49% (41) Grade 5 44% (37)	Grade 3 77% (64) Grade 4 56% (54) Grade 5 51% (45)

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	Teacher knowledge of differentiation/small group instruction	Continue to train teachers to use small group instruction and differentiation for students not mastering standards Train teachers to use assessments (Fountas and Pinnell) to inform instruction FAIR data monitoring Comprehension Strategy Assessment monitoring Continue to use the mentoring/tutoring support of community groups including the Four Cs tutors	Administration, coaches	Benchmark Test scores, FAIR data, Achieve 3000 Assessments, Fountas and Pinnell	2013 FCAT scores
2	Students needing extra time to learn	Use morning and after school tutoring as an extension of time for students not meeting standards Consider high-interest, academic after school clubs to attract attendance	Administration	Tutoring attendance, Benchmark Test Scores	2013 FCAT scores
3	Lower performing students need intensive remediation and intervention	Support facilitators will use the pre and post assessment of Math Triumphs intensive intervention program	Patty Cooper, Mainstream Consultant, Mary White, Principal, Angel Olivieri, ESE teacher	Pre and post assessment	2013 FCAT scores
	Teachers need to make the connection from professional development to the FCAT Math test and how it is structured	Steve Layson, district math coordinator to share current math information with teachers	Adminstration	Increase in Benchmark tests, lesson plans, new standards implementation	FCAT Math test, District Benchmark Tests

		Analyze current student data to determine skill deficiencies. Teachers will determine lowest 35%ile for each of those skills District staff will help teachers to analyze data, item analysis and content limits of the FCAT Test Specifications to increase teacher awareness Provide training for staff on evidenced-based practices Use the training learned at LMSI to help teachers with effective instruction in math and science			
4					
5	Students need to receive appropriate math intervention	Use the Triumphs Math Intervention Tools to problem solve struggling students	MTSS Team	Math Triumphs data	End of year math test

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:	FAA students have intensive math skill needs
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (13) were proficient on the 2012 FAA in Math	92% (11) will be proficient on the 2013 FAA in Math

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intensive instruction and high level support in cognitive ability	Utilize Unique Learning Systems	Patty Cooper, Mainstream Consultant	Built in assessment in Unique Learning Systems program	2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The school saw an increase of students in Level 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring Level 4 or 5 on the 2012 Mathematics FCAT test: 3rd grade 31%% (33) 4th grade 24% (20) 5th grade 18% (15)	3rd grade 38% (32) 4th grade 27% (26) 5th grade 25% (25)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional time for enrichment	Use morning camps to offer enrichment for Level 4 and 5 students	Administration	Attendance at additional enrichment times, Benchmark scores	2013 FCAT scores
2	Differentiated materials	Use Achieve 3000, a lexile-based, computerized, nonfiction reading program for students in grades 3-5 Provide nonfiction leveled readers for all grades	Administration and LLT	Benchmark tests, Fountas and Pinnell levels	2013 FCAT scores
3	Teachers need to use strategies that engage the advanced level learner	Use math problem solving program for enrichment for advanced students	Administration	Lesson plans, Benchmark tests	FCAT Math test

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:	A large percentage of FAA students are successful.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (11) students achieved level 7 or above on the 2012 Math FAA.	80% (10) students will be proficient on the 2013 FAA in Math

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need intense level of support	Utilize Unique Learning Systems	Patty Cooper, Mainstream Consultant	Built in content and skills assessments for each unit	2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	An increase of students made learning gains in math in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (127) of students made learning gains in mathematics.	60% (160) students will make learning gains in mathematics.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Provide interventions to students not meeting	Use intervention teacher for LLI	Mary White, Principal	MTSS/RtI meetings	Student progression data

		core standards	Leadership Team		
1		Use paraprofessionals for additional research-based intervention strategies Use Exceptional Student Education staff for intensive interventions			
2	Students need additional time for learning material	Invite students to before and after school math camp	Administration	Benchmark testing	FCAT Math test
3	Teachers need to know what mathematical skills are deficits	Analyze current student data to determine skill deficiencies Teachers will analyze their lowest 35%ile for the standard that they are working on	Administration, teachers	Benchmark testing	FCAT Math test

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:	A high number of students are proficient on the FAA in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (14) of students are proficient on the FAA in Math	100% (12) will be proficient on the FAA in 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	Cognitive delays and lack of independent skills	Train the teaching staff on the Unique Learning Systems. Differentiate the three levels of the plan of the Unique Learning Systems to reach the varying level of cognitive ability	Patty Cooper, Mainstream Consultant	Built in assessments	2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The amount of students in the lower quartile in math did not make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (26) of students in the Lowest 25% are making learning gains in mathematics.	50% (34)of students in the Lowest 25% will make learning gains in mathematics.

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		Students need additional time with material	Before and after school camps	Dodie Hale, Assistant Principal	Benchmark testing, Fountas and Pinnell data, Comprehension Strategies Assessment, Math Triumphs data	2013 FCAT scores
2		Lack of parent participation in students that are low performing	Students in the lowest 25th percentile will attend after school math tutoring	Administration	Benchmark tests	FCAT Math test
3		Student motivation, lack of esteem when it comes to math	Hire an interventionist to help students in the lowest 25th percentile to make achievement gains	Title I, Administration	Interventionist logs	FCAT Math test learning gains
4		Multiple skill deficiencies, time to address all of the deficiencies	Use classroom data/Lowest 35%ile data student data to determine skill deficiencies and the strategies that will address student need	Teachers, Administration	Benchmark tests	FCAT Math test
5		Students need additional support for learning	Offer SES tutoring to students on free and reduced lunch	Title I, Administration	Participation in the SES program	FCAT Math test
6		Students behind in math skills	Use the Math Triumphs Intervention program to enable students of all subgroups to catch up with peers	MTSS/RtI, Intervention Teacher, Coaches	Use of the program, MTSS/RtI monitoring, Benchmark Test data	2012 FCAT Math data

---

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 #
	58% of students scored satisfactory in Math, the target AMO was 62%
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	58	62	66	70	

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:	The subgroups not meeting AMO in Math: Black, White, SWD and ED.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 72% (74% was the goal) Black 45%% (51% was the goal) Hispanic 55% (55% was the goal)	Expected AMO goals White 74%% Black 56% Hispanic 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
	Proficiency data for sub group populations	Use before and after school tutoring as a way	Administration	Benchmark scores, progress monitoring tools	2013 FCAT Test data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		to lengthen the school day for students Brainstorm with the SAC and other parents, teachers and students about ideas for increasing achieving for Black students and other subgroups			
2	Many Hispanic/ELL students are not meeting proficiency in Reading in Math	Use before and after school tutoring as a way to lengthen the school day for students	Administration	Benchmark scores, progress monitoring tools	2013 FCAT scores, AMO data
3	Students need additional time and support for learning	Invite students in all subgroups to attend before and after school tutoring camps	Administration	Benchmark tests	FCAT Math test
4	Students need additional and increased critical thinking skills for students	Use problem solving strategies with students in all subgroups and grade levels	Administration, classroom teachers	Lesson plans, use of program	FCAT Math test

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:	ELL students met AMO in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AMO in Math 52% (The target was 49%)	AMO Target for 2013 is 53%

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	Many ELL students--are not proficient in reading and Math. Number of proficient students are increasing	Use the Academic Intervention teacher and the MTSS team to monitor ELL students not meeting grade level standards	Administration	FAIR data, IPT data, Benchmark Test data	CELLA and 2013 FCAT data
2	Kindergarten students may have a deficiency in receptive or expressive language	Use ELL paraprofessionals, reading, and writing coach and the RtI team to monitor these students and see where gaps in language can be filled Train kindergarten teachers in a language intervention program and other language intervention materials	Administration, Coaches, Kindergarten teachers	ESI-K, FLKRS data, FAIR data, language testing results	CELLA test data 2013 Promotion data Mondo language program progress monitoring and evaluation system
3	English skills of ELL students, not understanding what is being asked	Use Imagine Learning to increase the English speaking skills of ELL students	ELL staff	Imagine Learning logs	FCAT Math test
4	ELL students need additional time with mathematics	Invite ELL students to before and after school math camps	Administration	Tutoring attendance	FCAT Math test
	Students need a greater	Use problem solving	Classroom teachers	CWT, use of program	FCAT Math test,

5	understanding of math concepts	strategies with ELL students			AYP 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD is not meeting AMO in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AMO in Math 44% (expected target was 51%)	2013 AMO target for SWD is 55%.

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	SWD students not meeting AYP in Reading and Math and the students need additional time	Use before and after school tutoring times so that SWD can have additional time with materials	Administration, Leadership Team, Mainstream Consultant	FAIR data, Brigance data, Benchmark Test data	2013 FCAT Data
2	Some SWD need more intensive services	Use Support Facilitation, co-teach models and some resource pull out so that students get the services they need	Patty Cooper, Mainstream Consultant	Fountas and Pinnell data, Math Triumphs data	2013 FCAT Data
3	Students need time with non-disabled peers, getting exposure to on level, tested materials	Continue to support SWD with support facilitation	Administration, support facilitators	Benchmark tests	FCAT Math test
4	SWD often need additional learning time	SWD will be invited to morning and afternoon camp	Administrators	Tutoring participation	FCAT Math test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	ED students did not meet AMO in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED AMO is 51% (target was 56%)	2013 AMO targe is 60%

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	ED students have multiple skill deficits	Analyze current data to monitor students' skill deficits Continue professional development in the area of new math standards	Administration, teachers	Benchmark tests	FCAT Math tests

		and instruction			
2	Students need additional time for learning	Students that are ED and not meeting proficiency requirements will be invited to after and before school math camps	Administration	Benchmark tests	FCAT Math tests

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
No Data Submitted						

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
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 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.	JDP decreased 17 points in the percentage proficient in

			Science.		

Science Goal #1a:	Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (31) achieved proficiency in Science.	The amount of 5th grade students that will achieve proficiency in Science is 50% (44).

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	Teacher knowledge of differentiation/small group instruction	Continue to train teachers to use small group instruction and differentiation for students not mastering standards Train teachers to use assessments (Fountas and Pinnell) to inform instruction FAIR data monitoring Comprehension Strategy Assessment monitoring Continue to use the mentoring/tutoring support of community groups including the Four Cs tutors	Administration, coaches	Benchmark Test scores, FAIR data, Achieve 3000 Assessments, Fountas and Pinnell	2013 FCAT scores
2	Students needing extra time to learn	Use morning and after school tutoring as an extension of time for students not meeting standards Consider high-interest, academic after school clubs to attract attendance	Administration	Tutoring attendance, Benchmark Test Scores	2013 FCAT scores
3	Students are lacking a strong science background knowledge including knowledge of science vocabulary	Use formative assessments in science Use non-fiction trade books as part of leveled reading library to expose all grade levels to science materials Utilize district and school staff to continue to train teachers in Five E lessons and formative assessments in science Use Rocket Morning News for a Science Word of the Day Use writing coach to	Administration, Jean Ferreira,	Benchmark Tests, lesson plans	2013 Science FCAT data

		help with scientific writing			
		Use skills learned in LMSI to train teachers in effective instructional math and science strategies			
		Continue the Science Vocabulary Bee continued last school year			
4	Students need additional time with science content	Invite students to before and after school tutoring in science	Administration	Benchmark tests	2013 FCAT Science data
		Use intervention time to remediate students in science			
5	Teachers need to include science time in their instructional day	Monitor the use of the district vertical plan and map in science for all grade levels	Administration	Lesson plans, CWT	2013 FCAT Science data
6	Teacher knowledge of inconsistencies and misconceptions	Use Formative Assessment in Science Books for each grade level and teacher	Jean Ferreira, Teacher Leader and Administration	Walk-throughs, observations	2013 FCAT Science data
7	Primary knowledge of science	Conduct a primary sciece fair	Karen Neff, First grade teacher	Attendance at event	Increase science knowledge

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:	All FAA students achieved Level 4 or above on the FAA science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (7) of students achieved Level 4 or above on the 2012 Science FAA.	100% (4) will achieve proficient on the 2012 Science FAA.

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	Intensive instruction and high level support in cognitive ability	Utilize Unique Learning Systems	Patty Cooper, Mainstream Consultant	Built in assessment in Unique Learning Systems program	2013 FAA 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Many more students scored level 4 and 5 on this year's test administration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th grade students Level 4 and 5 13% (11)	The amount of students that will score Level 4 and 5 on the Science test will increase to 20% (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	Additional time for enrichment	Use morning camps to offer enrichment for Level 4 and 5 students	Administration	Attendance at additional enrichment times, Benchmark scores	2013 FCAT scores
2	Differentiated materials	Use Achieve 3000, a lexile-based, computerized, nonfiction reading program for students in grades 3-5 Provide nonfiction leveled readers for all grades	Administration and LLT	Benchmark tests, Fountas and Pinnell levels	2013 FCAT scores
3	Students need to see that science is fun to learn	Offer an after school enrichment club for science Use the new textbook Science Fusion to engage students in virtual learning and science Possible grant funding of a Science field trip	Administration	Benchmark tests	2013 FCAT Science data
4	Teachers need additional knowledge of engaging lessons in science	Utilize district and school staff to continue to train teachers in Five E lessons and formative assessments in science	District Science Coordinator and school staff	Sign in sheets of PD, lesson plans, CWT	2013 FCAT Science data
5	Students lack knowledge of science vocabulary	Use Rocket morning news to highlight a science vocabulary word of the day and post in hallway	Media Specialist	Benchmark data	2013 FCAT Science data
6	Students have misconceptions and gaps in science knowledge	Use the Science Formative Assessment books in the classroom K-5	Jean Ferreira, LLT	Lowest 35%ile data templates	2013 FCAT Science 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Seven students took the 2012 FAA in Science and 5 of the studens scored a level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (7) of students are scoring a Level 7 or higher on the 2012 FAA in Science	100% (4) will score a level 7 or above on the 2013 FAA in science.
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	Students need intense level of support	Utilize Unique Learning Systems	Patty Cooper, Mainstream Consultant	Built in content and skills assessments for each unit	2013 FAA scores

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Fun Science field trip for 4th and 5th grade students	Grant funding	Education Foundation	$2,400.00
			Subtotal: $2,400.00
			Grand Total: $2,400.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing.

Writing Goal #1a:

The school needs to continue to provide writing support for students. The school performs well in all areas of writing. 92% of students scored Level 3 or above.

2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (79)of students are achieving proficiency in writing.	95% (91) will achieve proficiency in writing.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a lack of exposure to rich experiences to write about. In addition students have limited vocabulary	Provide Writing Workshop training for all staff Provide a writing coach to assist students and teachers with growth as writers and teachers of writing Provide a before school writing camp for students Use current technology like United Streaming to expose students to the real world around them	Administration, Writing Coach	Student writing samples, monitoring by the Writing Coach	2013 FCAT Writing scores
2	Students lack basic spelling of common words, grammar and usage	Establish grade level standards for correctly spelled words Use parents to help with these grade level words Train teachers on using spelling in context areas Use PLG time for writing coach to continue writing PD	Janet Good, Writing Coach	Parallel Writing tests	2013 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	All students but one scored level 4 or higher on the 2012 FAA in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4) students scored level 4 or above on the 2012 FAA Writing Test	80% (4) of students will scores a 4.0 or better on the 2013 FCAT Writing Test

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

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Cognitive functioning and the need for intensive instruction	Use the Unique Learning Systems' thematic units to teach writing	Patty Cooper, Mainstream Consultant	Built in assessments	2013 FAA scores in writing

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
Scoring student writing and rubric training	K-5	Janet Good	PLG participants	4+ times per year	Parallel Writing scores	Mary White, Principal
FCAT writing Training	Writing Coach	Janet Good	Writing Coach	September, 2012	Attendance at state workshop, sharing with other PLG teams and district	Mary White, Principal
Writing Workshop	All grades	Janet Good	All grade levels	Inservice and Early Release Days	Sign in sheets, PD evaluations	Mary White, Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Morning Writing Camps	School-based writing camps	Title I	$10,000.00
			Subtotal: $10,000.00
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
State Writing Meeting	PD	Title I	$500.00
Continued Training in Writing Workshop, PD, rubrics, workshops	meetings, workshops, PLG, trainings	Title I	$1,000.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $11,500.00

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:	School-wide attendance data is a concern for the district and J.D. Parker. The data indicated a large percentage of students are coming to school late. This is true of schools that are economically disadvantaged. A great portion of students have more than 20 tardies which disrupts the school day and impedes learning for these tardy students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (599) of students attended 90% of the school days	95% (627) of students will attend 90% of the school days
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
162 students had 9 or more unexcused absences	150 students with 10 or more absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
205 students had 10 or more tardies	185 students with 10 or more tardies

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents understanding of the importance of good school attendance	Bring it 180 campaign Utilize district staff for non-compliant parents Increase home visits/parental support for attendance and tardy issues Use the monthly Attendance team meeting to monitor the attendance of students	Attendance team District staff	Providing materials to parents about the importance of good school attendance	Increased attendance
2	Parents not involved with students	Create and use a tardy contract with parents Create a reward system for parents to get students to school on time Use Character Counts grant to fund a "walking school bus" and to reward ontime behavior	Guidance staff, parent liaison, attendance team	rewards for the "walking school bus" rewards for students that are on time	Decreased tardies
3	Motivation for students to feel welcomed and safe at school	Continue the staff mentoring program Consider using the Parent Liaison at the local Community Center to allow parents to have access to this resource closer to home	Guidance and teaching staff	Mentor folders	Increased attendance and parent involvement
	Rewarding those	Provide incentives for	Attendance	Perfect attendance	Increased

4	students that are in attendance and on time	students that maintain good attendance and have minimal tardies	Team, office staff	each quarter	attendance
5	Lack of plan to help students with severe absentee problems	Use the RtI team and parent liaison to help formulate intervention plans to help students meet attendance goals Monthly meetings of the school attendance committee	MTSS/RtI team, Attendance team	Quarterly attendance	Increased attendance

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Character Counts Grant for walking school bus and other incentives	Grants funds to be used for incentives for students and parents that exhibit good attendance habits	Character Counts	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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:	Positive Behavior Support data indicates 95% (599) of students have not had a major or minor discipline referral. The amount of out of school suspension is decreasing. This year, the school would like to work on disruptions that affect the classroom learning environment.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
76	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	15

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 social skills in students, lack of parent buy-in to behavior program, lack of practice at home	Continue to use PBS as a school-wide behavior system Teach social skills to students that are in need as indicated by the RtI process Anti-bullying programs for students Train parents in CPI training in how to set limits at home Use Check and Connect as an intervention tool for students needing a Tier 3 intervention with behavior	PBS Team, guidance staff MTSS/RtI Team	PBIS team meeting minutes, PBS staff updates, lesson plans for social skills taught, use of anti-bullying programs, parent participation, MTSS/RtI team meetings, problem solving process participation	Decreased discipline referrals and suspensions
2	Aggressive students in need of intensive counseling	Use Tier 2 and 3 interventions for students indentified through the MTSS/tI process	Guidance staff, MTSS/RtI team	Students participating in program	Decreased discipline referrals and suspensions
	Staff needs additional training in RtIB database	Use the PBS team to train and continually provide PD for PBS	PBI team	PBI meeting minutes, MTSS team	Decreased referrals

		procedures and use of current data				
3		Attend district RtI B PD				
		Attend district-sponsored Tier 2 and 3 training				

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
Tier 1, 2, and 3 training	PBIS and MTSS/RtI team members, guidance counselors,administration	district	PBIS and MTSS/RtI team members, guidance counselors,administration	Ongoing	PBIS meetings	PBIS team and coach

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			Parent involvement is an issue for the school. It is not so much parents attending programs, it is more of parents trusting and encouraging the school to do what is best for children. We do have participation at school events. One thing we discovered this year, that when students were competing athletically, parents came out and supported the event. When parents were being taught reading skills, there was not as much participation. We have several morning events where there attendance is large. We will continue so that parents can come to the school. Again, the parents that are most in need of participation did not show proper respect to the school. School does not seem important to them and it is effecting their children--they are not to school on time, grades and school work have no value and they are not active in their child's school experience.		

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100% of families participated	100% of families will participate

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	Events that are not timed adequately for parents to attend	Events will be planned according to the time most parents could attend	Parent Involvement Team, other SIP teams	Number of families attending	Event sign-ins, Title I Monitoring Box
2	Parents don't have a good comfort level at school	The PTO will host monthly meetings that include some information sharing and instruction, but some events for fun and student performance Use the Title I Parent Liaison to make home visits and consider a portion of her duties within the community Investigate the possibility of having an author visit the school for a parent night and student programs Use Parent Involvement grant to host one parent night related to behavior/home	PTO, SIP teams, Michelle Muniz, Parent Liaison	Number of families attending	Event sign-ins, Title I Monitoring Box
3	School tardies	Work with parents to create an understanding that it is important for students to arrive on time for school	Guidance staff, attendance committee	Tardy data	Increased on time behavior
4	Additional remediation is needed for students	Utilize community resources, The Four Cs Tutors and other tutors to help with remediation	Janet Good, Writing Coach	report cards	Increased student achievement based on report cards
5	Parents reading with children at home	Use the three morning programs to distribute reading texts to students and parents three times a week.	Courtney beard, Reading coach	Attedance at the morning events	Increased parent participation

		Include reading hints at home			

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Parent Liaison	Use the Parent Liaison for all parents at JDP	Title I	$25,000.00
			Subtotal: $25,000.00
			Grand Total: $25,000.00

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:	
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	knowledge of science concepts	Have teachers create mini-assessments and 9 week assessments for monitoring knowledge of the required benchmarks in science	Dodie Hale, Assistant Principal	Nine week exams, monitoring tools	9 week science exams

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 mini-assessment	All grades	PLG meetings	PLG meetings with grade levels	Ongoing	9 week monitoring tests	Dodie Hale, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Planning day for teams of teachers to create assessments	Substitutes	District, Title I funds	$3,000.00
Materials/Science materials needed for assessment	Materials	Discretionary funds	$1,000.00
			Subtotal: $4,000.00
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
Use district science coordinator, Valerie Gaynor to help with this process	PD	District, site	$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: $4,000.00

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	LLI Red Kit	leveled Literacy Intervention for 3rd and 4th grade students	Title I	$4,500.00
Reading	Mondo, Let's Talk About it Oral Language Program	Oral Language Program	Title I	$600.00
Reading	LLI Materials	Leveled Literacy Intervention Materials	Title I	$4,000.00
Reading	Exemplar like texts	Common Core Exemplar like texts for K-5	Title I	$6,000.00
Reading	Interactive shared reading materials	To use materials in primary classrooms	Title I	$1,500.00
Reading	Comprehension based intervention for 2-5 grade students	Anchor Comprehension program	Title I	$2,000.00
Reading	use of an intervention teacher	Intervention teacher	Title I	$30,000.00
Reading	Support for students and teachers	Writing and Reading coach	Title I	$150,000.00
Reading	Leveled Literacy Intervention	Media Assistant to help with LLI	Title I	$9,000.00
Writing	Morning Writing Camps	School-based writing camps	Title I	$10,000.00
STEM	Planning day for teams of teachers to create assessments	Substitutes	District, Title I funds	$3,000.00
STEM	Materials/Science materials needed for assessment	Materials	Discretionary funds	$1,000.00
				Subtotal: $221,600.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Achieve 3000	Technology,web-based program	Title I	$14,500.00
Reading	Education City	Technology, web-based program	Title I	$3,700.00
Reading	Brain Pop	Technology	District Software money	$1,500.00
Reading	Succes Maker	Technology Program	Title I	$3,700.00
				Subtotal: $23,400.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Reading Association Annual Conference	PD	Title I	$4,500.00
Reading	Achieve 3000 Training	PD	Title I	$0.00
Reading	Common Core Training--Text complexity	PD	Site	$0.00
Reading	Fountas and Pinnell reading record analysis and continuum work	PD	Site	$0.00
Reading	Common Core Exemplar Like text study	PD	Site	$0.00
Reading	Oral Language/Shared Reading/Interactive Reading	PD	Site	$0.00
Reading	Leveled Literacy Intervention Training	PD	Site	$0.00
Reading	Interactive read Aloud with Accountable Talk	PD	Site	$0.00
Reading	Word Study Training	PD	Site	$0.00

Reading	Leveled reader Text Characteristics	PD	Site	$0.00
Reading	Possible other workshops and meetings/conferences	Conferences	Site	$4,000.00
Writing	State Writing Meeting	PD	Title I	$500.00
Writing	Continued Training in Writing Workshop, PD, rubrics, workshops	meetings, workshops, PLG, trainings	Title I	$1,000.00
STEM	Use district science coordinator, Valerie Gaynor to help with this process	PD	District, site	$0.00
				Subtotal: $10,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Fun Science field trip for 4th and 5th grade students	Grant funding	Education Foundation	$2,400.00
Attendance	Character Counts Grant for walking school bus and other incentives	Grants funds to be used for incentives for students and parents that exhibit good attendance habits	Character Counts	$1,000.00
Parent Involvement	Title I Parent Liaison	Use the Parent Liaison for all parents at JDP	Title I	$25,000.00
				Subtotal: $28,400.00
				Grand Total: $283,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꭍ Priority	ꭍ Focus	ꭍ Prevent	ꭍ NA

Are you a reward school: ꭍ Yes ꭍ No

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

No Attachment (Uploaded on 9/19/2012)

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
RIF, Music program materials, After school clubs	$7,500.00

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

The SAC will continue the following activities: the Kindergarten Play area, after school, music and community programs. In addition,the SAC will help fund the book give-away events for students and parents.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Martin School District
J. D. PARKER SCHOOL OF TECHNOLOGY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	76%	96%	54%	295	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	66%			130	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?	61% (YES)	65% (YES)			126	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					551	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Martin School District
J. D. PARKER SCHOOL OF TECHNOLOGY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	67%	91%	26%	247	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	57%	53%			110	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?	49% (NO)	60% (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					466	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested