FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Parker Elementary School	District Name: Bay District Schools
Principal: Kimberly Kirkman	Superintendent: William V. Husfelt III
SAC Chair: Pamela Kelly	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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	Kimberly Kirkman	Degrees: Bachelor of Science in Business Management, Masters of Science in Educational Leadership/Certified School Principal, Educational Leadership, Middle Grades Integrated (5-9), English (6-12), Reading Endorsed and Gifted Endorsed	First Year	Four Years	Assistant Principal of Jinks Middle School 2011-2012: Grade: B, Reading Mastery: 46%, Math Mastery: 42%, Science Mastery: 40%, Writing Mastery: 64% Assistant Principal of Jinks Middle School 2010-2011: Grade: A, Reading Mastery: 71%, Math Mastery: 73%, Science Mastery: 46%, Writing Mastery: 77%, AYP Criteria Met: 87% All subgroups made AYP in writing. Black, economically disadvantaged, and students with disabilities did not make AYP in Reading, and students with disabilities did not make AYP in Math. Administrative Assistant of Mosley High School 2009-2010: Grade: B, Reading Mastery: 60%, Math Mastery: 87%, AYP 92%
Administrative Assistant	Cynthia Black	Degrees: Bachelor of Science in Secondary Education – Spanish and English and Master of Education – Secondary Administration from the University of Missouri-Columbia; Master of Arts in Spanish – Coursework completed in 2000 (In progress) Certifications: Florida's Professional Educator's Certificate (Educational Leadership, English (6-12), Spanish (K-12); Missouri Life Secondary (Spanish (7-12), English (7-12), Secondary Principal	Three Years	Ten Years	Administrative Assistant of Parker Elementary School 2011-2012: Grade: C, Reading Mastery: 55%, Math Mastery: 40%, Science Mastery: 47%, Writing Mastery: 54% Administrative Assistant of Parker Elementary School 2010-2011: Grade: C, Reading Mastery: 77%; Math Mastery: 59%, Science Mastery: 35%, Writing Mastery: 77%, AYP: 90%. 63% of students made learning gains in reading, and 46% of students made learning gains in math. 60% of the lowest 25% of students made learning gains in reading, and 63% of the lowest 25% of students made learning gains in math. All qualifying subgroups made AYP in reading, although no qualifying subgroups made AYP in math. Classroom teacher at Bay High School 2009-2010: Grade: Pending, Reading Mastery: 47%; Math Mastery: 79%, Science Mastery: 46%, Writing Mastery: 73%, AYP: 85%. 45% of students made learning gains in reading, and 76% of students made learning gains in math. 35% of the lowest 25% of students made learning gains in reading, and 66% of the lowest 25% of students made learning gains in math. All qualifying subgroups did not make AYP in reading. The black and FRPL subgroups did not make AYP in math. Classroom teacher at Mosley High School 2008-2009:

					Grade: B, Reading Mastery: 65%; Math Mastery: 90%, Science Mastery: 50%, Writing Mastery: 86%, AYP: 92%. 56% of students made learning gains in reading, and 82% of students made learning gains in math. 44% of the lowest 25% of students made learning gains in reading, and 69% of the lowest 25% of students made learning gains in math. All qualifying subgroups did not make AYP in reading. Administrative Assistant of Jinks Middle School 2007-2008: Grade: A, Reading Mastery: 68%, Math Mastery: 62%, Science Mastery: 51%, Writing Mastery: 89%, AYP: 87%. 63% of students made learning gains in reading, and 68% of students made learning gains in math. 64% of the lowest 25% of students made learning gains in reading, and 64% of the lowest 25% of students made learning gains in math. Black and FRPL subgroups did not make AYP in reading or math. SWD did not make AYP in math.

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 ambitious but achievable annual measurable objective (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.

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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)

| Multi-Tiered System of Supports (MTSS) Coach/ Response to Intervention (RtI) Coach | Christy Clanton | Degrees: Bachelor of Science in Elementary Education and Minor in Early Childhood from University of West Florida Certifications: Florida's Professional Educator's Certificate (Early Childhood/ Elementary Education), English for Speakers of Other Languages (ESOL) Endorsement, Reading Endorsement, National Board Certified in Middle Childhood Generalist, and Gifted Endorsement | Three Years | Three Years | RtI Instructor/Coach of Parker Elementary School 2011-2012: Grade: C, Reading Mastery: 55%, Math Mastery: 40%, Science Mastery: 47%, Writing Mastery: 54%

RtI Instructor/Coach of Parker Elementary School 2010-2011: Grade: C, Reading Mastery: 77%; Math Mastery: 59%, Science Mastery: 35%, Writing Mastery: 77%, AYP: 90%. 63% of students made learning gains in reading, and 46% of students made learning gains in math. 60% of the lowest 25% of students made learning gains in reading, and 63% of the lowest 25% of students made learning gains in math. All qualifying subgroups made AYP in reading, although no qualifying subgroups made AYP in math.

RtI Instructor/Coach of Parker Elementary School 2009-2010: Grade: C, Reading Mastery: 75%; Math Mastery: 70%, Science Mastery: 44%, Writing Mastery: 62%, AYP: 74%. 57% of students made learning gains in reading, and 55% of students made learning gains in math. 55% of the lowest 25% of students made learning gains in reading, and 53% of the lowest 25% of students made learning gains in math. The black students, economically disadvantaged students, and students with disabilities subgroups did not make AYP in reading. All qualifying subgroups did not make AYP in math.

Classroom teacher at Callaway Elementary School 2008-2009: Grade: C, Reading Mastery: 78%; Math Mastery: 72%, Science Mastery: 40%, Writing Mastery: 61%, AYP: 90%. 60% of students made learning gains in reading, and 60% of students made learning gains in math. 54% of the lowest 25% of students made learning gains in reading, and 68% of the lowest 25% of students made learning gains in math. The black subgroup did not make AYP in reading or math. The FRPL subgroup did not make AYP in math.

Classroom teacher at Callaway Elementary School 2007-2008: Grade: B, Reading Mastery: 77%, Math Mastery: 78%, Writing Mastery: 69%, Science Mastery: 28%, AYP: 92%. 58% of students made learning gains in reading, and 68% of students made learning gains in math. 46% of the lowest 25% of students made learning gains in reading, and 75% of the lowest 25% of students made learning gains in math. The black |

Literacy Coach	Phuonghoa Vu	Bachelor of Science: Elem Education; Masters of Science: Special Education; Educational Leadership and ESOL and Reading Endorsed	First Year	Nine Years	Reading Coach at Patterson Elementary 2011-2012: Grade: D, Reading Mastery: 32 %, Math Mastery: 30%, Science Mastery: 20% Reading Coach at Patterson Elementary 2010-2011: Grade: C, Reading Mastery: 54%, Math Mastery: 60%, Science Mastery: 39%. The total, white, and black subgroup did not make AYP in reading or math. Students with disabilities did not make AYP in reading or math. Economically disadvantaged students did not make AYP in reading or math. Reading Coach at Patterson Elementary 2009-2010: Grade: D, Reading Mastery: 57%, Math Mastery: 67%, Science Mastery: 42%. Black students and students with disabilities did not make AYP in reading or math. Reading Coach at Patterson Elementary 2008-2009: Grade C, Reading Mastery: 61%, Math Mastery: 63%. The total, black, and economically disadvantaged students, along with the students with disabilities, did not make AYP. Only white students made AYP. Reading Coach at Patterson Elementary 2007-2008: Grade B, Reading Mastery: 61%, Math Mastery: 66%. Black students and students with disabilities did not make AYP in reading or math. The subgroups total, white, and economically disadvantaged made AYP in reading and math.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with administration	Administration	On-going
2. Provide professional development throughout school year for instructional staff	Administration and Highly Qualified Instructional Coaches	June 2013
3. Provide teacher mentoring for new or struggling teachers	Grade Group Chairs	On-going
4. Provide individualized support upon teacher's request	Administration, Grade Group Chairs, and Highly Qualified	June 2013

	Instructional Coaches	
5. Learning walks provided for new or struggling teachers	Administration, Grade Group Chairs, and Highly Qualified Instructional Coaches	On-going

Staff Demographics

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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 instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Not Applicable

*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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
41	2.4% (1)	26.8% (11)	24.4% (10)	46.3% (19)	22% (9)	100%	12.2% (5)	4.9% (2)	29.3% (12)

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
Kim Walker (First Grade Teacher)	Susan M. Albin (First Grade Teacher)	Mrs. Albin is a first year teacher. She will be teaching first grade. Mrs. Walker has	Mrs. Walker plans to meet with Mrs. Albin twice monthly to discuss

		been teaching for twenty-three years. Fourteen of these years have been for Bay District Schools. Mrs. Walker has been assigned by administration to provide mentoring services for Mrs. Albin.	successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction. Observations between classrooms will be conducted. Additional observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will all be discussed at these meetings.
Patti Klinck (Kindergarten Teacher)	Brian Dalessandro (Kindergarten Teacher)	Mr. Dalessandro is new to Bay District Schools. He will be teaching kindergarten. In the past, he taught fourth grade for six years on Tulsa, Oklahoma. Because of a change in schools districts and grade levels, administration believes that mentoring will be very beneficial for Mr. Dalessandro. Mrs. Klinck has been a teacher for approximately twenty-seven years. Of those twenty-seven years, she has been teaching kindergarten for twenty-five. Mrs. Klinck is the Kindergarten Grade Chair, and she has been assigned to provide mentoring services for Mr. Dalessandro.	Mrs. Klinck plans to meet with Mr. Dalessandro twice monthly to discuss successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction. Observations between classrooms will be conducted. Additional observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will all be discussed at these meetings.
Patti Klinck (Kindergarten Teacher)	Alicia Sheffield (Kindergarten Teacher)	Mrs. Sheffield is a new kindergarten teacher at Parker Elementary School. Previously, she was a guidance counselor for only one year at Jinks Middle School. Administration believes that mentoring services will be beneficial for Mrs. Sheffield. Mrs. Klinck has been a teacher for approximately twenty-seven years. Of those twenty-seven years, she has been teaching kindergarten for twenty-five. Mrs. Klinck is the Kindergarten Grade Chair, and she has been assigned to provide mentoring services for Mrs. Sheffield.	Mrs. Klinck plans to meet with Ms. Sheffield twice monthly to discuss successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction. Observations between classrooms will be conducted. Additional observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will all be discussed at these meetings.
Casey Albores (Special Area Teacher: Art)	Arletha Sparks (Special Area Teacher: Music)	Mrs. Sparks is a new teacher to Parker Elementary School. She will be teaching music. She taught at Demopolis City Schools for twenty-eight years in Alabama and a half semester at Everitt Middle	Mrs. Albores plans to meet with Mrs. Sparks twice monthly to discuss successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction.

		School in 2010. She is certified Music K-12 and Elementary Education K-6. Administration feels that Mrs. Sparks would benefit from mentoring services. Mrs. Albores has been teaching art for fifteen years for Bay District Schools. She has been assigned by administration to provide mentoring services for Mrs. Sparks.	Observations between classrooms will be conducted. Additional observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will all be discussed at these meetings.
Charlotte Blue (Exceptional Student Education Teacher)	Lara Provencher (Fourth Grade Teacher)	Ms. Provencher is a new teacher to Parker Elementary School. She will be teaching a fourth grade inclusion class. She previously taught at Jinks Middle School for four years. Mrs. Blue has been teaching for twenty-five years. She taught regular education classes for thirteen years, and has now been teaching special education for twelve years. Mrs. Blue has been assigned by administration to provide mentoring services for Ms. Provencher.	Mrs. Blue plans to meet with Ms. Provencher twice monthly to discuss successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction. Observations between classrooms will be conducted. Additional observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will all be discussed at these meetings.
Cynthia Hickman (Fifth Grade Teacher)	Laura Cope (Fifth Grade Teacher)	Mrs. Cope is a new teacher to Parker Elementary School. She has taught over ten years for various school systems and grade levels. Last year, she taught at Jinks Middle School. Administration believes that Mrs. Cope will benefit from mentoring services. This school year is Mrs. Hickman's fourth year of teaching for Bay District Schools. She is the Fifth Grade Chair, and she has been assigned to provide mentoring services for Mrs. Cope.	Mrs. Hickman plans to meet with Mrs. Cope twice monthly to discuss successful classroom strategies. Data will be reviewed during meetings to drive research-based instruction. Observations between classrooms will be conducted. Additional observations among grade levels/areas of teaching will be administered as needed. Feedback, coaching, and planning will all be discussed at these meetings.

Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A Services are provided to ensure that students requiring additional remediation are assisted. Title I, Part A provides much needed services to Parker Elementary School through materials, professional development for teachers and paraprofessionals, release time for teachers for professional development, stipends for professional development, equipment,

educational classroom resources, parent involvement resources, parent involvement workshops, and technology.

Title I, Part C- Migrant Migrant services and support for our eligible students/families are provided by our district and the Panhandle Area Educational Consortium. Parker Elementary School will continue to network with the district and various agencies to support families in need of services.
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Eligible neglected and delinquent students receive support and services in conjunction with the district's Drop-out Prevention Program.
Title II The district receives supplemental funds for professional development and stipends for teachers. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district. The district's instructional specialists provide assistance as needed in the form of mentoring, coaching, and training.
Title III The district receives funds to support needs of English Language Learners (ELL) students. Parker currently has 19 (23 including Pre-kindergarten) students who qualify for this assistance. Services are provided through the district for educational materials and ELL district support services to improve the education of English language learners. Title III funds provide staff development opportunities for instructional staff to attend conferences, district trainings, and participate in ESOL endorsements activities.
Title X- Homeless The district's Homeless Program staff provides homeless families with services and resources. This staff serves as a vital link between the school and these families. This program provides resources (clothing, school supplies, and social service referrals) for students that are identified as homeless within the district. The district also provides a homeless liaison as a resource.
Supplemental Academic Instruction (SAI) If SAI funds are made available to Parker Elementary School, these funds will be coordinated with Title I funds to provide after school tutoring.
Violence Prevention Programs We are currently utilizing the Bay District Schools approved bullying program, Bully-Proofing Your School. This is a program which involves teachers, students, and parents. Materials, such as books, are provided for both the parents and students to educate them about bullying. In addition, our guidance counselor will provide monthly lessons to our students concerning violence and bullying. Our administrative assistant, Mrs. Black, services another group of fifth graders who are in charge of assisting our staff in maintaining a safe school campus. These students are identified as the Parker Safety Patrol. We also have Crisis Prevention Intervention Teams that are available to respond to crisis on school campus.
Nutrition Programs A free and reduced lunch program is offered at Parker Elementary School.
Housing Programs Not Applicable
Head Start Not Applicable
Adult Education Not Applicable
Career and Technical Education Not Applicable
Job Training The Parker Media Specialist services a small group of fourth and fifth graders who plan, operate, and coordinate activities for the school's ITV program. These students produce a

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morning show covering school-wide activities, announcements, and promotional events designed to enhance the school's learning environment. Our administrative assistant, Mrs. Black, services another group of fifth graders who are in charge of assisting our staff in maintaining a safe school campus. These students are identified as the Parker Safety Patrol. Mr. Beauchamp, one of our guidance counselors, supervises a group of students that are in charge of assisting with campus service projects and operating our school store. These students are our Student Government members.
Other Not Applicable

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

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Identify the school-based MTSS leadership team.

Principal (Kimberly Kirkman): Fosters a unified vision of data-driven decision-making, ensures that the school-based teams (MTSS Leadership and MTSS Grade Level Teams) are implementing MTSS, assesses MTSS skills of school staff, facilitates implementation of intervention support and documentation, secures adequate professional development to support MTSS implementation, and communicates school-based MTSS plans and activities to parents

Administrative Assistant (Cynthia Black): Assists principal in creating a unified vision of data-driven decision-making, ensures that (MTSS Leadership and MTSS Grade Level Teams) are implementing MTSS, assesses MTSS skills of school staff, facilitates implementation of intervention support and documentation, secures adequate professional development to support MTSS implementation, designs paraprofessional support schedule to support MTSS implementation, and communicates school-based MTSS plans and activities to parents

Grade Level Representative Teachers (Patti Klinck, Deborah Scalf, Ruth Turner, Janice Hensley, Diana Hext, and Cindy Hickman): Serve as Grade Level Experts in Residence to share information about core instruction, participate in student data collection, deliver Tier 1 instruction/interventions, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tiers 2 and 3 activities, as well as assist MTSS Interventionist in leading Grade Levels in the analysis of student response to interventions (poor, questionable, adequate) and helping teachers design intervention adjustments for students

Exceptional Student Education (ESE) Teacher (Sebrina Burke): Assists in data collection and integrates core instructional activities/materials as she collaborates with general education teachers through the inclusion model

Crisis Intervention Instructor (Denise Carroll): Assists MTSS Leadership Team and teachers in behavioral observation training, performs observations of students, assesses student behaviors, and provides support in the creation of behavioral intervention plans after working with teacher to adjust Tier I Core instruction.

Bay District Schools Literacy Coach (Pauline Vu): Utilizes teacher needs survey to design support and professional development opportunities for teachers to enhance their knowledge base and practice of differentiation in reading instruction in Tiers 1, 2, and 3 and works with MTSS Interventionist to review relevant student data to make sound instructional decisions for Tier 3 students as well as advise MTSS Leadership Team regarding Core Reading Plan guidelines

Bay District Schools Instructional Specialist for Student Services (Jennifer Jennings): Acts as an advisor on call and district facilitator of monthly district training sessions for MTSS protocol in Bay District Schools, as well as the Bay District Schools MTSS Website coordinator for easy access to current MTSS information for all stakeholders

Bay District Schools Training Specialist (Rebecca Christopher): Provides instructional specialist expertise as a district-funded resource three times a month for half day sessions (primarily targeting MTSS Grade Level Teams and individual teachers), with a focus on global and individual data review and planning for MTSS Leadership and Grade Level Meetings to align with commonality of MTSS services in Bay District Elementary Schools

MTSS Interventionist (Christy Clanton): Collaborates with district's MTSS administrator; assists teachers in implementation of the four step problem-solving process; facilitates the problem-solving process with the MTSS Leadership Team; assists teachers in assurance of implementation of universal screening and progress monitoring data collection in reading/literacy, mathematics, and behavior; assists teachers in determining effectiveness of core and supplemental instruction/interventions through school-based data analysis; assists teachers in using screening and progress monitoring data to develop the evaluation of interventions; facilitates school-based instruction and intervention maps at the core, supplemental, and intensive instructional levels; assists teachers in evaluating fidelity and efficacy of intervention strategies through monthly update to Grade Level Google Document Spreadsheet; facilitates teacher analysis of large and small group intervention strategies (positive, questionable, poor); assists teachers in involving students and families in development and evaluation of supplemental and intensive interventions; builds sustaining relationships among educators from various disciplines to unite in a shared vision of high academic and behavioral performance for all students; creates an environment in which educators trust that their input is respected; facilitates group consensus through listening, questioning, paraphrasing, summarizing, synthesizing information, displaying empathy, and providing assertive, tactful feedback; provides approved MTSS workshops

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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 will review universal screening data to identify students in need of core, supplemental, and intervention instruction and identify professional development and other resources needed to drive the three levels of instruction. The team will problem solve, share effective practices, evaluate implementation, and make recommendations/decisions at monthly team meetings.
Describe the role of the school-based MTSS Leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team reviewed DEA universal screening data from Assessment Periods 1, 2, and 3 in Spring 2012. Each Grade Level Representative debriefed their Grade Level Team to look for trends and patterns, as well as areas of strength and weakness. Parker School Faculty returned for School-Based July 30-August 2, 2012 In-service focusing on 2012 FCAT 2.0 results. Parker's Professional Learning Communities dug into the specific strands and reviewed other Bay District School FCAT strand data to research successes at other schools as sources of strategies to consider in similar demographic settings. Each MTSS Leadership Team member is an active participant in a Parker Professional Learning Community targeting an area of their professional strength (reading, mathematics, writing, science, behavior, or parental involvement) and facilitates updates to the MTSS Leadership Team in their areas of expertise as needed in monthly meetings.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data: Florida Comprehensive Assessment Test (FCAT) data via student database, Florida Assessments for Instruction in Reading (FAIR) viewed via Progress Monitoring and Reporting Network (PMRN), Discovery Education , Curriculum Based Measurement (CBM), Parker Writes Progress Monitoring: PMRN (Previous data and Kindergarten Assessment Period 1 for FLKRS/ECHOS online), Discovery Education, Curriculum Based Measurement (CBM), Quarterly Parker Writes, Bay District's Progress Monitoring Tools (DIBELS and easycbm.org) End of Year: Discovery Education, Curriculum Based Measurement (CBM), Quarterly Parker Writes, Bay District's Progress Monitoring Tools (DIBELS and easycbm.org) Frequency of Data Days: Monthly with administrator for grade level data chats
Describe the plan to train staff on MTSS. September-May: MTSS Interventionist, Staff Training Specialist, appropriate level Guidance Counselor, and Administration will meet with grade groups during their planning periods monthly to analyze grade-specific needs in implementing the four step problem-solving model, manage and review universal screening data, analyze and secure grade-based professional development for supplemental and intervention strategy needs, and facilitate progress monitoring on Tier 1, Tier 2, and Tier 3 students. Special attention will be given to new teacher training. The Literacy Coach can provide additional trainings and supports for core reading instruction as well as Tiers 2 and 3 interventions.
Describe the plan to support MTSS. MTSS Interventionist and Literacy Coach will partner to train paraprofessionals that are delivering core, supplemental, and intervention programs for fidelity and efficacy of delivery protocols. Administrative Assistant builds focused paraprofessional support for MTSS intervention delivery into the scheduling of paraprofessionals across the school. MTSS Interventionist will support the three Computer Lab Paraprofessionals as they provide support in the computer labs. Intervention areas for small group instruction will be established in each computer lab to ease access for intervention provision in a timely fashion.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Phuonghoa Vu, Literacy Coach; Aimee Brooks, Reading Professional Learning Community Leader; Tiffany Brown, Media Specialist; Sebrina Burke, ESE Representative; Brandi Mabius, Pre-Kindergarten Representative; Lisa Miller, Kindergarten Representative; Marie Albin and Elizabeth Salyer, First Grade Representatives; Dana Bohac, Second Grade Representative; Amy Brown, Third Grade Representative; Lara Provencher, Fourth Grade Representative; Cindy Hickman, Fifth Grade Representative; and Sebrina Burke, ESE Representative
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team will meet monthly according to an administratively set schedule. The team is comprised of teachers from all grade levels, specialists, and any others who effectively utilize reading strategies in their classrooms.
What will be the major initiatives of the LLT this year? Major Initiatives for 2012-2013: • To support teachers in strengthening the core literacy curriculum • To support teachers in refining data driven instruction in response to RtI interventions • Guide the school reading achievement, progress monitoring, and review data • To implement the Comprehensive Reading Plan with fidelity • Monitor the implementation of the Comprehensive Reading Plan and the Bay District Reading Frameworks • Identify staff development instructional needs and assist in implementing strategies for students performing below the proficiency level

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

**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.

At Parker Elementary School, all students in the pre-kindergarten program are assessed prior to exiting in order to check for mastery of the *Florida Early Learning and Developmental Standards for Four Year Olds (2011)*. Each child is given the Florida Voluntary Pre-Kindergarten (VPK) assessment three times during the school year. These tests correlate with the Florida VPK Standards and show any developmental growth throughout the school year. Throughout the school year, all pre-kindergarten students are taught and evaluated on the following areas: ·Physical Health ·Approaches to Learning ·Social and Emotional ·Language and Communication ·Emergent Literacy ·Mathematical and Scientific Learning ·Social Studies ·Motor Development

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All evaluations are documented and kept in a student's portfolio.

As for Exceptional Student Education (ESE) Pre-Kindergarten students, they are assessed twice yearly using the *Brigance Inventory of Early Development*. This test is designed to evaluate students in the areas of literacy and math skills.

At Parker Elementary School, all incoming kindergarten students will use a staggered start model. Parents and students will attend a brief orientation on the first day of school. Half of the students will attend school on the second day of school. The second half will attend on the third day of school. All kindergarteners will attend on the fourth day and continue thereafter for the remainder of the school year. This gives parents and teachers more time to discuss concerns and meet students on a more personal level. In addition, all incoming kindergarten students are assessed in order to determine individual and group needs. The Florida Kindergarten Readiness Screener (FLKRS) is given within the first thirty days of school to assess the readiness of each incoming kindergarten student.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	1A.1. Departmentalization will take place in 5th grade	1A.1. Classroom teachers	1A.1. Master Schedule implementation	1A.1. Classroom Learning Walk Checklist
Reading Goal #1A: In grades 3-5, 27% of students at Parker Elementary School scored at Achievement Level 3 on the 2012 administration of the FCAT 2.0 Reading Assessment.	2012 Current Level of Performance:* 27% (70/258)	2013 Expected Level of Performance:* 50% (129/258)		Implementation of research based strategies learned through professional development (Discovery Education, CRISS, SRA Reading, KAGAN)	Administration Literacy Coach	Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development Focus Calendars
				Utilization of Literacy Coach and resources Utilization of grade level and teacher developed Reading Focus Calendars Monitor all educational exercises based on a goal			

In grades 3-5, 50% of students at Parker Elementary School will score at Achievement Level 3 on the 2013 administration of the FCAT 2.0 Reading Assessment.			driven curriculum			
		1A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	1A.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5) Literacy Week, Vocabulary Parade, Student Book Club, Accelerated Reader Rewards, School-Wide Reading Events, Book Buddies, Parent Reading Nights, Mystery/Guest Readers, Pack-A-Pillow Events) School-wide "Edmodo" blog with books – Link from Parker website (Media specialist will introduce/facilitate to students during assigned Media Center time) After-school tutoring	1A.2. Classroom teachers Administration Literacy Coach Media Specialist	1A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	1A.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports (SuccessMaker 5)
		1A.3. Conflict of scheduling afternoon meetings Lack of professional resources	1A.3. Grade group and Reading Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies.	1A.3. Administration Reading Professional Learning Community Leader Reading Professional Learning Community Members	1A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	1A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

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			These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.			
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	2A.1. Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Discovery Education, CRISS, SRA Reading, KAGAN) Utilization of Literacy Coach and resources Talented/Gifted Classes for Enrichment for Grades 3-5 Utilization of grade level and teacher developed Reading Focus Calendars Monitor all educational exercises based on a goal driven curriculum	2A.1. Classroom teachers Administration Literacy Coach	2A.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	2A.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development Focus Calendars
Reading Goal #2A: In grades 3-5, 25% of students at Parker Elementary School scored at or above Achievement Levels 4 on the 2012 administration of the FCAT 2.0 Reading Assessment. In grades 3-5, 30% of students at Parker Elementary School will score at or above Achievement Levels 4 on the 2013 administration of the FCAT 2.0 Reading Assessment.	2012 Current Level of Performance:* 25% (65/258)	2013 Expected Level of Performance:* 30% (77/258)					
			2A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	2A.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5)	2A.2. Classroom teachers Administration Literacy Coach	2A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	2A.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments

			Literacy Week, Vocabulary Parade, Student Book Club, Accelerated Reader Rewards, School-Wide Reading Events, Book Buddies, Parent Reading Nights, Mystery/Guest Readers, Pack-A-Pillow Events) School-wide "Edmodo" blog with books – Link from Parker website (Media specialist will introduce/facilitate to students during assigned Media Center time) After-school tutoring			Computer program reports (SuccessMaker 5)
		2A.3. Conflict of scheduling afternoon meetings Lack of professional resources	2A.3. Grade group and Reading Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	2A.3. Administration Reading Professional Learning Community Leader Reading Professional Learning Community Members	2A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	2A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.		3A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	3A.1. Departmentalization will take place in 5th grade	3A.1. Classroom teachers Administration	3A.1. Master Schedule implementation	3A.1. Classroom Learning Walk Checklist
Reading Goal #3A: In grades 4 and 5,	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					

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64% of students in the lowest 25% at Parker Elementary School achieved learning gains on the 2012 administration of the FCAT 2.0 Reading Test. In grades 4 and 5, 80% of students in the lowest 25% at Parker Elementary School will achieve learning gains on the 2013 administration of the FCAT 2.0 Reading Test.	64% (106/165)	80% (132/165)		Implementation of research based strategies learned through professional development (Discovery Education, CRISS, SRA Reading, KAGAN) Utilization of Literacy Coach and resources Utilization of grade level and teacher developed Reading Focus Calendars Monitor all educational exercises based on a goal driven curriculum	Literacy Coach	Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development Focus Calendars
(We were only provided the information for the percentage of students making learning gains as far as the lowest 25%. Therefore, this goal and levels of performance will be the same as Goal #4.)			3A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	3A.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5) Literacy Week, Vocabulary Parade, Student Book Club, Accelerated Reader Rewards, School-Wide Reading Events, Book Buddies, Parent Reading Nights, Mystery/Guest Readers, Pack-A-Pillow Events) School-wide "Edmodo" blog with books – Link from Parker website (Media specialist will	3A.2. Classroom teachers Administration Literacy Coach	3A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	3A.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports (SuccessMaker 5)

			introduce/facilitate to students during assigned Media Center time) After-school tutoring			
		3A.3. Conflict of scheduling afternoon meetings Lack of professional resources	3A.3. Grade group and Reading Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	3A.3. Administration Reading Professional Learning Community Leader Reading Professional Learning Community Members	3A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	3A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.		4A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	4A.1. Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Discovery Education, CRISS, SRA Reading, KAGAN) Utilization of Literacy Coach and resources Focus Skills by grade level and collection of data (Meetings with Literacy Coach for strategies)	4A.1. Classroom teachers Administration Literacy Coach	4A.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	4A.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development Focus Calendars

Reading Goal #4: In grades 4 and 5, 64% of students in the lowest 25% at Parker Elementary School achieved learning gains on the 2012 administration of the FCAT 2.0 Reading Test. In grades 4 and 5, 80% of students in the lowest 25% at Parker Elementary School will achieve learning gains on the 2013 administration of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	64% (106/165)	80% (132/165)

the FCAT 2.0 Reading Test.				Utilization of Buckle Down resources, direct instruction, phonics instruction (within the Second grade classrooms) Utilization of grade level and teacher developed Reading Focus Calendars Monitor all educational exercises based on a goal driven curriculum		
			4A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	4A.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5) Literacy Week, Vocabulary Parade, Student Book Club, Accelerated Reader Rewards, School-Wide Reading Events, Book Buddies, Parent Reading Nights, Mystery/Guest Readers, Pack-A-Pillow Events) School-wide "Edmodo" blog with books – Link from Parker website (Media specialist will introduce/facilitate to students during assigned Media Center time)	4A.2. Classroom teachers Administration Literacy Coach	4A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	4A.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports (SuccessMaker 5)

		After-school tutoring				
		4A.3. Conflict of scheduling afternoon meetings Lack of professional resources	4A.3. Grade group and Reading Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	4A.3. Administration Reading Professional Learning Community Leader Reading Professional Learning Community Members	4A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	4A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	The Target AMO for 2011-2012 in the area of reading was 60%. The percentage of students scoring satisfactory in reading for 2011-2012 was 55%. The Target AMO was missed by 5%.	The Target AMO for 2012-2013 in the area of reading is 63%.	The Target AMO for 2013-2014 in the area of reading is 67%.	The Target AMO for 2014-2015 in the area of reading is 71%.	The Target AMO for 2015-2016 in the area of reading is 74%.	The Target AMO for 2016-2017 in the area of reading is 78%.
Reading Goal #5A: The percentage of students at Parker Elementary School scoring satisfactory in reading for 2010-2011 was 56%.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. Scheduling difficulties, time constraints, and lack of instructional specialization	5B.1. Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Discovery Education, CRISS, SRA Reading, KAGAN)	5B.1. Classroom teachers Administration Literacy Coach	5B.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential	5B.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based
Reading Goal #5B: The percentage of students in grades 3-5 at Parker Elementary School in the required reporting subgroups making satisfactory	2012 Current Level of Performance:* White: 62% Black: 38% Hispanic: 64% Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 66% Black: 51% Hispanic: N/A Asian: N/A American Indian: N/A					

progress in reading will increase to the state projected Target AMO for their specific subgroup on the 2013 FCAT 2.0. (See Current and Expected Levels of Performance for reporting subgroups.)			Utilization of Literacy Coach and resources Focus Skills by grade level and collection of data (Meetings with Literacy Coach for strategies) Utilization of Buckle Down resources, direct instruction, phonics instruction (within the Second grade classrooms) Utilization of grade level and teacher developed Reading Focus Calendars Monitor all educational exercises based on a goal driven curriculum		documentation Professional Development for areas of instructional specialization	assessments Master Schedule Attendance/TDY for Professional Development Focus Calendars
		5B.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	5B.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5) Literacy Week, Vocabulary Parade, Student Book Club, Accelerated Reader Rewards, School-Wide Reading Events, Book Buddies, Parent Reading Nights, Mystery/Guest Readers, Pack-A-Pillow Events)	5B.2. Classroom teachers Administration Literacy Coach	5B.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	5B.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports (SuccessMaker 5)

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			School-wide "Edmodo" blog with books – Link from Parker website (Media specialist will introduce/facilitate to students during assigned Media Center time) After-school tutoring			
		5B.3. Conflict of scheduling afternoon meetings Lack of professional resources	5B.3. Grade group and Reading Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	5B.3. Administration Reading Professional Learning Community Leader Reading Professional Learning Community Members	5B.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	5B.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Scheduling difficulties, time constraints, and lack of instructional specialization	5D.1. Departmentalization will take place in 5th grade (for inclusion classes) Full time special education students will not be departmentalized, although they will be in small group settings throughout the school day. Implementation of research based strategies learned through professional development (Discovery Education, CRISS, SRA Reading, KAGAN)	5D.1. Classroom teachers Administration	5D.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	5D.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development Focus Calendars
Reading Goal #5D: The percentage of students with disabilities in grades 3-5 at Parker Elementary School making satisfactory progress in reading will increase to the state projected Target AMO for their specific subgroup on the 2013 FCAT 2.0.	2012 Current Level of Performance:* 29% (4/13)	2013 Expected Level of Performance:* 31% (4/13)					
			5D.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	5D.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5) Literacy Week, Vocabulary Parade, Student Book Club, Accelerated Reader Rewards, School-Wide Reading Events, Book Buddies, Parent Reading Nights, Mystery/Guest Readers, Pack-A-Pillow Events)	5D.2. Classroom teachers Administration Literacy Coach	5D.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	5D.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports (SuccessMaker 5)
			5D.3. Conflict of scheduling afternoon meetings	5D.3. Grade group and Reading Professional Learning	5D.3. Administration	5D.3. Meeting minutes and attendance sign in sheets	5D.3. Classroom grades and performance

		Lack of professional resources	Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	Reading Professional Learning Community Leader Reading Professional Learning Community Members	will be submitted to administration.	FCAT, Discovery Education data, and classroom-based assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Scheduling difficulties, time constraints, and lack of instructional specialization	5E.1. Departmentalization will take place in 5th grade (for inclusion classes) Full time special education students will not be departmentalized, although they will be in small group settings throughout the school day. Implementation of research based strategies learned through professional development (Discovery Education, CRISS, SRA Reading, KAGAN)	5E.1. Classroom teachers Administration	5E.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	5E.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development Focus Calendars
Reading Goal #5E: The percentage of economically disadvantaged students in grades 3-5 at Parker Elementary School making satisfactory progress in reading will increase to the state projected Target AMO for their specific subgroup on the 2013 FCAT 2.0.	2012 Current Level of Performance:* 49% (112/229)	2013 Expected Level of Performance:* 61% (140/229)					
			5E.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	5E.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program	5E.2. Classroom teachers Administration Literacy Coach	5E.2. Classroom Learning Walks Development of lesson plans containing essential documentation	5E.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and

			(SuccessMaker 5)		Monitoring of students' progress	classroom-based assessments
			Literacy Week, Vocabulary Parade, Student Book Club, Accelerated Reader Rewards, School-Wide Reading Events, Book Buddies, Parent Reading Nights, Mystery/Guest Readers, Pack-A-Pillow Events)			Computer program reports (SuccessMaker 5)
		5E.3. Conflict of scheduling afternoon meetings Lack of professional resources	5E.3. Grade group and Reading Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	5E.3. Administration Reading Professional Learning Community Leader Reading Professional Learning Community Members	5E.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	5E.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction (Pilot)	Kindergarten – Fifth Grade	Bay District Schools	9 Teachers	Summer 2012 (2 days)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Training	Kindergarten – Fifth Grade	Bay District Schools	10 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Christy Clanton	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration

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Unpacking the English Language Arts Common Core Standards	Kindergarten – Fifth Grade	Bay District Schools	7 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Text Complexity	Kindergarten – Fifth Grade	Phuonghoa Vu	41 Teachers	September 24	Classroom observations, learning walks, and lesson plans	Administration
Focus Calendars	Kindergarten – Fifth Grade	John Cannon	41 Teachers	August 29	Classroom observations, learning walks, and lesson plans	Administration
Focus Calendar Grade Level Meetings	Kindergarten – Fifth Grade	Grade Level Representatives	41 Teachers	September 2012	Classroom observations, learning walks, and lesson plans	Administration
Reading Professional Learning Community Meetings	Kindergarten – Fifth Grade	Aimee Brooks	13 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Reading Endorsement Courses	Kindergarten – Fifth Grade	Online Courses	2 Teachers	2012-2013	Classroom observations, learning walks, and lesson plans	Administration
Reading Coach Scientifically Based Reading Research	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2013	Classroom observations, learning walks, and lesson plans	Administration
Strategies for RtI Techniques for ELL	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2013	Classroom observations, learning walks, and lesson plans	Administration
Kagan Structures	Kindergarten – Fifth Grade	Jeremy Centeno	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
SMART Content Integration – Tech Tools for Teachers	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
CRISS	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Goal Setting	Kindergarten – Fifth Grade	Kimberly Kirkman	41 Teachers	September 19	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Jennifer Jennings	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Implementation Support Meetings	Kindergarten – Fifth Grade	Christy Clanton	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
RtI/MTSS Prep Academy	Kindergarten – Fifth Grade	Bay District Schools	2 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Booster for RtI Coaches	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
1A.2, 2A.2, 3A.2, 4A.2	Purchase and installation of six new student computers	Title I	$726.00
			Subtotal: $726.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
All reading strategies	Stipend for teachers for School Improvement planning	Title I	$1,268.00
1A.1, 2A.1, 3A.1, 4A.1	Stipend for teachers for Curriculum Common Core planning	Title I	$4,939.00
1A.1, 2A.1, 3A.1, 4A.1	Model Schools Conference	Title I	$334.00
1A.1, 2A.1, 3A.1, 4A.1	Kagan and Reading by the Bay Registration	Title I	$503.00
1A.1, 2A.1, 3A.1, 4A.1	Kagan coaching fees	Title I	$831.00
1A.1, 2A.1, 3A.1, 4A.1	Professional development supplies	Title I	$200.00
1A.1, 2A.1, 3A.1, 4A.1	Substitutes for professional development	Title I	$2,677.00
			Subtotal: $10,752.00
Other			
Strategy	Description of Resources	Funding Source	Amount
1A.2, 2A.2, 3A.2, 4A.2	Tutoring	Title I	$1,542.00
All reading strategies	Rental of production copier	Title I	$659.00
All reading strategies	Salary for Intervention Teacher	Title I	$55,979.00
All reading strategies	Salaries for paraprofessionals to provide assistance and interventions	Title I	$106,944.00
All reading strategies	Miscellaneous supplies needed for classroom instruction	Title I	$3,812.00
1A.2, 2A.2, 3A.2, 4A.2	Author visit	Title I	$500.00
			Subtotal: $169,436.00
			Total: $180,914.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: In grades kindergarten-fifth, 68% of the ELL students at Parker Elementary School scored proficient in the area of listening/speaking on the administration of the CELLA in 2011-2012. In grades kindergarten-fifth, 75% of the ELL students at Parker Elementary School will score proficient in the area of listening/speaking on the administration of the CELLA in 2012-2013.	2012 Current Percent of Students Proficient in Listening/Speaking: 68% (13/19)	1.1. Difficulty communicating and understanding the English language	1.1. Embed multi-cultural and ELL strategies within activities and instruction Technology to support language acquisition and practice Increase of opportunities to participate in oral language development through collaborative activities Utilization of ESOL Dictionaries Restate directions and reteach as needed Obtain deep understanding of phonics, vocabulary, grammar, syntax, fluency and comprehension	1.1. Classroom teachers Administration	1.1. Classroom Learning Walks Monitoring of students' progress	1.1. CELLA LAS-Links (Language Assessment Systems) FCAT, Discovery Education data, DIBELS, and classroom-based assessments
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring proficient in reading.		2.1. Difficulty communicating and understanding the English language	2.1. Embed multi-cultural and ELL strategies within activities and instruction	2.1. Classroom teachers	2.1. Classroom Learning Walks	2.1. CELLA
CELLA Goal #2: In grades kindergarten-fifth, 42% of the ELL students at Parker Elementary School scored proficient in the area of reading on the administration of the CELLA in 2011-2012. In grades kindergarten-fifth, 50% of the ELL students at Parker Elementary School will score proficient in the area of reading on the administration of the CELLA in 2012-2013.	2012 Current Percent of Students Proficient in Reading: 42% (8/19)		Technology to support language acquisition and practice Increase of opportunities to participate in oral language development through collaborative activities Utilization of ESOL Dictionaries Restate directions and reteach as needed Obtain deep understanding of phonics, vocabulary, grammar, syntax, fluency and comprehension	Administration	Monitoring of students' progress	LAS-Links (Language Assessment Systems) FCAT, Discovery Education data, DIBELS, and classroom-based assessments
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Difficulty communicating and understanding the English language	3.1. Embed multi-cultural and ELL strategies within activities and instruction	3.1. Classroom teachers	3.1. Classroom Learning Walks	3.1. CELLA
CELLA Goal #3: In grades kindergarten-fifth, 47% of the ELL students at Parker Elementary School scored proficient in the area of writing on the administration of the CELLA in 2011-2012.	2012 Current Percent of Students Proficient in Writing : 47% (9/19)		Technology to support language acquisition and practice Increase of opportunities to participate in oral language development through collaborative activities	Administration	Monitoring of students' progress	LAS-Links (Language Assessment Systems) FCAT, Discovery Education data, DIBELS, and classroom-based assessments

In grades kindergarten-fifth, 55% of the ELL students at Parker Elementary School will score proficient in the area of writing on the administration of the CELLA in 2012-2013.			Utilization of ESOL Dictionaries Restate directions and reteach as needed Obtain deep understanding of phonics, vocabulary, grammar, syntax, fluency and comprehension			

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
All CELLA strategies	Purchase and installation of six new student computers	Title I	$726.00
			Subtotal: $726.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
All CELLA strategies	Model Schools Conference	Title I	$334.00
All CELLA strategies	Kagan and Reading by the Bay Registration	Title I	$503.00
All CELLA strategies	Kagan coaching fees	Title I	$831.00
			Subtotal: $1,668.00
Other			
Strategy	Description of Resources	Funding Source	Amount
All CELLA strategies	Rental of production copier	Title I	$659.00
All CELLA strategies	Miscellaneous supplies needed for classroom instruction	Title I	$763.00
			Subtotal: $1,422.00
			Total: $3,816.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	1A.1. Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Harcourt Math K-5, CCSS, Discovery Education, KAGAN) Embed Poverty Frameworks strategies within instruction and activities Common Core Professional Development Monthly visits from Jeremy Centeno (Elementary Mathematics Specialists) Utilization of grade level and teacher developed Math Focus Calendars Monitor all educational exercises based on a goal driven curriculum	1A.1. Classroom teachers Administration	1A.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	1A.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development
Mathematics Goal #1A: In grades 3-5, 24% of students at Parker Elementary School scored at Achievement Level 3 on the 2012 administration of the FCAT 2.0 Mathematics Assessment. In grades 3-5, 50% of students at Parker Elementary School will score at Achievement Level 3 on the 2013 administration of the FCAT 2.0 Mathematics Assessment.	2012 Current Level of Performance:* 24% (62/258)	2013 Expected Level of Performance:* 50% (129/258)					
			1A.2. Levels of instructional needs and differences	1A.2. Implementation of differentiated instruction	1A.2. Classroom teachers	1A.2. Classroom Learning Walks	1A.2. Classroom Learning Walk Checklist

		(Poor attendance, inappropriate behavior, lack of student motivation and engagement)	strategies within the classroom Utilization of computer based program (SuccessMaker 5) Math Family Nights, Math Club, FCAT Competition Night (parents versus students), Parent Tutoring Nights to increase parental education Implementation of Math vocabulary each morning through ITV/ announcements, introduction areas of concern earlier (FCIM), Daily words problems in all classrooms (provided by Math Professional Learning Community member if needed) After-school tutoring	Administration	Development of lesson plans containing essential documentation Monitoring of students' progress	Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports (SuccessMaker 5)
		1A.3. Conflict of scheduling afternoon meetings Lack of professional resources	1A.3. Grade group and Math Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	1A.3. Administration Math Professional Learning Community Leader Math Professional Learning Community Members	1A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	1A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Mathematics Goal #2A: In grades 3-5, 13% of students at Parker Elementary School scored at or above Achievement Levels 4 and 5 on the 2012 administration of the FCAT 2.0 Mathematics Assessment. In grades 3-5, 30% of students at Parker Elementary School will score at or above Achievement Levels 4 and 5 on the 2013 administration of the FCAT 2.0 Mathematics Assessment.	2012 Current Level of Performance:* 13% (34/258)	2013 Expected Level of Performance:* 30% (77/258)	2A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	2A.1. Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Harcourt Math K-5, CCSS, Discovery Education, KAGAN) Embed Poverty Frameworks strategies within instruction and activities Common Core Professional Development Monthly visits from Jeremy Centeno (Elementary Mathematics Specialists) Utilization of grade level and teacher developed Math Focus Calendars Monitor all educational exercises based on a goal driven curriculum	2A.1. Classroom teachers Administration	2A.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	2A.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development
			2A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	2A.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5)	2A.2. Classroom teachers Administration	2A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	2A.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments

			Math Family Nights, Math Club, FCAT Competition Night (parents versus students), Parent Tutoring Nights to increase parental education Implementation of Math vocabulary each morning through ITV/ announcements, introduction areas of concern earlier (FCIM), Daily words problems in all classrooms (provided by Math Professional Learning Community member if needed) Talented/Gifted Classes for Enrichment for Grades 3-5 After-school tutoring			Computer program reports (SuccessMaker 5)
		2A.3. Conflict of scheduling afternoon meetings Lack of professional resources	2A.3. Grade group and Math Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	2A.3. Administration Math Professional Learning Community Leader Math Professional Learning Community Members	2A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	2A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	3A.1. Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Harcourt Math K-5, CCSS, Discovery Education, KAGAN) Embed Poverty Frameworks strategies within instruction and activities Common Core Professional Development Monthly visits from Jeremy Centeno (Elementary Mathematics Specialists) Utilization of grade level and teacher developed Math Focus Calendars Monitor all educational exercises based on a goal driven curriculum	3A.1. Classroom teachers Administration	3A.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	3A.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development
Mathematics Goal #3A: In grades 4 and 5, 61% of students in the lowest 25% at Parker Elementary School achieved learning gains on the 2012 administration of the FCAT 2.0 Math Test. In grades 4 and 5, 80% of students in the lowest 25% at Parker Elementary School will achieve learning gains on the 2013 administration of the FCAT 2.0 Math Test. (We were only provided the information for the percentage of students making learning gains as far as the lowest 25%. Therefore, this goal and levels of performance will be the same as Goal #4.)	2012 Current Level of Performance:* 61% (101/165)	2013 Expected Level of Performance:* 80% (132/165)					
			3A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	3A.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5) Math Family Nights, Math Club, FCAT Competition	3A.2. Classroom teachers Administration	3A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	3A.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports

							(SuccessMaker 5)
			Night (parents versus students), Parent Tutoring Nights to increase parental education Implementation of Math vocabulary each morning through ITV/ announcements, introduction areas of concern earlier (FCIM), Daily words problems in all classrooms (provided by Math Professional Learning Community member if needed) After-school tutoring				
			3A.3. Grade group and Math Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	3A.3. Administration Math Professional Learning Community Leader Math Professional Learning Community Members	3A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	3A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Scheduling difficulties, time constraints, and lack of instructional specialization	4A.1. Departmentalization will take place in 5th grade	4A.1. Classroom teachers Administration	4A.1. Master Schedule implementation	4A.1. Classroom Learning Walk Checklist
Mathematics Goal #4: In grades 4 and 5,	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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61% of students in the lowest 25% at Parker Elementary School achieved learning gains on the 2012 administration of the FCAT 2.0 Math Test. In grades 4 and 5, 80% of students in the lowest 25% at Parker Elementary School will achieve learning gains on the 2013 administration of the FCAT 2.0 Math Test.	61% (101/165)	80% (132/165)		Implementation of research based strategies learned through professional development (Harcourt Math K-5, CCSS, Discovery Education, KAGAN) Embed Poverty Frameworks strategies within instruction and activities Common Core Professional Development Monthly visits from Jeremy Centeno (Elementary Mathematics Specialists) Focus Skills by grade level and collection of data Utilization of Buckle Down resources Utilization of grade level and teacher developed Math Focus Calendars Monitor all educational exercises based on a goal driven curriculum		Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development
			4A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	4A.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5)	4A.2. Classroom teachers Administration	4A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	4A.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments

			Math Family Nights, Math Club, FCAT Competition Night (parents versus students), Parent Tutoring Nights to increase parental education			Computer program reports (SuccessMaker 5)
			Implementation of Math vocabulary each morning through ITV/ announcements, introduction areas of concern earlier (FCIM), Daily words problems in all classrooms (provided by Math Professional Learning Community member if needed)			
			After-school tutoring			
		4A.3. Conflict of scheduling afternoon meetings Lack of professional resources	4A.3. Grade group and Math Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	4A.3. Administration Math Professional Learning Community Leader Math Professional Learning Community Members	4A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	4A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	The Target AMO for 2011-2012 in the area of math was 45%. The percentage of students scoring satisfactory	The Target AMO for 2012-2013 in the area of math is 50%.	The Target AMO for 2013-2014 in the area of math is 55%.	The Target AMO for 2014-2015 in the area of math is 60%.	The Target AMO for 2015-2016 in the area of	The Target AMO for 2016-2017 in the area of

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Mathematics Goal #5A: The percentage of students at Parker Elementary School scoring satisfactory in math for 2010-2011 was 40%.		in math for 2011-2012 was 40%. The Target AMO was missed by 5%.				math is 65%.	math is 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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1 Scheduling difficulties, time constraints, and lack of instructional specialization	5B.1 Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Harcourt Math K-5, CCSS, Discovery Education, KAGAN) Embed Poverty Frameworks strategies within instruction and activities Common Core Professional Development Monthly visits from Jeremy Centeno (Elementary Mathematics Specialists) Utilization of grade level and teacher developed Math Focus Calendars Monitor all educational exercises based on a goal driven curriculum	5B.1. Classroom teachers Administration	5B.1 Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	5B.1 Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development
Mathematics Goal #5B: The percentage of students in grades 3-5 at Parker Elementary School in the required reporting subgroups making satisfactory progress in math will increase to the state projected Target AMO for their specific subgroup on the 2013 FCAT 2.0. (See Current and Expected Levels of Performance for reporting subgroups.)	2012 Current Level of Performance:* White: 45% Black: 17% Hispanic: 57% Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 52% Black: 34% Hispanic: N/A Asian: N/A American Indian: N/A					
			5B.2. Levels of instructional needs and differences	5B.2. Implementation of differentiated instruction	5B.2. Classroom teachers	5B.2. Classroom Learning Walks	5B.2. Classroom Learning Walk Checklist

| | | (Poor attendance, inappropriate behavior, lack of student motivation and engagement) | strategies within the classroom

Utilization of computer based program (SuccessMaker 5)

Math Family Nights, Math Club, FCAT Competition Night (parents versus students), Parent Tutoring Nights to increase parental education

Implementation of Math vocabulary each morning through ITV/ announcements, introduction areas of concern earlier (FCIM), Daily words problems in all classrooms (provided by Math Professional Learning Community member if needed)

After-school tutoring | Administration | Development of lesson plans containing essential documentation

Monitoring of students' progress | Copies of Lesson Plans

FCAT, Discovery Education data, and classroom-based assessments

Computer program reports (SuccessMaker 5) |
| | | 5B.3.
Conflict of scheduling afternoon meetings

Lack of professional resources | 5B.3.
Grade group and Math Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies.

These meetings will include data chats, monitoring of focus skills, and planning for parental trainings. | 5B.3.
Administration

Math Professional Learning Community Leader

Math Professional Learning Community Members | 5B.3.
Meeting minutes and attendance sign in sheets will be submitted to administration. | 5B.3.
Classroom grades and performance

FCAT, Discovery Education data, and classroom-based assessments |

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Scheduling difficulties, time constraints, and lack of instructional specialization	5D.1. Departmentalization will take place in 5th grade (for inclusion classes) Full time special education students will not be departmentalized, although they will be in small group settings throughout the school day. Implementation of research based strategies learned through professional development (Harcourt Math K-5, CCSS, Discovery Education, KAGAN) Embed Poverty Frameworks strategies within instruction and activities Common Core Professional	5D.1. Classroom teachers Administration	5D.1 Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	5D.1 Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development
Mathematics Goal #5D: The percentage of students with disabilities in grades 3-5 at Parker Elementary School making satisfactory progress in math will increase to the state projected Target AMO for their specific subgroup on the 2013 FCAT 2.0.	2012 Current Level of Performance:* 23% (3/13)	2013 Expected Level of Performance:* 40% (5/13)					

			Development Monthly visits from Jeremy Centeno (Elementary Mathematics Specialists) Utilization of grade level and teacher developed Math Focus Calendars Monitor all educational exercises based on a goal driven curriculum			
		5D.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	5D.2. Implementation of differentiated instruction strategies within the classroom Utilization of computer based program (SuccessMaker 5) Math Family Nights, Math Club, FCAT Competition Night (parents versus students), Parent Tutoring Nights to increase parental education Implementation of Math vocabulary each morning through ITV/ announcements, introduction areas of concern earlier (FCIM), Daily words problems in all classrooms (provided by Math Professional Learning Community member if needed)	5D.2. Classroom teachers Administration	5D.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	5D.2. Classroom Learning Walk Checklist Copies of Lesson Plans FCAT, Discovery Education data, and classroom-based assessments Computer program reports (SuccessMaker 5)

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		After-school tutoring			
		5D.3. Conflict of scheduling afternoon meetings Lack of professional resources	5D.3. Grade group and Math Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies. These meetings will include data chats, monitoring of focus skills, and planning for parental trainings.	5D.3. Administration Math Professional Learning Community Leader Math Professional Learning Community Members	5D.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	5D.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1 Scheduling difficulties, time constraints, and lack of instructional specialization	5E.1 Departmentalization will take place in 5th grade Implementation of research based strategies learned through professional development (Harcourt Math K-5, CCSS, Discovery Education, KAGAN) Embed Poverty Frameworks strategies within instruction and activities Common Core Professional Development Monthly visits from Jeremy Centeno (Elementary Mathematics Specialists)	5E.1 Classroom teachers Administration	5E.1 Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation Professional Development for areas of instructional specialization	5E.1 Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports FCAT, Discovery Education data, and classroom-based assessments Master Schedule Attendance/TDY for Professional Development

Mathematics Goal #5E: The percentage of economically disadvantaged students in grades 3-5 at Parker Elementary School making satisfactory progress in math will increase to the state projected Target AMO for their specific subgroup on the 2013 FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	34% (78/229)	44% (101/229)

| | | | Utilization of grade level and teacher developed Math Focus Calendars

Monitor all educational exercises based on a goal driven curriculum | | | |
|---|---|---|---|---|---|---|
| | | 5E.2.
Levels of instructional needs and differences
(Poor attendance, inappropriate behavior, lack of student motivation and engagement) | 5E.2.
Implementation of differentiated instruction strategies within the classroom

Utilization of computer based program (SuccessMaker 5)

Math Family Nights, Math Club, FCAT Competition Night (parents versus students), Parent Tutoring Nights to increase parental education

Implementation of Math vocabulary each morning through ITV/ announcements, introduction areas of concern earlier (FCIM), Daily words problems in all classrooms (provided by Math Professional Learning Community member if needed)

After-school tutoring | 5E.2.
Classroom teachers

Administration | 5E.2.
Classroom Learning Walks

Development of lesson plans containing essential documentation

Monitoring of students' progress | 5E.2.
Classroom Learning Walk Checklist

Copies of Lesson Plans

FCAT, Discovery Education data, and classroom-based assessments

Computer program reports (SuccessMaker 5) |

| | | 5E.3. Conflict of scheduling afternoon meetings

Lack of professional resources | 5E.3. Grade group and Math Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies.

These meetings will include data chats, monitoring of focus skills, and planning for parental trainings. | 5E.3. Administration

Math Professional Learning Community Leader

Math Professional Learning Community Members | 5E.3. Meeting minutes and attendance sign in sheets will be submitted to administration. | 5E.3. Classroom grades and performance

FCAT, Discovery Education data, and classroom-based assessments |

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction (Pilot)	Kindergarten – Fifth Grade	Bay District Schools	9 Teachers	Summer 2012 (2 days)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Training	Kindergarten – Fifth Grade	Bay District Schools	10 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Christy Clanton	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Unpacking the Mathematics Common Core Standards	Kindergarten – Fifth Grade	Bay District Schools	8 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Focus Calendars	Kindergarten – Fifth Grade	John Cannon	41 Teachers	August 29	Classroom observations, learning walks, and lesson plans	Administration
Focus Calendar Grade Level Meetings	Kindergarten – Fifth Grade	Grade Level Representatives	41 Teachers	September 2012	Classroom observations, learning walks, and lesson plans	Administration
Math Professional Learning Community Meetings	Kindergarten – Fifth Grade	Janice Hensley	9 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration

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Common Core Standards Math Practices	Kindergarten – Fifth Grade	Jeremy Centeno	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Structures	Kindergarten – Fifth Grade	Jeremy Centeno	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Goal Setting	Kindergarten – Fifth Grade	Kimberly Kirkman	41 Teachers	September 19	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Jennifer Jennings	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Implementation Support Meetings	Kindergarten – Fifth Grade	Christy Clanton	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
RtI/MTSS Prep Academy	Kindergarten – Fifth Grade	Bay District Schools	2 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
SMART Content Integration – Tech Tools for Teachers	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Booster for RtI Coaches	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Math Frameworks	Kindergarten – Fifth Grade	Bay District Schools	3 Teachers	September 2012	Classroom observations, learning walks, and lesson plans	Administration
Math Make and Take	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
1A.2, 2A.2, 3A.2, 4A.2	Purchase and installation of six new student computers	Title I	$726.00
			Subtotal: $726.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1A.1, 2A.1, 3A.1, 4A.1	Stipend for teachers for Curriculum	Title I	$4,939.00

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	Common Core planning		
All mathematic strategies	Stipend for teachers for School Improvement planning	Title I	$1,268.00
1A.1, 2A.1, 3A.1, 4A.1	Model Schools Conference	Title I	$334.00
1A.1, 2A.1, 3A.1, 4A.1	Kagan and Reading by the Bay Registration	Title I	$503.00
1A.1, 2A.1, 3A.1, 4A.1	Kagan coaching fees	Title I	$831.00
1A.1, 2A.1, 3A.1, 4A.1	Professional development supplies	Title I	$200.00
1A.1, 2A.1, 3A.1, 4A.1	Substitutes for professional development	Title I	$2,677.00
			Subtotal: $10,752.00
Other			
Strategy	Description of Resources	Funding Source	Amount
All mathematic strategies	Rental of production copier	Title I	$659.00
All mathematic strategies	Miscellaneous supplies needed for classroom instruction	Title I	$763.00
All mathematic strategies	Salary for Intervention Teacher	Title I	$49,805.00
All mathematic strategies	Salaries for paraprofessionals to provide assistance and interventions	Title I	$35,649.00
1A.2, 2A.2, 3A.2, 4A.2	Tutoring	Title I	$1,542.00
			Subtotal: $88,418.00
			Total: $99,896.00

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]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: In grade 5, 38% of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1A.1. Scheduling time within day to teach Science	1A.1. Departmentalization will take place in 5th grade	1A.1. Administration Classroom teachers	1A.1. Ensure that master schedule is being implemented	1A.1. Copies of Lesson Plans Classroom Learning Walk

students at Parker Elementary School scored at Achievement Level 3 on the 2012 administration of the FCAT 2.0 Science Assessment. In grade 5, 50% of students at Parker Elementary School will score at Achievement Level 3 on the 2013 administration of the FCAT 2.0 Science Assessment.	38% (31/81)	50% (41/81)		Integration of additional science instruction to take place during other instructional times when appropriate Implementation of research based strategies learned through professional development (Discovery Education, STEM)		Classroom Learning Walks Development of lesson plans containing essential documentation	Checklist
			1A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	1A.2. Utilization of Science Lab Science Club, Science Nights, Science Explosion Day Tutoring	1A.2. Administration Classroom teachers	1A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	1A.2. Lesson Plans Science Lab Schedule
			1A.3. Conflict of scheduling afternoon meetings Lack of professional resources	1A.3. Science Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies.	1A.3. Administration Science Professional Learning Community Leader Science Professional Learning Community Members	1A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	1A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Scheduling time within day to teach Science	2A.1. Departmentalization will take place in 5th grade Integration of additional science instruction to take place during other	2A.1. Administration Classroom teachers	2A.1. Ensure that master schedule is being implemented Classroom Learning Walks	2A.1. Copies of Lesson Plans Classroom Learning Walk Checklist
Science Goal #2A: In grade 5, 8% of students at Parker Elementary School	2012 Current Level of Performance:* 8% (6/81)	2013 Expected Level of Performance:* 30% (24/81)					

scored at or above Achievement Levels 4 and 5 on the 2012 administration of the FCAT 2.0 Science Assessment. In grade 5, 30% of students at Parker Elementary School will score at or above Achievement Levels 4 and 5 on the 2013 administration of the FCAT 2.0 Science Assessment.			instructional times when appropriate Implementation of research based strategies learned through professional development (Discovery Education, STEM)		Development of lesson plans containing essential documentation	
		2A.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	2A.2. Utilization of Science Lab Science Club, Science Nights, Science Explosion Day Tutoring	2A.2. Administration Classroom teachers	2A.2. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	2A.2. Lesson Plans Science Lab Schedule
		2A.3. Conflict of scheduling afternoon meetings Lack of professional resources	2A.3. Science Professional Learning Community meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies.	2A.3. Administration Science Professional Learning Community Leader Science Professional Learning Community Members	2A.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	2A.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated	Kindergarten –	Bay District	9 Teachers	Summer 2012 (2 days)	Classroom observations, learning	Administration

Instruction (Pilot)	Fifth Grade	Schools			walks, and lesson plans	
Kagan Training	Kindergarten – Fifth Grade	Bay District Schools	10 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Kagan Structures	Kindergarten – Fifth Grade	Jeremy Centeno	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Goal Setting	Kindergarten – Fifth Grade	Kimberly Kirkman	41 Teachers	September 19	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Jennifer Jennings	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Implementation Support Meetings	Kindergarten – Fifth Grade	Christy Clanton	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
RtI/MTSS Prep Academy	Kindergarten – Fifth Grade	Bay District Schools	2 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Booster for RtI Coaches	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Aquatic Species Collecting Course	Kindergarten	Florida Fish and Wildlife Conservation Commission	2 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Science Fusion Textbook Training	Kindergarten – Fifth Grade	Bay District Schools	3 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
SMART Content Integration – Tech Tools for Teachers	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Science Professional Learning Community Meetings	Kindergarten – Fifth Grade	Maggie Odom	7 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount

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1A.1 and 2A.1	Purchase and installation of six new student computers	Title I	$726.00
			Subtotal: $726.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1A.1 and 2A.1	Model Schools Conference	Title I	$334.00
1A.1 and 2A.1	Kagan and Reading by the Bay Registration	Title I	$503.00
1A.1 and 2A.1	Kagan coaching fees	Title I	$831.00
			Subtotal: $1,668.00
Other			
Strategy	Description of Resources	Funding Source	Amount
All science strategies	Supplies for Science Lab	Internal	$2,000.00
1A.2 and 2A.2	Tutoring	Title I	$1,542.00
All science strategies	Rental of production copier	Title I	$659.00
All science strategies	Miscellaneous supplies needed for classroom instruction	Title I	$763.00
			Subtotal: $4,964.00
			Total: $7,358.00

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Scheduling difficulties and time constraints	1A.1. Additional writing instruction to take place during other instructional times when appropriate	1A.1. Classroom teachers Administration	1A.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson	1A.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports Parker Writes (Four times yearly)
Writing Goal #1A: In grade 4, 52% of students at Parker Elementary School scored at Achievement Level 3.0 and higher on the 2012	2012 Current Level of Performance:* 52% (42/81)	2013 Expected Level of Performance:* 80% (65/81)					

administration of the FCAT Writing Assessment. In grade 4, 80% of students at Parker Elementary School will score at Achievement Level 3.0 or higher on the 2013 administration of the FCAT Writing Assessment.					plans containing essential documentation	Writing Rubric
		1A.2. Lack of instructional specialization in the area of writing	1A.2. Continue Parker Writes in all grades (Four times yearly) Tutoring Teachers will provide students with challenging prompts School-wide monthly writing focus Implementation of KAGAN strategies, Common Core, differentiated instruction, and direct instruction within the writing curriculum Develop checklists/rubrics per grade level that address writing requirements using CCSS (Utilize Serenity Anderson from the district office to help create these checklists/rubrics using CCSS) Implementation of SMILE strategies in the classroom as a resource	1A.2. Classroom teachers Administration	1A.2. Classroom Learning Walks Development of lesson plans containing essential documentation	1A.2. Attendance/TDY for Professional Development Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports SMILE Rubric
		1A.3. Conflict of scheduling afternoon meetings	1A.3. Writing Professional Learning Community	1A.3. Administration	1A.3. Meeting minutes and attendance sign in sheets	1A.3. Classroom grades and performance

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		Lack of professional resources	meetings will take place based on an administratively set schedule to share and discuss successful classroom strategies.	Writing Professional Learning Community Leader Writing Professional Learning Community Members	will be submitted to administration. Utilization of Parker Writes and writing rubric	Parker Writes data Writing Rubric data

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction (Pilot)	Kindergarten – Fifth Grade	Bay District Schools	9 Teachers	Summer 2012 (2 days)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Training	Kindergarten – Fifth Grade	Bay District Schools	10 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Christy Clanton	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Unpacking the English Language Arts Common Core Standards	Kindergarten – Fifth Grade	Bay District Schools	7 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Common Core Standards for Writing with Serenity Anderson	Kindergarten – Fifth Grade	Bay District Schools	41 Teachers	August 17	Classroom observations, learning walks, and lesson plans	Administration
Writing Professional Learning Community Meetings	Kindergarten – Fifth Grade	Renee Black	8 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Structures	Kindergarten – Fifth Grade	Jeremy Centeno	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
SMART Content Integration – Tech Tools for Teachers	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
CRISS	Kindergarten –	Bay District	1 Teacher	Summer 2012	Classroom observations, learning	Administration

	Fifth Grade	Schools			walks, and lesson plans	
Goal Setting	Kindergarten – Fifth Grade	Kimberly Kirkman	41 Teachers	September 19	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Jennifer Jennings	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Implementation Support Meetings	Kindergarten – Fifth Grade	Christy Clanton	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
RtI/MTSS Prep Academy	Kindergarten – Fifth Grade	Bay District Schools	2 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Booster for RtI Coaches	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
1A.2	Purchase and installation of six new student computers	Title I	$726.00
			Subtotal: $726.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1A.2	Model Schools Conference	Title I	$334.00
1A.2	Kagan and Reading by the Bay Registration	Title I	$503.00
1A.2	Kagan coaching fees	Title I	$831.00
			Subtotal: $1,668.00
Other			
Strategy	Description of Resources	Funding Source	Amount
1A.2	Tutoring	Title I	$1,542.00
All writing strategies	Rental of production copier	Title I	$659.00
All writing strategies	Miscellaneous supplies needed for classroom instruction	Title I	$763.00

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	Subtotal: $2,964.00
	Total: $5,358.00

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: During the school year 2011-2012, the attendance rate at Parker Elementary School was 94%. For the current school year, we are setting a goal for attendance at 95%. During the school year 2011-2012, there were 296 students at Parker Elementary School with 10 or more absences. The goal for the current school year is for this number to decrease by at least 10 students. During the school year 2011-2012, there were 49 students are Parker	2012 Current Attendance Rate:* 94% 2012 Current Number of Students with Excessive Absences (10 or more) 296 2012 Current Number of Students with Excessive Tardies (10 or more) 49	2013 Expected Attendance Rate:* 95% 2013 Expected Number of Students with Excessive Absences (10 or more) 286 2013 Expected Number of Students with Excessive Tardies (10 or more) 44	1.1. Lack of truancy consequences	1.1. Pirate Pride (Students can earn coins from all teachers by portraying positive behavior traits and through acceptable attendance. Students may use earned coins to attend special events.) Hiring of a part-time Crisis Intervention Instructor Attendance Task Force meetings will take place based on an administratively set schedule	1.1. Administration Behavior Management/Safety Professional Learning Community Leaders and Members Paraprofessional working with parents Crisis Intervention Instructor Attendance Task Force members	1.1. Documented attendance for all students	1.1. FOCUS attendance report (including absences and tardies)
			1.2. School day starting earlier	1.2. Open campus gates and begin breakfast earlier than last year so that students will have enough access time on campus in the mornings	1.2. Administration Paraprofessional working with parents Supplemental paid morning duty employees	1.2. Teachers will report students that have multiple numbers of tardies to administration or paraprofessional working with parents so that parents can be contacted or a home visit by school	1.2. Journal of parental contacts and home visits FOCUS excessive tardies report

					personnel can be made if needed.	
Elementary School with 10 or more tardies. The goal for the current school year is for this number to decrease by at least 5		1.3 Poor home environment No support at home	1.3 Mentor Program will be designed to cater students in need of additional support. These students are nominated by classroom teachers.	1.3 Administration Guidance Counselors Paraprofessional working with parents	1.3. Students and mentors will be asked to complete a survey at the end of the school year concerning the successfulness of the Mentor Program.	1.3. Surveys Mentor Sign-in Sheets Mentor/Student Applications

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
All attendance strategies	Rental of production copier	Title I	$659.00
			Subtotal: $659.00
			Total: $659.00

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of motivation	1.1. Pirate Pride (Students can earn coins from all teachers by portraying positive behavior traits and through acceptable attendance. Students may use earned coins to attend special events.) Hiring of a part-time Crisis Intervention Instructor Implementation of Tier 3 RtI Behavior Interventions	1.1. All school faculty and staff Behavior Management/Safety Professional Learning Community Leaders and Members Crisis Intervention Instructor	1.1. Reports printed to show a decrease in written referrals for students	1.1. FOCUS Suspension Report
Suspension Goal #1: During the school year 2011-2012, there were a total of 182 in-school suspensions at Parker Elementary School. The goal for the current school year is for the number of in-school suspensions to decrease by 10%. During the school year 2011-2012, there were a total of 97 students with in-school suspensions at Parker Elementary School. The goal for the current school year is for this number to decrease to 85 students with in-school suspensions. During the school year 2011-2012, there were a total of 173 out-of-school suspensions at Parker Elementary School. The goal for the current school year is for the number of out-of-school suspensions to decrease by 10%. During the school year 2011-2012, there were a total of 96 students with out-of-school suspensions at	2012 Total Number of In – School Suspensions 182 2012 Total Number of Students Suspended In-School 97 2012 Total Number of Out-of-School Suspensions 173 2012 Total Number of Students Suspended Out- of- School 96	2013 Expected Number of In- School Suspensions 164 2013 Expected Number of Students Suspended In -School 85 2013 Expected Number of Out-of-School Suspensions 156 2013 Expected Number of Students Suspended Out- of-School 80					
			1.2. Lack of parental support	1.2. Encourage of parental involvement through various extra-curricular activities, such as open house, SAC meetings, PTO meetings, grade level award ceremonies, grade level parent days, Family Reading and Math Nights, etc.	1.2. Classroom teachers Guidance Counselors Crisis Intervention Instructor Behavior Management/Safety Professional Learning Community Leaders and Members	1.2. Reports printed to show a decrease in written referrals for students	1.2. FOCUS Suspension Report
			1.3. Inappropriate peer modeling	1.3. Classroom management aligned with positive behavior in the class	1.3. Classroom teachers Crisis Intervention Instructor Behavior	1.3. Reports printed to show a decrease in written referrals for students	1.3. FOCUS Suspension Report

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Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
All suspension strategies	Rental of production copier	Title I	$659.00
All suspension strategies	Salary for part-time Crisis Intervention Instructor	Title I	$21,687.00
			Subtotal: $22,346.00
			Total: $22,346.00

End of Suspension Goals

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: **NO PARENT INVOLVEMENT GOAL REQUIRED – PLEASE SEE PARENT INVOLVEMENT PLAN**	2012 Current Level of Parent Involvement:* *Enter numerical data for current level of parent involvement in this box.*	2013 Expected Level of Parent Involvement:* *Enter numerical data for expected level of parent involvement in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
See Parent Involvement Plan	Production of handbooks/calendars	Title I	$1,365.00
			Subtotal: $1,365.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
See Parent Involvement Plan	Childcare for Family Reading Nights	Title I	$49.00
See Parent Involvement Plan	Supplies for parent involvement	Title I	$3,831.00

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See Parent Involvement Plan	Math and Reading Family Nights (Supplemental salary)	Title I	$1,372.00
See Parent Involvement Plan	Rental of production copier	Title I	$659.00
See Parent Involvement Plan	Salary for paraprofessional working with parents	Title I	$12,764.00
			Subtotal: $18,675.00
			Total: $20,040.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: In grades 3-5, students at Parker Elementary School scoring at or above proficiency as measured by the FCAT 2.0 Mathematics Assessment will increase from 37% (95/258) to 80% (206/258). In grade 5, students at Parker Elementary School scoring at or above proficiency as measured by the FCAT 2.0 Science Assessment will increase from 47% (38/81) to 80% (65/81).	1.1. Students' needs for clear instruction and curriculum in the areas of mathematics and science	1.1. Offer opportunities for all students to participate in learning communities that maximize their individual potential focusing on Science, Technology, Math, and Literacy Students will interact with peers in activities and experiences that require high level thinking skills and the elements of STEM.	1.1. Administration Science Professional Learning Community Leader and members Math Professional Learning Community Leader and members	1.1. Master Schedule implementation Classroom Learning Walks Observations Development of lesson plans containing essential documentation	1.1. Classroom Learning Walk Checklist Copies of Lesson Plans Observation Reports Master Schedule
	1.2. Levels of instructional needs and differences (Poor attendance, inappropriate behavior, lack of student motivation and engagement)	1.2. Science Explosion Day for all students Science and Robotic Club (after school)	1.2. Administration Science Professional Learning Community Leader Science Professional Learning Community Members	1.2.. Classroom Learning Walks Development of lesson plans containing essential documentation Monitoring of students' progress	1.2. Lesson Plans Science Lab Schedule
August 2012 **Rule 6A-1.099811** **Revised April 29, 2011**	1.3. Scheduling difficulties and time constraints	1.3. Science lab will be available for all grades K-5	1.3. Administration Classroom teachers Science lab paraprofessional Science Professional Learning Community Leader Science Professional Learning Community Members	1.3. Meeting minutes and attendance sign in sheets will be submitted to administration.	1.3. Classroom grades and performance FCAT, Discovery Education data, and classroom-based assessments

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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction (Pilot)	Kindergarten – Fifth Grade	Bay District Schools	9 Teachers	Summer 2012 (2 days)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Training	Kindergarten – Fifth Grade	Bay District Schools	10 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
Kagan Structures	Kindergarten – Fifth Grade	Jeremy Centeno	41 Teachers	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Goal Setting	Kindergarten – Fifth Grade	Kimberly Kirkman	41 Teachers	September 19	Classroom observations, learning walks, and lesson plans	Administration
MTSS/RtI Meetings	Kindergarten – Fifth Grade	Jennifer Jennings	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Kagan Implementation Support Meetings	Kindergarten – Fifth Grade	Christy Clanton	1 Teacher	2012-2013 (Monthly)	Classroom observations, learning walks, and lesson plans	Administration
Aquatic Species Collecting Course	Kindergarten	Florida Fish and Wildlife Conservation Commission	2 Teachers	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration
SMART Content Integration – Tech Tools for Teachers	Kindergarten – Fifth Grade	Bay District Schools	1 Teacher	Summer 2012	Classroom observations, learning walks, and lesson plans	Administration

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount

	Purchase and installation of six new student computers	Title I	$726.00
			Subtotal: $726.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
	Model Schools Conference	Title I	$334.00
	Kagan and Reading by the Bay Registration	Title I	$503.00
	Kagan coaching fees	Title I	$831.00
			Subtotal: $1,668.00
Other			
Strategy	Description of Resources	Funding Source	Amount
	Rental of production copier	Title I	$659.00
	Miscellaneous supplies needed for classroom instruction	Title I	$763.00
			Subtotal: $1,422.00
			Total: $3,816.00

End of STEM Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal	1.1. **BULLYING:** Students not having a clear interpretation of what bullying actually means Students being afraid to speak out about bullying	1.1. Educate students using the Bay District Schools approved bullying program, <u>Bully-Proofing Your School</u> This program will involve teachers, students and parents. Materials, such as books, are provided for both the parents and students to educate them about bullying. Guidance counselor will provide monthly lessons to our students concerning violence and bullying.	1.1. Classroom Teachers Students Parents Guidance counselor Administration Behavior Management/Safety Professional Learning Community Leaders and Members	1.1. Student participation within classroom guidance lessons School Climate Survey results	1.1. School Climate Survey printouts and results

	2012 Current Level :*	2013 Expected Level :*			
<u>Additional Goal #1:</u> According to School Climate Survey results of 2011-2012, the main concerns of our parents, students, and faculty of Parker Elementary School are bullying, discipline, and safety. **August 2012 Rule 6A-1.099811 Revised April 29, 2011**	Bullying was a concern of parents, students, and teachers. (All 3 groups out of the 3 groups surveyed) Discipline was a concern of both parents and teachers. (2 groups out of the 3 groups surveyed) Safety was only listed as a major concern for	Goals to be listed as upcoming for major concerns: Bullying (2 groups out of the 3 groups that will complete this year's survey) Discipline (1 group out of the 3 groups that will complete this year's survey) Safety (At least		67	

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
1.3	Material (labels) to be used with Raptor	School Budget	$300.00
1.3	Yearly Raptor service fee	School Budget	$450.00
			Subtotal: $750.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal: $0
Other			
Strategy	Description of Resources	Funding Source	Amount
All additional goal strategies	Rental of production copier	Title I	$659.00
			Subtotal: $659.00
			Total: $1,409.00

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $180,914.00
CELLA Budget	
	Total: $3,816.00
Mathematics Budget	
	Total: $99,896.00
Science Budget	
	Total: $7,358.00
Writing Budget	
	Total: $5,358.00

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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Attendance Budget
Total: $659.00
Suspension Budget
Total: $22,346.00
Parent Involvement Budget
Total: $20,040.00
STEM Budget
Total: $3,816.00
Additional Goals
Total: $1,409.00
Grand Total: $345,612.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☒ Prevent

Are you reward school? ☐ Yes   ☒ No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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   ☐ No

Describe the activities of the SAC for the upcoming school year.

Goals for the 2011-2012 Parker Elementary School Advisory Council include:
- Supporting instructional initiatives within the classroom that focus on improving student performance
- Plan, develop, and facilitate a comprehensive School Improvement Plan designed to enhance the instructional delivery, responsibility, and accountability for all students, faculty, and administration
- Promote school-wide activities that contribute to a positive learning environment for all stakeholders

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Describe the projected use of SAC funds.	Amount
As of this date, there are no School Advisory Council funds available.	$0