

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: MARTIN LUTHER KING, JR ELEMENTARY SCHOOL

District Name: Duval

Principal: Kimberly N Brown

SAC Chair: Collana Sambolah

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kimberly Brown	BA – Elementary Education, University of North Florida; Master of Education – Educational Leadership, University of North Florida; Certification – State of Florida; School Principal (All Levels) Certification	4	4	Assistant Principal/Principal of Martin Luther King Jr. Elementary 2011-2012: Overall School Grade D. Reading Proficiency 35%. Math Proficiency 42%. Reading learning gains 61%. Math learning gains 53%. Reading lowest 25% gains 66%. Math lowest 25% gains 64%. Assistant Principal of Martin Luther King Elementary in 2010-2011: Overall School Grade C. Reading Proficiency 64%. Math Proficiency 71%. Reading learning gains 66%. Math learning gains 64%. Reading lowest 25% gains 57%. Math lowest 25% gains 63%. Black subgroup did not make AYP in Math. 2009-2010: Overall School Grade A. Grade Reading Proficiency 58%. Math Proficiency 71%. Math learning gains 76%. Reading learning gains 63%. Lowest 25% gains in reading 66%, in math 84%. AYP 92%. Black and Economically Disadvantage did not make AYP in reading.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Teia Anderson	BA - Elementary Education Certification K-6, ESOL Endorsement University of South Florida	1.5	1.5	2011 – 2012 Martin Luther King, Jr. (D) Math proficiency 42%. Math Gains 53%. Lowest 25% math Gains 64%. 2010 – 2011 Martin Luther King, Jr. (C) Math proficiency 72%. Math Gains 64%. Lowest 25% Math Gains 63%. 2009 – 2010 Martin Luther King Jr. (Classroom Teacher) (A) Math Proficiency 81%. Math Gains 67%. Lowest 25% Math Gains 79%. Writing Proficiency 84%.
Reading	Vanessa Forbes-Brandon	BA- Elementary Education Certification, K-6	2	2	2011-2012: Grade D. Martin L. King Elementary Reading proficiency 35%. Reading Gains: 59%. Lowest Reading Gains: 62%. 88% proficiency in 4th grade writing. 2010-2011: Grade C. Pickett Elementary Reading proficiency: 41%. AYP 38%. Black and Economically Disadvantage did not make AYP in reading. 78% proficiency in 4th grade writing. 2009-2010: Grade B. Pickett Elementary Reading proficiency: 53%. Reading Gains: 33%. Lowest 25% Reading gains 45%. Black and Economically Disadvantage did not make AYP in reading. Writing proficiency 98% proficiency in 4th grade writing.
Science	Dwyane L. Kohn	BA – Elementary Education MS – Instructional Technology Certification K-6		3	2010-2011 – Long Branch Elementary (A) Science proficiency increased 20% to 23% 2009-2010 – Sallye B. Mathis Elementary (A) Science proficiency increased 36% to 62% 2008-2009-Sallye B, Mathis Elementary (C) Science proficiency decreased 18% from 44%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Mentor Monthly Meetings	Professional Development Facilitator	On-going	
2	2. Bi-weekly Professional Development	Instructional Support Team	On-going	
3	3. Teacher Mentoring Program	Professional Development Facilitator & Administrator	On-going	
4	4. District Cadre/Teach For America Support	Administrator	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
22% (10)	Teacher Induction Program – MINT Instructional Support Team Support Mentor Teacher Collaboration Grade Level Collaboration Content Area Collaboration

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	22.2%(10)	24.4%(11)	26.7%(12)	26.7%(12)	42.2%(19)	68.9%(31)	6.7%(3)	0.0%(0)	17.8%(8)

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
Nadege Richards	Teresa Toomer	Ms. Richards is a successful 5th grade teacher who is passionate about the success of others. Her background includes working with 2nd, 3rd, and 5th grade students and formerly a UF apprentice. Mrs. Toomer is a 1st year teacher who completed the UF apprenticeship program.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings.
Dwyane Kohn	Celeste Payne	Mr. Kohn is an exceptional educator. He has served many roles in the school system including a position as a District Cadre. As District Cadre he has mentored many teachers. He currently works as the Science Coach. Mrs.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings.

		Payne is a 1st year teacher who completed the UF apprenticeship program.	
Lauren Apolito	Courtney Malcolm	Mrs. Apolito is a phenomenal teacher. She is a Teach for America Alumni. She successfully taught 1st grade for the past 3 years and is currently teaching 5th grade. Ms. Malcom is a Teach for America 1st year teacher	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings
Dwyane Kohn	Ashley Cabrera	Mr. Kohn is an exceptional educator. He has served many roles in the school system including a position as a District Cadre/Clinical Educator. As District Cadre/Clinical Educator he has mentored many teachers and pre-interns. Mrs. Cabrera is one of his former students from UNF. He currently works as the Science Coach. classroom teacher. Mrs. Cabrera is a 1st year guidance counselor.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings
Teia Anderson	Lauren Brickse	Mrs. Anderson is a dynamic educator. Her current role is Math Coach. She has successfully taught 3rd, and 4th grade. Mrs. Anderson successfully mentored a first year teacher last year. Ms. Brickse is a 1st year teacher.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings
Teia Anderson	Stephanie Hite	Mrs. Anderson is a dynamic educator. Her current role is Math Coach. She has successfully taught 3rd, and 4th grade. Mrs. Anderson and	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT

	Ms. Hite successfully worked together last year. Ms. Hite is a 2nd year teacher.	Program. Analyze student work to inform instruction. Monthly Mentoring Meetings
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Superintendent Summer Academy is funded through this source which extends their learning opportunities.

Title I, Part C- Migrant

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Martin L. King Elementary is a designated center for S.T.A.R. Program.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased SuccessMaker and GIZMO licenses to integrate with instruction. In addition, professional development for SuccessMaker and GIZMO will be provided.

Title III

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Ribault Full Service Program and United Way to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 and Level 2 students, along with primary students identified in the red/yellow according to FAIR. SAI funds will be used in providing teachers for Saturday School. Funds were also given to help supplement the STAR program.

Violence Prevention Programs

Safe and Drug Free Schools: District provides funds for programs (Foundations/CHAMPS, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

Nutrition Programs

Breakfast is provided to each student through "Breakfast in the Classroom" program.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

- Principal (Kimberly Brown): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/RtI; conducts assessment of MTSS/ RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS/ RtI implementation; and communicates with parents regarding school-based MTSS/ RtI plans and activities.
- Academic Coaches (Anderson, Kohn, and Forbes-Brandon): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- School Counselor (Cabrera): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- General Education Teachers (Blank, Apolito, Richards, Hite): Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Special Education Teacher (Sartin): Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair (Brown): Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Technology Specialist (Mills/Blank): Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display

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 focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets biweekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The MTSS Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The MTSS Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/RtI to inform instruction and made mid-course adjustments as data are analyzed.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), SuccessMaker, Behavior Checklist, BURKS
Midyear: FAIR, DRA-2, SuccessMaker, Behavior Checklist, and District Benchmark Assessments as appropriate
End of Year: FAIR, FCAT, DRA2, SuccessMaker, Behavior Checklist,
Ongoing Progress Monitoring: PMRN, FAIR (ongoing formative assessments), Pearson Inform, mini-assessments, SuccessMaker
Frequency of data review: Weekly and Bi-weekly reviews of data analysis

Describe the plan to train staff on MTSS.

Training will occur during pre-planning, early dismissal, and faculty meetings, MTSS/RtI learning will be job embedded. The faculty and staff will incorporate MTSS/ RtI training in our Professional learning communities, grade level meetings, classroom observations, data chats, and book study.

Describe the plan to support MTSS.

In order to support the Multi-Tiered Support System the staff will receive ongoing professional development in order to meet student needs. The school-wide calendar has been pre-populated with dates to ensure consistency of MTSS meetings and opportunities for teachers to receive support from the instructional support team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrator: Principal Kimberly Brown
Academic Coach: Forbes-Brandon
Reading Interventionist:
General Education Teachers: Emily Benedict- K, Estella Dixon-1st, Celeste Payne-2nd ,Ingrid Pitts-4th, and Nadege Richards-5th
Special Education Teacher: Amy Sartin

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

In support of the district's reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students."

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

Our reading proficiency target for this school year is 50%. We will increase our learning gains from 61% to 70%. Our students in the bottom quartile will increase gains from 66% to 70%. The strategies that we will incorporate include: Six Essential Comprehension Strategies, SuccessMaker, Implementing text complexity and closed reading, Compass Odyssey, Florida Continuous Improvement Model, SES Tutoring, Team Up, Coaching and modeling support, PLCs, Book Study, and implementation of FCRR activities based upon school FAIR reports.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/14/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

At Martin L. King, Jr. Elementary F.A.M.E. Academy, we have two Pre-Kindergarten classes which increase the transitional learning at the school base level. All incoming Kindergarten students are accessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are accessed using FLKRS/Echos, FAIR and the Houghton Mifflin Emergent Literacy Test in the areas of Basic Skills/School readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Everyday Counts, Riverdeep and teacher-made tests are also used to track development over time and classroom grouping.

Screening data will be collected and aggregated by October 2012. Data will be used to plan daily instruction for all students; including those who may need intervention beyond core instruction. Teachers will provide differentiated instruction in small groups in order to meet students' needs. Instruction will include modeling, guided practice, and independent practice of all areas identified by screening data.

After data are gathered and analyzed, teachers will group students according to their needs. Students will work on the skills that were identified as weaknesses in order to move forward.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

Incorporate an Adopt a Day-Care program where we invite the owners of local Day Care businesses to participate in hands-on instructional activities. This will bring awareness of Kindergarten expectations.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	50% (102) of the students in third, fourth, and fifth grades will score a level 3 on the 2013 Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (71)	50% (102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of active student engagement/ participation	1A.1. Teachers will be provided with professional development opportunities on how to effectively engage students. (Marcia Tate) Engagement Module provided to select teachers by the Lastinger Center	1A.1. Administration Reading Coach Classroom Teacher Reading Interventionist	1A.1. Classroom Observations School-wide student engagement data observation tool	1A.1. Classroom walkthroughs and logs Engagement Data
2	1A.2. Teachers limited depth of content knowledge and abilities to plan rigorous lessons.	1A.2. An Instructional Focus Calendar will be developed to focus on content areas students are not mastering. Vertical & horizontal articulation within grade level to enhance lesson planning skills	1A.2. Administration Reading Coach Classroom Teacher Reading Interventionist	1A.2. School-wide data monitoring system Observations	1A.2. Classroom Walkthroughs and logs
3	1A.3. Limited text complexity and genre of texts exposed to students	1A.3. Create literature rich classrooms with an exposure to a variety of genres Train teachers on text complexity and the types of text to expose students to.	1A.3. Administration Reading Coach Classroom Teacher Reading Interventionist	1A.3. FCIM Assessments IBM Reading Assessments	1A.3. Data Notebook

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		26% of the students in the third, fourth and fifth grades will score a level 4 or 5 on the 2012 Reading FCAT
2012 Current Level of Performance:		2013 Expected Level of Performance:
15% (28)		26% (48)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Lack of time in the classroom schedules to meet the needs of all students	2a.1. An Instructional Calendar will be developed to ensure enrichment activities are provided to students meeting satisfactory performance Challenging projects to engage students critical thinking skills to maintain proficiency in reading	2a.1. Reading Coach Administration Reading Interventionist	2a.1. School-wide data monitoring system	2a.1. Student Work Student Data Chats
2	2a.2. Teachers limited depth of knowledge	2a.2. Professional development, inquiry, and book studies provided by academic coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement Explicit training on using appropriate text complexity	2a.2. Administration Academic Coaches District Coaches	2a.2. Classroom Observations Analysis of grade level data	2a.2. CAST-Classroom Observations Data Chats
3	2A.3. Teacher lack of in depth lesson planning	2A.3. Review teacher lesson plans weekly to ensure plans, level of complexity and daily instruction are aligned.	2A.3. Principal	2A.3. Classroom Observations	2A.3. Lesson Plan Review Form

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:			70% (128) of our students in third, fourth and fifth grades will make learning gains in reading on the 2012-2013 FCAT 2.0		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
61%(116)			70% (128)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Lack of instructional support	3a.1. Push in support for tiered groups in reading provided by reading interventionist and reading coach	3a.1. Administration Reading Coach Reading Interventionist	3a.1. School wide data monitoring system	3a.1. Coaches Log
2	3a.2. Teachers lack of knowledge in using data to drive instructional decisions	3a.2. Utilize the MTSS Problem Solving tool to analyze all data sources (i.e. FAIR, IBM, FCIM)	3a.2. Administration Reading Coach Reading Interventionist Classroom Teacher	3a.2. School wide data monitoring systems FAIR Data Analysis	3a.2. Data Chats/Data Notebooks

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:			N/A		
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	42% (83) students did not make satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (57) Black	42% (83) Black

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Black: Teachers limited depth of content knowledge	5B.1. Professional development, inquiry, and book studies provided by academic coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement	5B.1. Administration Academic Coaches District Coaches	5B.1. Classroom Observations Analysis of grade level data	5B.1. CAST-Classroom Observations
2	5B.2. Teachers lack of knowledge in using data to drive instruction	5B.2. Utilize the MTSS Problem Solving tool to analyze all data sources (i.e. FAIR, IBM, FCIM). Teachers differentiate lessons to reflect student needs based on data	5B.2. Administration Academic Coaches District Coaches	5B.2. Classroom Observations Analysis of grade level data	5B.2. Teacher Data Notebook Data Chats

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:			88% of the students did not make satisfactory progress in reading		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
12% (2)			33% (4)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Lack of time in the classroom schedules to meet the needs of diverse learners	5D.1. VE Support Facilitation and Reading interventionist will be work with small groups of students providing them with small chunks of work at a time. They will also provide students multiple opportunities to practice reading skills.	5D.1. Reading Coach VE Resource Teachers Reading Interventionist	5D.1. Data Analysis during collaborative planning time and MTSS/RtI Academic Intervention Team Meeting	5D.1. Teacher Data Notebook Data Chats
2	5D.2. Lack of active student engagement/ participation	5D.2. Teachers will be provided with professional development opportunities on how to effectively engage students. (Marcia Tate)	5D.2. Reading Coach VE Resource Teachers Reading Interventionist	5D.2. Classroom Observations	5D.2. Student data chats CAST- Classroom Observations

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:			40% (74) students will make satisfactory progress in reading		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
70% (113)			40% (74).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Teachers ability to differentiate instruction to meet the needs of diverse learners	5E.1. One-on-one push in support. Providing Multiple opportunities to practice skills and reading (repetition) Team Up Program will be an extension to the school day. Item Specification based	5E.1. VE Resource Teacher Reading Coach Reading Interventionist	5E.1. School-wide monitoring system	5E.1. Teacher Data Notebook Data chats Observation Notes

		lessons will be utilized.			
2	5E.2. Lack of active student engagement/ participation	5E.2 Teachers will be provided with professional development opportunities on how to effectively engage students. (Marcia Tate)	5E.2. Reading Coach VE Resource Teachers Reading Interventionist	5E.2. School wide engagement observations Data Analysis during collaborative planning	5E.2. CAST – Classroom Observations Student Data Chats

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
Marcia Tate Seminar	Brain Research Engagement Activities	Marsha Tate/District Coaches	School-wide all grade levels	October 6, 2012	Administration, Reading Coach, Walkthroughs, Observation Methods	Administration, Reading Coach, District Coaches
Diagnostic Reading Assessment (DRA)	New/Novice Teachers/ Reading	Reading Coach	New/Novice Teachers	On-going	Observe implementation of the assessment	Reading Coach
Collaborative planning for developing effective and engaging lesson plans	School-wide/ Reading	Instructional Support Team	School-wide	On-going	Walkthroughs, Observation Method, and grade level meeting's minutes	Administration, Reading Coach, District Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Mastery /Phonics Read	Instructional Support	Turnaround Funds	\$2,235.67
Florida Ready (Reading/Math/Science	Instructional materials	Turnaround Funds	\$1,562.17
Subtotal:			\$3,797.84
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker Reading/Math	Computer based program for remediation	Turnaround Funds	\$1,156.00
Subtotal:			\$1,156.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marcia Tate Seminar	Reading (Student Engagement)	Title 1	\$2,000.00
Subtotal:			\$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Time for Kids Magazines	Reading (Instructional)	Turnaround Funds	\$624.33
Subtotal:			\$624.33
Grand Total:			\$7,578.17

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		N/A		
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	50% of students in 3rd, 4th and 5th grade will score at a level 3 or higher in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (79)	50% (103)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Teachers lack the pedagogical content knowledge	1a.1. Teachers attend on-going professional development at the school level, through coaching cycle and subject area collaboration.	1a.1. Math Coach, Instructional Support Team Math goal team	1a.1. Teachers will develop a rubric to rate observations and lessons done by coach or peers.	1a.1. Rubric created by math team
2	1a.2. Student attendance	1a.2. Create a reward system to increase student attendance	1a.2. Teachers Instructional support staff	1a.2. Attendance folders checked by teachers daily	1a.2. Genesis Attendance Data
3	1a.3. Teachers & students using data to drive instruction	1a.3. Data Notebooks school wide to track progress Data Chats	1a.3. Teachers Instructional support staff	1a.3. Increased scores on district benchmarks	1a.3. Data Notebook Data Chats

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	20% of the students in 3rd, 4th, and 5th grade will score at or above levels 4 and 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (18)	20% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.2. Students exposure to rigorous tasks and lack of goal setting	2a.2. Data Notebooks school wide to track progress Student Data Chats and Goal Setting	2a.2. Teachers Instructional support staff	2a.2. District and classroom assessments	2a.2. Data Notebooks Data Chats

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	65% of students will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
(52%)	65% (85)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Teachers who are new to math are not adequately trained on curriculum, resources and supplementary materials.	3a.1 Coach will provide professional development around lesson planning. Teachers will attend math department district PD.	3a.1. Math Coach Instructional support team member	3a.1. Classroom Observations and cycle of coach support	3a.1. CAST-Classroom Observation
2	3a.2. Students prior content knowledge and foundational skills	3a.2. Every Day Counts will be used to provide daily skills review. Teachers will align all elements to math NGSS standards.	3a.2. Math Coach Instructional support team member	3a.2. Teachers will create EDC folders to monitor daily completion and update of elements	3a.2. Student work folders Data chats

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% of the lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (40)	70% (55)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4a.1. Lack of extra support resources.	4a.1. Tutoring through push-in support. Team Up	4a.1. Teachers, Instructional	4a.1. Monitor growth using district and classroom	4a.1. Student and teacher data

1		extension of the learning school day	support team	assessments	notebooks CAST-Observations
2	4a.2. Student displaying negative behaviors, student motivation, individualized support	4a.2. Positive reinforcement through mentoring program, positive referrals, and book study on positive discipline	4a.2. Teachers, Instructional support team	4a.2. Track student referral data	4a.2. Genesis Referral Data Report Data Notebooks

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal #			
			5A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	86% of the black subgroup will demonstrate Adequate Yearly Progress in Math on the 2012 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 64% (126)	Black: 86%(185)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Black: Differentiation based on learning styles and interests	5B.1. Teachers will use interest inventories to plan engaging lessons Teachers will collaborate by content area to plan lessons Instructional support team will provided model lessons	5B.1. Classroom teacher Instructional support team	5B.1. Student engagement surveys, District and state assessments	5B.1. Data Notebook CAST-Classroom Observations

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:			18% of students with disabilities will make satisfactory progress		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
6%(1)			25% (3)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Collaboration and planning between the ESE resource teacher and classroom teacher	5D.1. ESE support will attend grade level planning meetings, IEP copies are provided for classroom teachers, student data chats	5D.1. Classroom teacher ESE support Administration	5D.1. Student conferences, goal setting, and IEP Meetings	5D.1. Data Chats Data Notebook

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:			50% of economically disadvantaged students will make satisfactory progress in mathematics.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
64% (103)			50% (93)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5E.1. Differentiation based on learning styles and interests	5E.1. Teachers will use interest inventories to plan engaging lessons	5E.1. Classroom teacher, instructional support team	5E.1 Student engagement surveys, district benchmark data, PMA data, and FCIM data	5E.1. Data Notebook Data Chats

1		Teachers will collaborate by content area to plan lessons Instructional support team will provide model lessons			
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	3rd grade	Math Coach	3rd grade	Grade level meetings	Teacher observation and grade level collaboration	Classroom teachers, Math coach
Lesson Planning using item specifications/Common Core Standards	All	Math Coach	School-Wide	Quarterly meetings	Walk-through observation (ongoing), Math goal team meetings (quarterly)	Math Coach, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Push-In small group support	Florida Ready books for all 3rd - 5th graders	Turnaround Funds	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Skill building – fact fluency	Reflex – game based system that motivates students to develop recall of basic facts	SAI/Turnaround Funds	\$1,200.00
Every day Counts	Every day Counts: Calendar Math Complete Digital Kit 3rd -5th grade	Turnaround Funds	\$1,200.00
			Subtotal: \$2,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Grade level collaboration/Vertical articulation	Teacher time allotted to curriculum plan/vertical articulation	Title I Funds	\$500.00
Engagement Seminar	Marcia Tate	Title I Funds	\$1,500.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,900.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			15% of the students scored at Achievement Level 3 in science. Our goal for 2013 is to have at least 30% of the students score at Achievement Level 3 in science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
15%[10]			30%[20]		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students lack of previous science concepts knowledge.	1A.1. Focus Calendar implementation that focuses on the AA benchmarks Science Related Field Trips Team-Up Science Intervention (STAR BOOTCAMP)	1A.1. 5th grade science teacher Science coach	1A.1. Analyzing data of formative and summative assessments.	1A.1. Data Chats Data Notebook
2	1A.2. Reading Comprehension	1A.2. Inclusion of science content during reading block Thematic Units that incorporate reading,	1A.2. 5th grade teachers Science coach	1A.2. Analyzing data of formative and summative assessments.	1A.2. Data Chats Data Notebook
3	1A.3. Teacher new to grade level	1A.3. District and School-based Professional Development and Support	1A.3. District science coaches Science coach	1A.3. Classroom observations Training follow-up	1A.3. CAST-Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2012, 1% of the students scored at or above Achievement Levels 4 and 5 in science. Our goal for 2013 is to have at least 5% of the students score at or above Achievement Levels 4 and 5 in science.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

1%[1]

5%[4]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Exposure to science content outside of the classroom setting.	2A.1 Participate in science related field trips.	2A.1. 5th grade teachers Science coach	2A.1. Research grade and content appropriate field trips. Coordinate science field trips and seek sponsors to donate related costs. Align all field trips with the NGSSS science standards. Administer an exit ticket or mini-assessment to determine effectiveness.	2A.1. Exit tickets Data Chats Data Notebook
2	2A.2. Applying acquired science knowledge to real-world situations.	2A.2. Participate in a school-based and/or district-based science fair.	2A.2. Science Team	2A.2. Coordinate school-wide science fair. Solicit celebrity judges. Quality of projects presented determines effectiveness of the strategy.	2A.2. Science fair projects Data Chats Data Notebooks
3	2A.3. Exposure to people in science related fields.	2A.3. Engage students with science related guest speakers and presentations	2A.3. Science Team	2A.3. Research and coordinate science related guest speakers and presentations. The discussion/presentation will be aligned with the NGSSS science	2A.3. Exit tickets Observations

				standards.	
				Administer an exit ticket or mini-assessment to determine effectiveness	

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	For the 2012 FCAT 1 student was administered the Florida Alternate Assessment for science. That student earned at or above Level 7. For the 2013 administration of the Florida Alternate Assessment for science 1 student is eligible to take the Florida Alternate Assessment for science. Our goal is to have this student score at or above Level 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% [1]	100% [1]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Difficulty processing	2B.1. Content presented in smaller increments	2B.1. ESE teacher 5th Grade Teacher Science Coach	2B.1. Implementing IEP with fidelity Analyzing informal and formal assessments	2B.1. Informal and formal assessments Data Notebook
2	2B.2 Time Constraints	2B.2. Extended time to complete assignments and tasks	2B.2. ESE teacher 5th Grade Teacher Science Coach	2B.2. Implementing IEP with fidelity Analyzing informal and formal assessments	2B.2. Informal and formal assessments Data Notebook
3	2B.3 Retention of Content	2B.3. Exposure to content incorporating various learning styles	2B.3. ESE teacher 5th Grade Teacher Science Coach	2B.3. Implementing IEP with fidelity Lesson plans that incorporate various learning styles Analyzing informal and formal assessments	2B.3. Informal and formal assessments Data Notebook

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
Intro to New Textbooks	ALL	D. Kohn	School-wide	Pre-Planning 8/15/12	Classroom Observations	D. Kohn
Lesson Planning & Implementation	ALL	D. Kohn	School-wide	Early Release Day 10/17/12	Classroom Observations	D. Kohn
Scientific Inquiry	ALL	D. Kohn	School-wide	Teacher Planning Day 1/18/13	Classroom Observations Science Fair Projects	D. Kohn

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Team-Up Science Intervention (STAR BOOTCAMP)	This intervention uses games to reinforce the science benchmarks.	Unknown	\$1,500.00
Florida Ready Book (Science) (if available)	This resource unpacks the benchmarks for the students in a student friendly manner. The lessons follow the "I do", "We do", "You do" Model of instruction.	Unknown	\$650.00
Subtotal: \$2,150.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Related Field Trips	MOSH Marine Science Center IMAX STARBASE	Unknown	\$1,500.00
Subtotal: \$1,500.00			
Grand Total: \$3,650.00			

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	90% (44 students) of fourth grade students will achieve levels 3.5 or higher on FCAT 2.0 writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

88% (68)			90% (44)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Newly placed teachers in the fourth grade.	1a.1. The Reading Coach will provide daily push-in support to facilitate guided writing, conferences, and co-teach.	1a.1. Administration	1a.1 Daily classroom monitoring by administration. Monthly analysis of student writing taken from writing prompts.	1a.1. CAST-Observation Coaches Log
2	1a.2. Teachers limited knowledge with analyzing writing data	1a.2. Teachers will administer monthly writing prompts using previous FCAT prompts to review student growth and revise instructional plans for appropriate differentiation. Essays will be scored using the 6 point rubric provided by the FLDOE	1a.2. Administration, Reading Coach	1a.2. Monthly analysis of writing prompt data, monitoring of lesson plans	1a.2. CAST-Observation Student data chats/conferences Data Notebook

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
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FCAT Writing 2.0 Instruction and Scoring Workshop	Fourth Grade Writing	FLDOE	Administration, Academic Coaches, and the fourth grade teachers.	Once (TDE)	Monitoring of monthly writing assessment scores.	Administration, Academic Coaches
Implementation of FCAT Writing 2.0 Rubric	Fourth Grade Writing	Reading and Standards Coach	Academic Coaches and 4th grade writing Teachers	Once monthly during grade level collaboration planning	Monitoring of monthly writing assessment scores. Samples of student work.	Administration, Academic Coaches

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score Writing Assessment (2) administrations	Write Score Inc. Company provides writing prompts and data analysis according to the state standards	School Instructional Funds/Turnaround Funds	\$457.80
			Subtotal: \$457.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$457.80

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	85% of the students will attend school daily and arrive on time
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
80% (346)	85% (374)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
20% (88)	15% (66)
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)			Tardies (10 or more)		
10% (45)			7% (31)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parental Support	1.1. Mandatory parent meetings for those who have 5 or more absences or tardies	1.1. Guidance Counselor Administrator	1.1. Attendance Folders	1.1. Genesis Attendance Records
2	1.2. Student Motivation	1.2. Incentive Program for classes that have the least tardies and absences. Classes rewarded with intrinsic and extrinsic incentives	1.2. Guidance Counselor Administrator	1.2. Attendance Folders	1.2. Genesis Attendance Records

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
Parent Trainings	ALL	Guidance Counselor	School – wide	Quarterly Meeting	Genesis Attendance Report	Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Motivation	Incentives	Fundraiser (student incentives)	\$300.00
Subtotal:			\$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PT Counselor	Attendance Interventionist. Contacting and Conferencing with parents to avoid truancy	Title 1	\$22,536.00

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	In 2012-2013 we will reduce the suspension rate from 138 out of school suspensions to 98 out of school suspensions
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4	20
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	20
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
138	90
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
67	45

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student Discipline	1.1. School wide discipline procedures. Incentive program for students who follow the Guidelines to Success	1.1. Guidance Counselor Administration Office Clerk	1.1. Track Positive Referrals Track Discipline Referrals	1.1. Genesis Data Spreadsheet
2	1.2. Lack of Student Motivation	1.2. Students who follow the character traits for the month will be honored. Students receive rewards for exhibiting positive behaviors	1.2. Administrator Guidance Counselor	1.2. Positive Referral data vs. Negative Referral data	1.2. Genesis Excel Data Spreadsheet

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
Learning for Life	ALL	Guidance	School-wide	Monthly	Data Spreadsheet	Guidance
Discipline Procedures	ALL	Administrator	School-wide	Pre-Planning; Monthly	Data Spreadsheet	Administrator/Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Motivation	Student Incentives	Fundraiser (Student incentives)	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	25% of parents will participate in school-wide conferences, trainings, and parental involvement functions at the school
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

15% (50)			25% (92)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of a flexible time schedule for parent conferences and workshops.	1.1. The school will offer flexible times in the am and pm for parent conferences and workshops.	1.1. Administrator Parent Liaison Academic Coaches Classroom Teachers	1.1. The number of parents attending conferences and workshops.	1.1. Parent Surveys Sign-In sheets
2	1.2. Lack of sharing knowledge of school processes and happenings at the school	1.2. Weekly email newsletters by school principal, Grade level monthly newsletters, Classroom websites, Use of Parent Link to disseminate necessary information.	1.2. Administrator Parent Liaison Classroom Teachers	1.2. Parents will complete a quarterly survey to determine the effectiveness of the strategies used to disseminate information.	1.2. Parent Survey
3	1.3. Lack of curriculum materials for parent use.	1.3. Develop a parent resource center with curriculum for parents to check out for home use with students.	1.3. Administrator Parent Liaison	1.3. The number of materials checked-out by parents	1.3. Parent Survey

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
Conducting Effective Parent Conferences	All	Administrator Academic Coaches	All teachers	By October 15, 2012	Parent Conference Surveys	Administrator
Developing Classroom Websites	All	Teacher	All teachers	By November 1, 2012	Feedback from Parents and administration	Administrator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide at home curriculum for parent check out.	Edupress home activity sets: Phonics, Sight Words, My Own Books, Read With Me, Early Learning Beginning Reading	Turnaround	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effectively Communicating with Parents and Building Parental Relationships	School, Family, Community Partnerships by Joyce Epstein	Turnaround	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$700.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:			To significantly decrease incidents of fighting, battery, bullying, harassment and intimidation among all students.		
2012 Current level:			2013 Expected level:		
There were 68 incidents during the 2011-2012 school year			10 or less incidents for the 2012-2013 school year		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students and adults accurately reporting incidents	1.1. Annual instruction on bullying prevention is available to all students and adults in our schools.	1.1. Foundations Team Principal	1.1. School Crime and Violence Incident Report Data (DIS018) and Climate Survey will be analyzed monthly and annually respectively	1.1. Student Climate Survey School Crime an Violence Incident Report (DIS018) Informal/Formal Observations using the CAST instrument Domain 2
2	1.2. Implementing program with fidelity due to lack of understanding and/or training.	1.2. CHAMPs is a proactive approach to classroom management. This program is a district-wide initiative and will be implemented by all teachers.	1.2. Instructional Leadership Team Principal Assistant Principal Foundations Team	1.2. Administrator Observations using CHAMPs Walk-through instrument in various rooms daily and monitor discipline records analyzing data quarterly	1.2. CHAMPs Walk-Through instrument Student Discipline Records
3	1.3. Implementing program with fidelity due to lack of understanding and/or training.	1.3. Second Step Program is a proactive approach to making wise choices and bully-free	1.3. Instructional Leadership Team Principal Assistant Principal Foundations Team	1.3. Administrator Observations	1.3. Student Discipline Records

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
CHAMPs	All	Schultz	School –wide	Monthly	CAST Observations Student Discipline Records CHAMPs Walk-Through Instrument Climate Survey	Instructional Leadership Team Principal Assistant Principal Foundations Team
Second Step	All	Guidance	School-wide	Bi-weekly	Student Discipline Records	Instructional Leadership Team Principal Assistant Principal Foundations Team

Budget:

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

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Mastery /Phonics Read	Instructional Support	Turnaround Funds	\$2,235.67
Reading	Florida Ready (Reading/Math/Science	Instructional materials	Turnaround Funds	\$1,562.17
Mathematics	Push-In small group support	Florida Ready books for all 3rd -5th graders	Turnaround Funds	\$2,500.00
Science	Team-Up Science Intervention (STAR BOOTCAMP)	This intervention uses games to reinforce the science benchmarks.	Unknown	\$1,500.00
Science	Florida Ready Book (Science) (if available)	This resource unpacks the benchmarks for the students in a student friendly manner. The lessons follow the "I do", "We do", "You do" Model of instruction.	Unknown	\$650.00
Writing	Write Score Writing Assessment (2) administrations	Write Score Inc. Company provides writing prompts and data analysis according to the state standards	School Instructional Funds/Turnaround Funds	\$457.80
Attendance	Student Motivation	Incentives	Fundraiser (student incentives)	\$300.00
Suspension	Student Motivation	Student Incentives	Fundraiser (Student incentives)	\$500.00
Parent Involvement	Provide at home curriculum for parent check out.	Edupress home activity sets: Phonics, Sight Words, My Own Books, Read With Me, Early Learning Beginning Reading	Turnaround	\$500.00
				Subtotal: \$10,205.64
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Success Maker Reading/Math	Computer based program for remediation	Turnaround Funds	\$1,156.00
Mathematics	Skill building – fact fluency	Reflex – game based system that motivates students to develop recall of basic facts	SAI/Turnaround Funds	\$1,200.00
Mathematics	Every day Counts	Every day Counts: Calendar Math Complete Digital Kit 3rd -5th grade	Turnaround Funds	\$1,200.00
				Subtotal: \$3,556.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marcia Tate Seminar	Reading (Student Engagement)	Title 1	\$2,000.00
Mathematics	Grade level collaboration/Vertical articulation	Teacher time allotted to curriculum plan/vertical articulation	Title I Funds	\$500.00
Mathematics	Engagement Seminar	Marcia Tate	Title I Funds	\$1,500.00
Parent Involvement	Effectively Communicating with Parents and Building Parental Relationships	School, Family, Community Partnerships by Joyce Epstein	Turnaround	\$200.00
				Subtotal: \$4,200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Time for Kids Magazines	Reading (Instructional)	Turnaround Funds	\$624.33

Science	Science Related Field Trips	MOSH Marine Science Center IMAX STARBASE	Unknown	\$1,500.00
Attendance	PT Counselor	Attendance Interventionist. Contacting and Conferencing with parents to avoid truancy	Title 1	\$22,536.00
				Subtotal: \$24,660.33
				Grand Total: \$42,621.97

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District MARTIN LUTHER KING, JR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	72%	66%	29%	231	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	64%			130	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	63% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District MARTIN LUTHER KING, JR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	71%	79%	40%	248	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	76%			139	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	84% (YES)			150	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested