FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JOHN LOVE ELEMENTARY SCHOOL

District Name: Duval

Principal: Laura Bowes

SAC Chair: Sorrells

Superintendent: Ed Prat-Dannals

Date of School Board Approval:

Last Modified on: 10/17/2012

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 John Love Elementary School 2011-2012 School Grade B Reading Proficiency – 32%, Math Proficiency – 51% Science Proficiency – 25%, Writing Proficiency – 73% Reading Gains – 76%, Math Gains – 80% BQ Reading Gains – 79%, BQ Math Gains – 80% Principal John Love Elementary School School Grade F Reading Proficiency: 37% Math Proficiency: 53% Science Proficiency: 30% Writing Proficiency: 38% Learning Gains Math – 74% Learning Gains Reading – 37% BQ Gains Math – 77% BQ Gains Reading – 30%

Principal	Laura Bowes	Bachelors – Elementary Ed. Masters – Ed. Leadership	3	6	Assistant Principal Twin Lakes Academy Elementary Grade B 2009-2010 Reading Proficiency: 80% Math Proficiency:81% Science Proficiency:63% Writing Proficiency:89% Learning Gains Math – 62% Learning Gains Reading – 64% BQ Gains Math – 60%; BQ Gains Reading – 43% Assistant Principal Bank of America Learning Academy Grade A 2009-2010 Reading Proficiency:90% Math Proficiency:96% Science Proficiency:81% Writing Proficiency:96% Learning Gains Math – 66% Learning Gains Reading – 68% BQ Gains Math – 66%; BQ Gains Reading – 68% Assistant Principal Alimacani Elementary – Grade A 2 years 2007 - 2009 2007-2008 Reading Proficiency:90% Math Proficiency:88% Science Proficiency:54% Writing Proficiency: 80% Learning Gains Math – 77% Learning Gains Reading – 70% BQ Gains Math – 70%; BQ Gains Reading – 68% AYP: No – SWD – 97% 2008 – 2009 Grade A Reading Proficiency:90% Math Proficiency:90% Science Proficiency:62% Writing Proficiency: 90% Learning Gains Math – 77% Learning Gains Reading – 71% BQ Gains Math – 64%; BQ Gains Reading – 71% AYP: No –SWD – 97% Assistant Principal Don Brewer Elementary – 2006 – 2007 Grade A, Reading Proficiency:82% Math Proficiency:78% Science Proficiency:49% Writing Proficiency: 82% Learning Gains Math – 65% Learning Gains Reading – 77% BQ Gains Math – 66%; BQ Gains Reading – 67% AYP: No – 97%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Coach	Erica Johnson	Bachelors – Elementary Education	1	1	2011-2012 School Grade B Reading Proficiency – 32%, Math Proficiency – 51% Science Proficiency – 25%, Writing Proficiency – 73% Reading Gains – 76%, Math Gains – 80% BQ Reading Gains – 79%, BQ Math Gains – 80%

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	6. Coaching Support	School-based/District Coaches	On-going	
2	1. Weekly Professional Learning Communities will be facilitated by grade level peers, administrator and instructional coach	Administrator Instructional Coach	On-going	
3	2. 2. Lead Teacher Pay	District Personnel	On-going	
4	3.3. Professional Development Facilitator will provide on-going support via observations, modeling, co-teaching, and professional development trainings.	Instructional Coach	May 2012	
5	4.4.Regular time for teacher collaboration	Principal	On-going	
6	5. Administrator will participate in the District sponsored Recruitment Fair and provide on-site interviews.	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
0(0)% of our instructional staff is out of field and or not highly effective.	Not Applicable.

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
16	25.0%(4)	25.0%(4)	37.5%(6)	12.5%(2)	31.3%(5)	100.0%(16)	0.0%(0)	0.0%(0)	37.5%(6)

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
Erica Johnson Nicole Mumford	Ron Goben	First Year Teacher	Collaborative meetings weekly and bi-monthly, reviewing lesson plans and student data, modeling lessons, and providing resources
Erica Johnson	Susan Lounsberry	Second Year Teacher	Collaborative meetings weekly and bi-monthly, reviewing lesson plans and student data, modeling lessons, and providing resources
Ruth Brown	Cara Fullerton	First Year Teacher	Collaborative meetings weekly and bi-monthly, reviewing lesson plans and student data, modeling lessons, and

			providing resources
District Cadre Support	Rebekah Kelemen	Second Year Teacher	Collaborative meetings weekly and bi-monthly, reviewing lesson plans and student data, modeling lessons, and providing resources

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

Title I, Part A
Instructional Coach: (Title I)
Our school's Math Coach and Principal facilitates and provides professional development to teachers utilizing the standards-based curriculum. Reform is implemented through model classrooms, professional development, and coaching. An Intensive Remediation Plan is implemented for grades 3 – 5 to support lower performing students on the FCAT and District SSS Benchmark exam. In addition, a designated RtI block provides targeted supplemental instruction to students K-5.

Parental Involvement: (Title I)
As a way to provide extended learning opportunities for students and parents, John Love Elementary School works along with the Title I Office to provide Parental Involvement Workshops/opportunities, Parent/Student learning activities, and Professional Development for parents in the areas of reading, writing, math and science.

Supplemental Educational Services: Through the Title I office, students are eligible to receive free tutoring services from outside agencies. These services are offered after school and a variety of private education providers are available for parents to choose from. The school provides three in-house opportunities for parents to receive additional information from interested providers who set up informational tables at the school during orientation, open house, and during Team-up orientation/registration.

Team-Up: The Team-Up (Boys and Girls Club of America/Jacksonville's Children's Commission funded) program will operate after school and six weeks during the summer months. Students in grades K-5 will receive targeted tutoring, homework assistance, and dinner.
Full Service Schools: Provides support services for parents and students. These services include but are not limited to mini grants for school initiatives, glasses, medication, and or counseling services.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
John Love Elementary utilizes SAI funding to provide remediation/enrichment to all NCLB subgroups during our the school day.

Violence Prevention Programs

Foundations: Safe and Civil Schools:
Foundations Team members will participate in the District Level Foundations Training and provide in-service training to the faculty and staff members during Early Release Days. The School-Wide Discipline Plan will be aligned with the strategies from Foundations. The Foundations Team will conduct surveys of all stakeholders and review trend data such as attendance, discipline referrals, and incident reports. In addition, common area assessments will be utilized in order to develop an implementation plan and provide a safe and civil school environment.

F.A.C.E. Program – FACE is a character education program provided through community support to teach identified students:
¨ How to use Common Sense approach to personal safety
¨ How to apply Personal Development and positive attitude within youth's day-to-day schedule
¨ Public Speaking on a word per week (Respect, Responsibility, Commitment, Teamwork, etc)
¨ Martial Arts' principles, juggling for hand-eye coordination, jumping rope for timing and agility
¨ How to build Discipline, Fitness and Self-Esteem

Second Steps Program: The Second Step program encompasses lessons which are taught to students in grades K-5 that emphasize empathy and acceptance of all people regardless of their differences. The program's goal is to prevent bullying.

Ronald McDonald Character Education Program:
John Love Elementary School works in conjunction with McDonalds to provide a yearly Character Education program for students in grades K-4. The program assists in maintaining a positive and proactive school environment.

Officer Friendly: (Jacksonville Sheriff's Office)
Each year, the Jacksonville Sheriff's Office works with students to promote violence prevention, character education, and safety.

Red Ribbon Week
John Love Elementary implements activities during Red Ribbon Week that focus on the support prevention of violence, use of alcohol, tobacco, and drugs. This activity also helps to foster a safe, drug free learning environment supporting student achievement.

Character Education
Our guidance counselor and behavior specialist provide character education to whole group and individual students throughout the school-year. Classes will receive weekly character education lessons from the school's guidance counselor. Teachers are also provided with additional support and resources to assist with implement monthly Character Traits.

Nutrition Programs

Nutrition Programs
BIC - The Breakfast in the Classroom (BIC) program provides a nutritious meal to the total student population each school day.
Team-Up - Students who participate in the afterschool Team-up program receive a daily snack (district sponsored) and dinner (Jacksonville Children's Commission).
Blessings in a Backpack Program – Through a community sponsor, each student of John Love receives a backpack filled with groceries to sustain the family over the weekend.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team works to problem solve academic and behavior issues and concerns identified through the systematic examination of available data with the goal of impacting student achievement, school safety, literacy, attendance, and overall student social/emotional well being.

1. MTSS leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include the following personnel as resources to the team:

• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of taught skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

School Counselor and Foundations Team Chair: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support each 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. 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.

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

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

RTI Team, Principal and Math Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Serves as the Facilitator. Assists in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Additional District Personnel: As needed, district personnel will be consulted as resources to the team based on specific problems or concerns. Additional personnel can possibly include:
• District Psychologist
• District Behaviorist
• School Social Worker
• District Coaches (Reading, Math, Science)
• Foundation's Team Members
• Community Stakeholders/Mentors

3. MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. This results in more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional

and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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 Team will monitor academic and behavior data by focusing on four key areas:
Curriculum Based Standards – What will students learn?
Common Assessments – How will we determine if students have learned?
RtI Problem-solving/monitoring process – How will we respond when students don't learn?
Enrichment Opportunities – How will we respond when have learned or already know?
To address the four key areas, the team will:
? Work with classroom teachers to identify students who are not meeting identified academic targets.
? Hold regular meetings
? Gather and analyzed data (Universal Screening – FAIR, DCPS District Benchmark, DRA (2), etc.,) to determine professional development for faculty as indicated by student intervention and academic needs
? Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
? Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
? Identify the professional development activities needed to create effective learning environments.
? Monitor RtI activities to ensure that necessary resources are available and that interventions are implemented with fidelity
? Assign a case liaison to support the interventionist and report back on data collected to determine effectiveness/next steps of interventions.
? Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

Members of the School-Based RtI Leadership Team also serve on the school's three core teams:
1. Math/Science/Technology
2. ELA/Literacy Team
3. Accountability/Data Team
These teams use the previous year's data and current year's targets to focus on deficient areas. Through their collaborative efforts, they work to develop and implement programs that support student achievement and community participation.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development

Managed data will include:
Academic
• Florida Comprehensive Assessment Test (FCAT – Writing, Math, Reading, Science)
• Curriculum Based Measurement
• Florida Assessment for Instruction in Reading (FAIR/PRMN)

- Duval County Benchmarks – Reading, Math, Science
- Florida Achieves Assessment Data
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- Diagnostic Reading Assessment (DRA2)
- SMI – Scholastic Math Inventory

Behavioral
- Prior Year's Referral Data Analysis Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referral Data (suspensions, Detentions)
- Foundation Surveys – Parent, Students, Staff
- Foundation's Common Area Observation Data
- Retentions
- Absences
- Referrals to MRT

Describe the plan to train staff on MTSS.

School-based professional development will be provided during pre-planning, early dismissal, and faculty meetings. Weekly common planning sessions (grades k/1, 2/3, and 4/5) will used to look at student work, conduct peer focus walks, develop assessments, analyze student data, construct and implement lessons. Teachers will be provided with multiple resources including but not limited to: The RtI/MTSS Handbook (FLDOE), staff develop/compiled MTSS Resources provided by the MTSS Team and common planning outcomes, etc,. In addition, individual professional development is provided to classroom teachers, as needed.

Describe the plan to support MTSS.

The following steps will be implemented to ensure proper support of the school's MTSS process:
1. The problem-solving process will be modeled for staff during common planning to ensure that staff has an understanding of the 4-step process.
- Define in objective and measurable terms, the goals to be attained (what we want students to know and be able to do, what research-based instructional strategies we want teachers to implement).
- Identify possible reasons why the desired goal(s) are not being attained.
- Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2.
- Evaluate the effectiveness of the plan
The problem-solving model will provide structure to accelerate performance of ALL students, use evidence based practices, be implemented with fidelity, and be
applicable to all three tiers.
1. Communicate and reinforce the expectation for data based decision-making to determine instructional next steps.
2. Communicate and reinforce the expectation that all Tier 2/3 services will integrate Tier 1standards for performance, Core instructional materials and practices.
3. Schedule RtI/MTSS Peer Focus Walks throughout the year to ensure that instruction/interventions are informed by student data and implemented with fidelity.
4. Ensure that instructional/intervention support is provided to all staff (common planning, RtI/MTSS Support Team, ED Training).
5. Monitor and ensure that instruction/intervention is sufficient and documented for students at Tiers 2 and 3.
6. The RtI/MTSS Support Team will meet a minimum of twice a month with teachers to discuss referred students (teacher, parent, and team referrals), instructional next-steps, monitoring, and to provide support to teachers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Laura Bowes
Reading Interventionist – Tess Nettles
Math Coach – Erica Johnson
Math Interventionist: Tracie Abraham
Primary Teacher Representative: Melissa Wittman
Intermediate Teacher Representative: Alycia Zabner
Guidance: Christy Giddens-Guice

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

The Team will monitor academic and behavior data by focusing on four key areas:
Curriculum Based Standards – What will students learn?
Common Assessments – How will we determine if students have learned?
Problem-solving/monitoring process – How will we respond when students don't learn?
Enrichment Opportunities – How will we respond when have learned or already know?
To address the four key areas, the team will:
? Hold regular meetings
? PLC work will be driven by student needs as identified by assessment.
? Gather and analyzed data (Universal Screening – FAIR, DCPS District Benchmark, DRA (2), etc.,) to determine professional development for faculty as indicated by student intervention and academic needs
? Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
? Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
? Identify the professional development activities needed to create effective learning environments.
? Monitor instructional activities to ensure that necessary resources are available and that interventions and NGSS/Common Core Standards/ district curriculum are implemented with fidelity
? Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

• Professional development that will increase instructional rigor to yields increased student proficiency in reading, writing, and math
• Implement the districts new Comprehensive Reading Plan – Read if Forward Jax
• Modeling and observation of research-based reading strategies within lessons and across the content areas
• On-going collaboration with Data Team to analyze data
• Implementation and evaluate SIP strategies

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/14/2012)

*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.

Duval County Public schools provide a research-based Pre kindergarten curriculum that develops children's minds and bodies through research-based learning experiences with lessons that connect disciplines to enhance the relevance of instruction and prepare students for school. Parents are required to participate in monthly school-home connection activities to better prepare students for transition into kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The result of the 2012 FCAT Reading test indicates 32(26)% of our students achieved Level 3 proficiency. The goal for the 2012-2013 school year is to increase Level 3 student proficiency by 20 percentage points to 52 (42)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32(26)%	52(42)%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data from the FCIM process and effective small group instruction is not effectively tracked, analyzed, and used for instructional next steps. Teachers need additional training to increase the probability of effective PLCs.	To strengthen Students' reading comprehension teachers will use the FCIM/CIS Model and Authentic Complex Literature Model to better differentiate small group instruction. Assessments will be developed/used from: • CCRP –Comprehensive Core Reading Program • FAIR Tool Kit - OPM • Common Assessments • Florida Achieves, FCAT Test Maker • Comprehension Tool KIT Lesson plans; data notebooks and conference logs will serve as documentation. As a Professional Development activity in their PLCs, teachers spend time-sharing, researching, teaching, and modeling researched-based best-practice strategies.	Leadership Team	Focus Walks/Observations Benchmark score comparisons. PLC meeting minutes (logs) and next steps. Data Notebook Review Rubric Review FCIM lesson plans and Focus Calendars. Common Assessments Pre-Post FAIR	Data Notebook Review
	Classroom instruction and student work periods with appropriate rigor to meet student need are sporadic, present in some classrooms an absent in others.	District Expectations will be implemented with fidelity: • Differentiated Small Group Instruction • CIS Model • Close Reading Word Walls – • Interactive • Work that meets the standard displayed	Leadership Team	Professional Learning Committees will be a platform for extended professional development and next steps. Focus walks and Lesson Plan Reviews will monitor implementation of strategies.	Focus Walks PLC's, Logs, reflections, discussions DRA Assessments OPM/Pre-Post Assessments

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2		• Rigorous Literacy Centers • Guided Reading • Use of Technology (Destination, Florida Achieves, FCAT Explorer, FCRR, Just Read, Success maker) • Student/Teacher Data Chats • Rigorous/differentiated Word Work and vocabulary activities/instruction			OPM/Pre-Post Assessments
3	Students have limited knowledge of vocabulary encountered when reading nor do they have the strategies to gain understanding needed to comprehend text Over reliance and use of non-complex text with on level and below level students.	Vocabulary Strategies will be explicitly taught to develop student vocabulary through: Word Identification/Context • Contextual Instruction • Text Talk Word Meaning • Definition Maps • Frayer Model • Semantic Feature Analysis • Pre-fix/Suffix/root • Semantic Map • Venn Diagram • Column Notes Word Categorization Word Sorts Tier Words Word Structure/Analysis • Word Parts Word Web Interactive Word walls • Explicit Instruction using Empowering Teachers/FCRR lessons • Explicit Teaching of Decoding and Phonics – FCIM Lessons (K-2) (Haggerty) Professional Development via the Just Read Florida site with modeled lessons will be provided to staff.	Leadership Team	Professional Learning Committees will be a platform for extended professional development and next steps. Focus walks and Lesson Plan Reviews will monitor implementation of strategies. OPM/Pre-Post Assessments	Focus Walks PLC's, Logs, reflections, discussions DRA Assessments OPM/Pre-Post Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FCAT Reading test indicate that 7(6) % of our students achieved an above proficiency score of Levels 4 or 5. Our goal for the 2012-2013 school year is to increase Level 4 or 5-student proficiency percent points to 10 (8)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7(6)%	10(8)%

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading test indicate that 7(6) % of our students achieved an above proficiency score of Levels 4 or 5. Our goal for the 2012-2013 school year is to increase Level 4 or 5-student proficiency percent points to 10 (8)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7(6)%	10(8)%

	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	Over reliance and use of non-complex text with on level and below level students.	Teachers will use supplemental materials during daily instruction and effective instructional activities for use of leveled classroom libraries and non-fiction texts. Use of supplemental materials will be monitored via lesson plan reviews and observations.	Leadership Team	Focus Walks, Classroom Observations Lesson Plan Reviews	State and District Assessment Scores Lesson Plan Reviews
2	Teachers have not fully implemented and use of supplemental materials to enhance instruction.	Staff professional development will be provided to ensure that the supplemental instructional materials are effectively used for and during instruction.	Leadership Team Administration	Focus Walk/ Classroom Observations Lesson Plan Reviews	Reflections/next steps of observations and Lesson Plan Reviews.
3	Historically, more focus has been placed on students who are not making adequate progress, limiting opportunities for enrichment for students performing at and or above proficiency.	Establish enrichment reading club activities for identified students. Walk to Read Peer Tutoring Data Chats	Literacy Team Leadership Team	Comparison of pre and post student surveys Attendance Logs Focus Walks	Surveys Attendance Logs

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT math test Indicate 80(64)% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 2 percentage points to 82(67)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80(64)%	82(67)%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher knowledge and discomfort with using technology resources.	Increase use of technology resources (Success Maker, animations, Envisions – electronic manipulatives, tutorials, use of SMART Boards) to aid students in making connections within and between concepts to better understand math.	Leadership Team	Focus Walk Observations Lesson Plan Reviews Quarterly Data Chats	Reflections from Lesson Plan Reviews, Data Chats, Focus Walk Observations
2	Students' limited prior background knowledge causes a disconnection from real-world situations. In addition, students' lack of knowledge of basic math (addition, subtraction, multiplication, division) and reading skills creates a barrier to comprehension as students struggle to perform those basic operations and or decode the word problem	Provide concrete real-world examples by using literature in mathematics to provide the necessary meaning for students to grasps math concepts and make connections to real-world situations. Students will be given opportunities to solve real-world problems in multiple contexts. Additionally, student math journals will be utilized to show transfer of mathematical theories to practical real-world applications. Teachers will incorporate reading strategies in planning and implementing math lessons.	Leadership Team Teachers	Grade level data chats will be held to discuss effective teaching strategies that make an impact on student proficiency.	District Assessment Data 2013 FCAT Test Data
3	Teachers have limited experience in using student data to	Through school teams, data will be analyzed to determine instructional	Leadership Team Data Team	Data Notebook Review, Lesson Plan Review Focus Walks	Assessment data

effectively differentiate instruction.	next steps.		

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Indicate 79 (24)% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 3% to 81(25)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79(24)%	81(25)%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Historically, during the day tutoring pulled students out during core instruction. This resulted in students not receiving valuable instruction.	Push in tutoring that will support the core will be provided in grades K-5 by the school's reading interventionist.	Reading Interventionist Principal/Leadership Team	FCIM Pre-/Post Assessment Data will be reviewed to determine next steps. RtI Intervention Reflections/Discussions will be held after 4-6 weeks of new interventionist instruction. Next steps will be determined at that time.	RtI Intervention Reflection Form FCIM Pre-/Post Data Comparison of DSS growth on 2013 FCAT District Benchmark Assessments (Fall, Winter, Spring)
2	Parental support learning/remediation opportunities are minimal. Students do not consistently attend before and or after school tutoring.	Identify the lowest performing students in Grades 3 – 5 and provide staff and community mentors.	Teacher Leadership Team	District Benchmark Testing FCAT 2013	Comparison Reports (Pre-/Post Assessments) District Benchmark Testing

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	The achievement gap between bottom quartile students is widening.	A daily 30 - 40 minute RTI block will be implemented to address the needs of Tier 2 and Tier 3 students. These sessions will include targeted small-group interventions (extra mini lessons, Houghton Mifflin (HM) Soar to Success, Florida Achieves, Destination Success, FCRR activities, reading	Leadership Team	Student progress will be assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental support. Data Notebooks/Pearson Limelight will be used to track student progress toward benchmark. Student Progress will be assessed by formal/informal assessments (Teacher made, district benchmark comparisons (Sept., Dec., Feb.,) and DRA2 (Sept. and Dec.).	Review of lesson plans, data notebooks, and teacher anecdotal notes. Comparison of FAIR/OPM data.
4	The instructional needs of bottom quartile students are not being met through whole group instructional strategies. In addition, the small group instruction is not consistently differentiated and provided often enough.	Determine core instructional needs by reviewing common /embedded assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within reading.	Principal, Leadership Team, Teachers	Grade-level teams will review results of common assessment data to determine progress toward benchmark (80% on common assessment).	Common/embedded district and classroom assessment results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # As measured by the 2013 FCAT Reading Assessment, John Love Elementary School will increase student proficiency for white students from 30% to 39%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30%	39%	45%	51%	57%	

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:	72(42)% of Black students did not make satisfactory progress in reading as measured by the 2012 FCAT. The goal is to reduce the percent of black students not making satisfactory progress to below 50(30)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72(42)%	50(30)%

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
	Teacher knowledge and implementation of up-to-date technology practices is limited.	Students in grades 3-5 will be provided additional technology interventions through the student use	Grade level common planning teams which include classroom	FCIM Pre and Posttest assessment data will be compared.	FCIM Pre-/Post Data Comparison of DSS

1		of IPAD technology.	teachers, interventionists, and principal.	District Benchmark Assessment data will be compared.	growth on 2013 FCAT District Benchmark Assessments (Fall, Winter, Spring)
2	Identifying the appropriate Interventions and supplemental materials for individual students does not always occur.	Coordinate remedial instruction provided with the Team-Up program and the classroom teacher. The leadership team will be instrumental in selecting the curriculum and best teaching practices to be used during Team-Up remediation blocks. Teachers will provide and receive feedback to/from the Team-Up teachers.	Leadership Team Team-Up Lead Teacher	Pre-post assessments administered to students participating in the Team-Up program, district benchmark assessments.	Comparison of district benchmark assessments/pre-post tests.
3	The program will need to be implemented daily. The success of the program depends on the fidelity in which teachers implement it.	Implementation of the Haggerty Phonics curriculum will be used in all K-2 classrooms and with identified students in grades 3-5.	Principal	Pre and post FCIM assessments will be used to determine growth. In addition, FAIR OPM fluency (K-2)/Maze (3-5) will be administered.	Comparison of FAIR fluency rates/scores will be used to determine growth.

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011 FCAT Reading Indicate 65% (61) of economically disadvantaged students did not make AYP. The goal for the 2011-2012 school year is to decrease the percentage of students not making AYP to 40%((36) or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(61)	40% (36)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Placement of students in interventions has been an obstacle due to delayed enrollment in school at the beginning of the school year.	Identify and place Tier 2 and 3 students, in appropriate interventions within the first three weeks of the school year. The students' progress will be monitored using data on a monthly basis.	RtI Team Grade Level PLC-Teams	Monthly meetings to monitor student progress and determine the effectiveness of the program delivery as well as next steps if needed. The team will also review district and school data to ensure progress is on-going.	FAIR, district, classroom/school assessment data, intervention assessments and 2013 FCAT Reading Test.
2	There has not been consistently use of supplemental materials to differentiate/enhance learning activities during Reader's Workshop.	Targeted small group instruction will be provided to struggling students. FAIR OPM will be administered to students in K-2 who score below the 54%PRS and 50th reading comprehension percentile for students in grades 3-5.	ESE – VE Resource Teacher RtI Team	FAIR Assessment period data will be analyzed for growth. FAIR OPM Data	FAIR data comparison
3	Providing students consistent access to technology resources.	Integrate Success Maker, FCAT Explorer, Destination Success, Florida Achieves, and district provided technology resources, etc. during student work periods to remediate skills.	Grade Level PLC's Leadership Team	Lesson Plans will indicate academic rotations during designated time block. Focus Walks/Peer Focus Walks	Formal and informal observations Lesson Plan Reviews

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
RtI – Rigor	K-5	L. Bowes Tess Nettles Literacy Team	K-5	Ongoing 8/20/2012-6/2013	Peer Focus Walks, Lesson Plan Reviews, Common Planning documentation and discussions	Principal Common Planning Teams
Text Complexity	K-5	L. Bowes Literacy Team	K-5	Ongoing 8/2012 – 6/2013 Early Return, Pre-planning, Early Dismissal, Faculty Meetings, Common Planning	Focus Walks, Peer Focus Walks Lesson Plan Reviews Common Planning documentation and discussions	Principal Peer Focus Walk Teams
Close Reading	K-5	L. Bowes Tess Nettles	K-5	Ongoing 8/2012 – 6/2013 Early Dismissal, Faculty Meetings, Common Planning	Focus Walks, Peer Focus Walks Lesson Plan Reviews Common Planning documentation and discussions	Principal Peer Focus Walk Teams
Common Core • Structure • Trajectory • Alignment • Unwrapping Standards	K-5	Presenters will vary (L Bowes, Tess Nettles, district coaches TBD)	Pre-K - 5	Ongoing 8/2012 – 6/2013 Early Return, Pre-Planning, Early Dismissal, Faculty Meetings, Common Planning	Focus Walks, Peer Focus Walks Lesson Plan Reviews Common Planning documentation and discussions	Principal Peer Focus Walk Teams
Text Dependent Questioning	K-5	Leadership Team – Presenters will vary	K-5	Ongoing 8/2012 – 6/2013 Early Return, Pre-Planning, Early Dismissal, Faculty Meetings, Common Planning	Focus Walks, Peer Focus Walks Lesson Plan Reviews Common Planning documentation and discussions	Principal Peer Focus Walk Teams
Comprehensive Toolkit Implementation -CCSS	K-5	L. Bowes	K-5	Ongoing 8/2012 – 6/2013 Early Return, Pre-Planning, Early Dismissal, Faculty Meetings, Common Planning	Focus Walks, Peer Focus Walks Lesson Plan Reviews Common Planning documentation and discussions	Principal Peer Focus Walk Teams
Literacy Team Book Study – • Teaching Students to Read Like Detectives	K-5	Literacy Team Lead – Zabner	Literacy Team K-5 Members	8/20-6/1/2013	Staff Presentations Committee Notes Admin will periodically sit in on meetings.	Principal Leadership Team

Reading Budget:

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
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:	The result of the 2012 FCAT Math test indicates 51(40)% of our students achieved Level 3 proficiency. The goal for the 2012-2013 school year is to increase Level 3 student proficiency to 56 (46)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51(40)%	56 (46)%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack core background knowledge, prerequisite skills, and vocabulary Lack of pre-assessing and understanding of prerequisite skills needed to teach new concept/skill Students lack basic foundational skills	To strengthen Students' application of math concepts to real-world experiences, teachers will use the FCIM Model to build background knowledge/prerequisite skills through use of quantiles. Common and vertical planning sessions will drive the development of targeted core instruction based on pre-assessment data and data analysis/reflections to target groups of students for interventions. During professional development activities (early dismissal, faculty meetings, professional learning communities), teachers will spend time-sharing, researching, teaching, and modeling researched-based best-practice strategies. Teachers will analyze student work to determine next steps for interventions and teaching strategies.	Leadership Team Math team	PLC Log Reviews Evidence of strategies and assessments in lesson plans Data Notebook Analysis (FCIM results, District Benchmark results)	An analysis of District Benchmark Results Lesson Plan Reflections – Feedback
2	Research-based, best practice teaching strategies have not consistently been implemented with fidelity and rigor to meet student need.	Develop a school-wide math plan designed to increase: • Cooperative Learning • Increased Hands-on activities • Fluid and Flexible Peer Groupings • Living Word Walls • Rigorous and	Leadership Team	Professional Learning Committees will be a platform for discussing the implementation of best practices. Focus Walks and District Benchmark results will be compared to measure effectiveness.	Focus Walks PLC's, Logs, reflections, discussions District Benchmark Assessments

		differentiated Small Group Instruction and independent activities • Work that meets the standard displayed • Rigorous Math Work period • Use of Technology – Destinations Success and Success Maker			
3	Students are not aware of is expected of them and their current math levels.	Students will hold data chats with their teachers and set improvement goals.	Teachers Administration	AIDE Goal sheets	FCAT and District Benchmark comparison.
4	Students lack the basic writing skills necessary to express through writing the understanding of concepts. Students lack math vocabulary to fully develop conceptual understanding. Some teachers lack skills to make word walls interactive and relevant.	Writing in math through use of daily journals will be implemented K-5. Math coach will model and co-plan effective word wall and content writing journal strategies. Implement student generated and interactive word walls and vocabulary strategies, including graphic organizers	Leadership Team	Lesson Plan Reviews Common Planning Notes Focus Walks	Common Assessments District and State Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Results of the 2012 FCAT math test indicates 17(14)%of our students achieved an above proficiency scored Levels 4 or 5. Our goal for the 2012-2013 school year is to increase Level 4 or 5-student proficiency points to 20(17)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(14	20(17)%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proficient students are not consistently provided rigorous differentiated tasks during the work period.	Students' abilities to problem solve at higher levels of complexity will improve through use of task cards (during the work period) aligned to the rigor of benchmarks. Monitoring, feedback and assistance will be provided to students. The use of peer tutors will be implemented. Teachers will co-plan with math coach to develop open ended, rigorous problem solving tasks. Students will be given opportunities to participate in competitive math games.	Leadership Team	Math and Leadership team focus walks will be used to track fidelity and provide next steps. Assessment data will be reviewed.	Focus Walks Lesson Plan Reviews District and Classroom assessment data
2	Use of higher-order questions with fidelity. Limited and or lack of the use of higher-order/open-ended questions during instruction and the work period.	Mathematics teachers will incorporate higher-order questioning and small/whole group discussion techniques into their daily instruction. Teachers will use common planning time to discuss and create higher order questions and incorporate them in their lesson plans.	Math Team	Math and Leadership team focus walks will be used to track fidelity and provide next steps. Assessment data will be reviewed.	Focus Walks Lesson Plan Reviews District and Classroom assessment data
3	Historically, more focus has been placed on students who are not making adequate progress, limiting opportunities for enrichment for students performing at and or above proficiency.	Establish enrichment math activities for identified students during the 30-minute RtI block. The use of peer tutors will be implemented.	Math Team RtI Team	Focus Walks	RtI lesson plans and documentation Pre-and post-assessment data, district assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011 FCAT Math Test Indicate 74% of students made learning gains. Our goal for the 2011-2012 school year is to increase the number of students making learning gains by 2 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(68)	76%(71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge and comfort with using technology resources. Computer lab scheduling conflicts.	Increase use of technology resources (Success Maker, Destination Success, Envisions – electronic manipulatives, tutorials, pre-post test) to aid students in making connections within and between concepts to better understand math.	Leadership Team Administration	Focus Walk Observations Lesson Plan Reviews Quarterly Data Chats	Reflections from Lesson Plan Reviews
2	Students' limited prior background knowledge causes a disconnection from real-world situations. In addition, students' lack of knowledge of basic math (addition, subtraction, multiplication, division) and reading skills creates a barrier to comprehension as students struggle to perform those basic operations and or decode the word problem.	Provide concrete real-world examples by using literature in mathematics to provide the necessary meaning for students to grasps math concepts and make connections to real-world situations. Additionally, student math journals will be utilized to show transfer of mathematical theories to practical real-world applications	Leadership Team	Grade level data chats will be held to discuss effective teaching strategies that make an impact on student proficiency.	District Assessment Data 2012 FCAT Test Data
3	Teachers have limited in using student data to effectively differentiate instruction	Establish a school data team whose role is to provide professional development to the staff during early dismissal and faculty meetings. The data team will participate in a book study based on the book: Drowning in Data.	Leadership Team	Data Notebook Review, Lesson Plan Review	DA Instructional Review Indicators Rubric

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	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Math test Indicate 80(24)% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 3% to 83(20) %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80(24)%	83(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	Student participation has not been consistent in previous years. Students often start but do not consistently attend sessions.	Identify the lowest performing students in Grades 3 – 5 and provide after school tutoring via the Team-Up Program twice a week. Provide before school tutoring to identified students who are not enrolled in the Team-Up program. Establish a system of teacher-tutor communication, feedback, and next steps. Provide incentives for student participation.	Team-Up Lead Teacher RtI Team	Student growth will be monitored through pre- and post assessments as well as district benchmark assessments. Attendance/participation of students	Analysis of pre- and post test assessments Analysis of district benchmark assessment growth Comparison of DSS growth on 2013 FCAT
2	Computer lab scheduling conflicts and limited technology.	Implement a daily computer lab schedule beginning September 2012. Target program – Success Maker. Use of wireless laptop cart will provide students opportunities to work	Leadership Team	Student growth will be monitored through pre- and post assessments as well as district benchmark assessments. Attendance/participation of students	Analysis of pre- and post test assessments Analysis of district benchmark assessment growth

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				with technology.	
3	Students have limited knowledge of which math strategies to apply when solving math problems.	Identify lower quartile students; provide differentiated core instruction, access to manipulatives, explicit vocabulary instruction, and small-guided math groups based on their needs during the math work period/mini-lesson.	Leadership Team	Teacher will use the work period explore time to work with students on the assignment

Focus walks will be used to determine effectiveness and rigor of small group instruction. | Informal and formal assessments

Focus Walks |

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 #

As measured by the 2013 FCAT Reading Assessment, John Love Elementary School will reduce their achievement gap for white students from 50% to 37%.

5A : |
|---|---|

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50%	63%	66%	70%	74%	

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:	54(31)% of Black students did not make satisfactory progress in math as measured by the 2012 FCAT. The goal is to reduce the percent of students not make satisfactory progress to below 45(27)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 52 (31)%	Black: 45(27)%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack conceptual understanding but instead have been taught processes to memorize and follow.	Provide opportunities for extended hands-on exploration through the use of manipulatives (including virtual manipulatives) to develop student understanding of concepts.

School and district coaches will model and co-plan with teachers the correct use of manipulatives and how to extend student strategies from concrete to abstract understanding. | Math Team Leadership Team | Focus Walks by school-based teams will be conducted.

Lesson plan reviews will occur monthly.

Reflections from data chats will evidence implementation.

Formal Observations | Reflections and Next Steps of focus walks, lesson plan reviews, data chats, and formal observations |
| | Students' lack of knowledge of basic math facts (addition, subtraction, multiplication, and division) creates a barrier | Provide the instructional support and extended opportunities needed for students to develop quick recall of addition facts and related | Math Team Administrator | Classroom assessments and common grade level assessments will be monitored.

Facts mastery charts will | Review of assessment results and focus walk observation data. |

	2	to problem solving as students struggle to perform those basic operations often resulting in incorrect answers.	subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Teachers will co-plan in vertical teams and with math coach to determine effective teaching strategies and activities to assist students in learning facts. Support: - Grade level/Class facts challenges - Math fact cards will be available for parent check-out from the Parent Involvement Resource Room - Students will use self-created flash cards during transitions and before /after school.		be posted in classrooms to motivate students to learn basic facts.	
	3	Students tend to struggle in reading and lack reading strategies necessary to break down and understand word problems.	Teachers will plan reading strategies to teach and practice weekly with students during problem solving. Reading strategy focus will be indicated on lesson plan.	Leadership Team	Lesson Plan reviews Focus Walk observations and reflections Assessments will be monitored for evidence of the use of the reading strategies.	Lesson Plans Assessment results
	4	Student progress is seldom discussed or analyzed as a grade level.	Monthly grade level meetings to address student needs and accomplishments. Teachers and coaches will analyze student work and pre-/post-assessment data to determine next steps for core instruction and small group interventions. Teacher data chats will be implemented.	Math Team	The assessments will be analyzed and used to guide instruction. Focus walk observations	Grade level minutes Common planning log

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	As measured by the 2012 FCAT, 49(38)% of economically disadvantaged students did not make satisfactory progress in reading. Our goal is to decrease this number to 40(25)% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49(38)%	40(25)%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Less than twenty percent of the student body participated in the SES program during the 2011-2012 school year. Historically, parental response to academic programs has been limited.	Increase student participation in the SES Title 1 program by implementing a school-based information campaign to begin in August. The goal is to make parents better aware of the program with the goal of increasing participation and enrollment.	School-based SES facilitator Administration	A comparison of student participation for the current and prior school year. Monthly SES provider reports.	Monthly SES provider participation
	Consistent staff implementation of learned best practices.	Professional Development – The school's math team (Lead Teacher) will	Math Team Leadership Team	The effectiveness and rate of implementation of instructional strategies	Focus walks Formal Observations

		participate in district training (Academy of Math Training). The math team will then provide professional development to the staff on early dismissal and faculty meeting days. The math team will participate in a book study. That information will be disseminated through weekly staff bulletins, PLC's, and faculty meeting days.		will be monitored through focus walks, lesson plan reviews, committee meeting minutes, and formal observations.	Lesson Plan Reviews Committee meeting minutes
2					
3	Tier 2 and Tier 3 students need additional opportunities to apply instructional strategies.	Morning math tutoring will be provided to remediate the identified needs of students in this subgroup.	Math Lead Instructional Coach Principal	District Benchmark Assessment Common Assessments Formal/Informal Assessments	Comparison of formal and informal assessment
4	Parents often do not have the resources to work with students at home on math concepts.	Manipulatives for the Parent Involvement Resource center will be purchased for parent use/check-out.	Math Lead Math Team Principal Instructional Coach	Staff surveys will be conducted to measure the impact of increased parental involvement. Parent usage of materials will be tracked. Parent Night exit tickets will be reviewed and used to plan additional opportunities for parents to learn new at-home strategies.	Staff Survey Results Parent Night Exit Tickets

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
Quantiles-Scholastic Math Inventory	K-5	Math Coach	School-wide	8/13 – 5/22	Common planning meetings, data review Focus Walks	Principal
Rigor and Relevance	K-5	Leadership Team Math Team	School-wide	8/13-5/22	Focus walks, Lesson plan reviews	Principal
Book Study • Guided Math-A Framework for Math Instruction • 8 Good Questions for Math Teaching – Why Ask Them?	K-5	Math Team	School-wide	9/01-6/01/2013 Bi-Monthly Meetings Faculty Meeting – Committee Time Early Dismissal Presentation Times	Staff Presentations Committee Notes Admin will periodically sit in on meetings.	Admin, Leadership team
Common Core Standards	Pre-K - 5	Admin Math Coach	School-wide	8/13-5/22	Focus walks, lesson plan reviews	Principal
Mathematical Literacy	K-5	Math Team	School-wide	8/13-5/22	Focus walks, Lesson Plan Reviews	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scholastic Math Inventory	Scholastic Math Inventory	Title 1 Supply Monies	$1,500.00
			Subtotal: $1,500.00
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: $1,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The result of the 2012 FCAT Science test indicates 25 (7)% of our students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency points to 35(6)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25(7)%	35(6)%

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	Some students lack the basic vocabulary needed to perform at a level of proficiency on the FCAT Science Assessment	Teachers (K-5) will explicitly teach vocabulary within the science content area Teachers (K-5) will implement the use of differentiated task cards in order to build vocabulary development	Leadership Team	Classroom Observations Focus Walks Assessment (class/district)	Focus Walks will include a review of science journals and comparison of science assessment/district benchmark assessment data.
	Teachers not	CIS Implementation	Leadership Team	Classroom	Lesson Plan Review

2	instructing at the highest level of Webb's Depth of Knowledge Students not being exposed to higher order thinking skills	(K-5) Implementation of inquiry-based learning (K-5) Teachers will utilize the Comprehension Tool Kit, science leveled readers, ad task cards to promote instruction at the highest levels of Webb's DOK and teach higher order thinking skills (K-5) District Science Coach will model lessons and provide training for teachers (K-5) during grade-level meetings	District Science Coach	Observations Focus Walks Grade-Level Meeting Minutes PLCs	Science Assessments Science Journals Benchmark Assessments FCIM Data
3	Instruction that lacks rigor	Teachers (K-5) will collaborate and plan with the district science coach and other content area teachers across grade levels (vertical planning) monthly Teachers will implement inquiry-based learning experiences (K-5) Teachers (K-5) will provide data and feedback monthly to Leadership Team Professional development for differentiating instruction will be continued (K-5) to enhance core instruction RtI (tiers II and III) will be provided for students not meeting standards with core instruction alone	Leadership Team	Classroom Observations Focus Walks Grade-Level Meeting Minutes PLCs Vertical Planning Meeting	Lesson Plan Review Science Assessments Science Journals Benchmark Assessments
4	Teachers unfamiliar with science content	Science content professional development will be attended by teachers (K-5) Teachers will participate in vertical planning sessions (K-5) Teachers (K-5) will observe model classrooms (on and offsite)	Leadership Team	Classroom Observations Focus Walks Grade-Level Meeting Minutes PLCs	Lesson Plan Review Science Assessments Science Journals Benchmark Assessments Observation Forms
	Teachers unfamiliar with science standards and their levels of complexity	Teachers (K-5) will participate in professional development through PLCs	Leadership Team	Classroom Observations Focus Walks PLC Minutes/Discussions	Lesson Plan Review Science Assessments Science Journals Benchmark Assessments

5		Teachers (K-5) will participate in vertical planning Teachers (K-5) will participate in professional development in unwrapping the standards			Observation Forms
6	Lack of use of technology among students and during instructional delivery	Teachers will implement the use of Gizmos during instruction (K-5) Students (grade 5) will attend a field trip to StarBase Teachers will attend professional development regarding the use of STEM in the classroom Wireless laptop cart will be used in classrooms (K-5) Smart Boards will be utilized	Leadership Team	Classroom Observations Focus Walks	Lesson Plan Review Science Assessments Science Journal Reviews (focus walks)

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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The result of the 2012 FCAT Science test indicates 8 (2)% of our students achieved an above proficiency scored Levels 4 or 5. Our goal for the 2012-2013 school year is to increase Level 4 or 5 student proficiency points to 10(2)% or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8(2)%	10(2)%

	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	Instructional delivery is not differentiated.	Professional development for differentiating instruction will be continued (K-5) to enhance core instruction Students will be provided multiple opportunities to engage in hands-on activities The CIS model will be implemented during instructional time (K-5) Implementation of inquiry-based learning (K-5) Teachers will utilize the Comprehension Tool Kit, science leveled readers, ad task cards to differentiate instruction (K-5) District Science Coach will model lessons and provide training for teachers (K-5) during grade-level meetings	Leadership Team	Classroom Observations Focus Walks Lesson Plan Review Grade-Level Meeting Minutes PLCs	Lesson Plan Review Science Assessments Science Journals Benchmark Assessments Observation Forms
2	Students are not exposed to higher level questions	Teachers will expose students to higher level questioning during instructional time Grade 5 students will have opportunity to attend Star-Base camp CIS Implementation (K-5) Implementation of inquiry-based learning (K-5) Teachers will utilize the Comprehension Tool Kit, science leveled readers, and a task card to promote instruction at the highest levels of Webb's DOK and teach higher order thinking skills (K-5). District Science Coach will model lessons and provide training for teachers (K-5) during grade-level meetings.	Leadership Team	Classroom Observations Focus Walks Grade-Level Meeting Minutes PLCs Lesson Plan Review	Lesson Plan Review Science Assessments Science Journals Benchmark Assessments Observation Forms
	Lack of hands-on	Increase thorough use	School-and	Focus	Observations

3	learning and exploration activities	of science laboratory inquiry-based activities across grade levels (K-5) that apply, analyze, and explain science concepts while making real world connections	district Based Coaches	walks/observations Lesson Plan Review	(formal and informal) Assessment Data Lesson Plan Review
4	Lack of teacher application of the 5 Es to instructional delivery	Teachers will incorporate the 5 Es into their lesson planning and instructional delivery Professional development will be provided to gain a deeper understanding of how to incorporate the 5 Es into science and literacy-based activities Teachers will engage in collaborate planning (horizontal and vertical)	School-Based Coaches District Science Coach	Classroom Observations Focus Walks Grade-Level Meeting Minutes PLCs Vertical Planning Meeting Minutes Lesson Plan Review	Lesson Plan Review Focus Walks Observations Science Journals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Inquiry	K-5	Nettles/Johnson	School-wide	1/2013-5/2013	Focus Walks/Lesson Plans	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Night	Materials for Projects/Activities	Internal Accounts/ Supply Account	$200.00
			Subtotal: $200.00
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: $200.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The result of the 2011-2012 FCAT Writing Test indicates that 73(11)% percent of students achieved Level 3, Level 4 7(1)% proficiency. Our goal for the 2012-2013 school year is to increase the number of proficient students at level 4 to 50(15%.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
73(11)%	50(15)%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing is not consistently taught with fidelity throughout all grade levels Inconsistent writing expectations throughout school	Writing tasks will be implemented across subjects (math, science, social studies, reading). Tasks will be developed and analyzed at common planning	Grade Level Teams Leadership Team	Focus walk feedback District writing/school writing prompts Analysis of student work during early dismissal and common planning sessions.	Writing Prompt Data 2013 FCAT Writing data End of year writing portfolio analysis.

	Students are not exposed to authentic writing consistently Limited teacher knowledge of the rigor of Common Core Writing Standards	sessions Peer focus walks will occur to observe implementation of the writing tasks.			
2	Limited teacher knowledge of the rigor of Common Core Writing Standards	Common Core Standards professional development will be provided to staff. This PD will include a primary and intermediate lesson study	Leadership Team Grade Level Teams	Focus walk feedback District writing/school writing prompts Analysis of student work during early dismissal and common planning sessions.	Writing Prompt Data 2013 FCAT Writing data End of year writing portfolio analysis.
3	Students entering fourth grade are ill prepared for the level of rigor to be proficient in writing.	The Writing Process will be implemented with fidelity in each classroom.	Principal, Classroom Teacher	Focus Walks will be conducted periodically. Lesson plans will be submitted bi-quarterly to principal for review.	Classroom Observations, Focus Walks, logs Lesson plan review feedback forms will be provided
4	Students do not know what meets the standard. They simply do not know how good is good. Teachers often grade too harshly or without enough rigor to give students the feedback necessary for them to determine if their work meets and or exceeds the standard.	The classroom teacher will administer district and school writing prompts periodically. Student work will be analyzed during PLCs early dismissal trainings and faculty meetings. Student work will be exchanged with upper and or lower grade level teachers to ensure two teachers are scoring school-wide administered prompts. Writing that meets the standard will be modeled for students.	Principal, Instructional Coach, Classroom Teacher	District Writing Assessments will be monitored for continuous improvement.	Evidence of progress between each writing assessment, Classroom Profile forms

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	K-2	Admin District Support	K-2 Teachers	November-December 2012	Focus Walks/Lesson Plan Reviews	Principal
Common Core Writing	Pre-K-5	Admin	All Instructional Staff	Pre-planning-May 2013	Focus Walks, Common Planning Artifacts, and Lesson Plan Reviews	Principal
Lesson Study	3-5	Admin District Support	3-5 Teachers	May-June 2013	Focus Walks/Lesson Plan Reviews	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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: | To improve the daily attendance and reduce the percent of our students with excessive tardies and absences.

73 students with 10-19 days absent.

40 students with 20+days absent. |

	113 students with 10+ days absent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average percent of students in attendance was 92.89% during the 2011-2012 school year	The average percent in attendance will increase by 2% to 94.89.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
57% of our students had excessive absences during the 2011-2012 school year.	Reduce by 20% the percent of students with excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
40% of our students had excessive tardies during the 2011-2012 school year.	Reduce the number of students with excessive tardies by 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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental support is necessary to start and maintain the program. Historically, parental support of school programs has been limited and not consistent.	Participation in the Blessings in a Backpack Program. All students will receive a backpack filled with enough food each Friday. Backpacks will be returned to school on Monday for preparation of the current week's distribution. This program focuses on increasing student attendance on Friday and Monday; days that typically have high absentee rates.	Principal Guidance Counselor	Quarterly Attendance Data	Comparison of participants to prior year's/month's attendance.
2	Parent willingness to attend scheduled meetings and or accurate home address information.	AIT team will meet with parents regarding the absences. Social worker will make home visits.	Principal Guidance Counselor	Conference notes/ home visits will be documented in student records.	Conference notes/ home visits will be documented in student records.
3	Students are the delivery agent for monthly newsletters. Limited access to the internet, which will be an alternate means of newsletter distribution.	Monthly school newsletter will contain information on the importance of good attendance and strategies aimed at reducing tardiness.	Principal Guidance Counselor	Attendance data will be tracked using Genesis program.	Comparison of attendance data for each nine week period.
4	Parent support of school start and early checkout times are minimal and or inconsistent. Students are often late to school	Provide incentives/awards to emphasize the importance of good attendance and reward students whose attendance improves and or is satisfactory.	Guidance Counselor Principal	Attendance data for students will be tracked using Genesis.	Comparison of attendance data to each period's attendance rate.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide attendance incentives/awards for students who have either good attendance or improve their attendance	Attendance Incentives/Awards	Internal Accounts	$250.00
		Subtotal: $250.00	
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: $250.00	

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To reduce the number of students receiving in-school and out of school suspensions. ISSP – 20% OOSS- 25%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
For 2011-2012 there were 5 students assigned In-School-Suspension days	For 2012-2013 we would like to decrease the number In-School-Suspension days to fewer than 4 students.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
45	35
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24	15

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many children simply don't have the necessary repertoire of emotional responses to use when in a conflict. This results in increased physical conflicts that lead to suspension. In addition, early career teachers with limited behavior management techniques/experience often are not consistent with clear goals.	Continue implementation of the research based Foundation's Safe and Civil Schools program that includes establishing and implementing the following: Guidelines for Success, Common Area Observations, school-wide conduct system, Staff and Student training/modeling).	Foundations Team Members	Suspensions will be tracked/monitored for the 2012-2013 school year.	Comparison of disciplinary referrals from previous year.
2	Educators need to have a better understanding of the many factors, some invisible, that play a role in student's classroom actions. Some don't have a true understanding of how low-income students are affected by poverty.	Review research and implement behavior strategies from various professional development resources including: Teaching With Poverty in Mind – What Being Poor Does to Kid's Brains and What Schools Can Do About It-How Poverty affects behavior and academics.	Administration Foundations Team Instructional Coach	Foundations Team Surveys Disciplinary Referrals Foundations Team's quarterly reviews	Comparison of prior year's data.
3	Students are often instructed by parents to fight to resolve conflicts	The school's guidance counselor will provide weekly character education/ conflict resolution lessons to each class.	Principal/Guidance Counselor	Suspensions will be tracked/monitored for the 2012-2013 school year.	Comparison of prior year's data.

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
Foundations • CHAMPS • Second Steps • Staff Beliefs Conduct Card	School-wide	Foundation's Team	School-wide	August – May 2013 Early Dismissal Faculty Meetings	Foundations School Implementation Plan development and reviews.	Foundations Team Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase parental involvement in the following areas:Parent Night Activities: to increase from 23% to 35%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
23%	35%
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent parent attendance at school workshops and school events.	Hold workshops and or parent involvement events at varying days and times during the school year. Events/Workshops will be advertised on the school marquee, website, take-home flyers, and newsletters.	Administration Department Teams	Parent feedback on workshops and surveys	Feedback and survey forms
2	Historically, there has been no parent participation on the PTA nor SAC.	Supporting Teachers and Responsible Students) Get Involved Campaigned targeting parental involvement on school /parent committees • PTA • SAC • Blessings in a Backpack Program	Administration Classroom Teachers	Increased parental participation from none to some.	Documentation of parent participation on committees.
3	Parent Participation	Provide transportation and or admission cost to off-site parent activities.	Administration	Participation numbers	Parent participation number comparison.
4	Parent skill base.	A newly established parent resource has been established. A parent night/workshop will be held to teach parents how they can use the manipulatives available for checkout with their children to extend learning from the classroom to the home.	Administration Classroom Teachers	Use of resource by parents will be monitored.	Analysis of parent use.
5	Parent participation though mandatory is inconsistent. In addition follow through	The Pre-K parent backpack program will be used to teach parents at home instructional strategies that support learning and parent involvement.	Pre-k Teacher Administration	Parent sign-in sheets and reading response journals/logs.	Workshop feedback forms and number of participants.

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 Involvement & Business Partnerships	Pre-K – 5	Larrin Jackson	All Staff Members	10/2012 -5/2012	Parent Conference Logs, Volunteer hours tracker	Business Partner Liaison Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Night Activities		Title 1 PIP Budget	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: $4,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	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

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)

School Community Connection Goal 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. School Community Connection Goal Goal School Community Connection Goal Goal #1:	To foster appreciation by students and staff of the diverse racial, ethnic, cultural, and language diversity groups represented in our schools. To decrease the number of parents who indicated that they are dissatisfied with the relationship the school has with the community from 11% to 0% as measured by the annual School Climate Survey.
2012 Current level:	2013 Expected level:
5%	0%

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	Implementation with fidelity.	Increase use of cooperative learning strategies to promote academic growth and intergroup relations.	Literacy Team Math Team Instructional Coach	Focus Walks Lesson Plans	Lesson Plan Reviews Focus Walk Logs
2	Emphasizing a sense of importance. Previously conceived notions.	Promote school activities (monthly flag raising, trivia/did you know facts and information provided during morning announcements) with parents, students and community members that promote diversity and multicultural awareness.	Classroom Teachers Instructional Coach Principal	Student participation/interactions Climate Surveys Foundations Surveys	Focus walk observation logs. Parent feedback forms/surveys. Student Foundations survey results. Student Climate Survey results
3	Teachers' limited knowledge of how to work and teach with "Poverty In Mind."	The staff will develop a set of staff beliefs to guide our work with parents, students, and the community.	Principal	Increased parent participation in school events as measured by volunteer hours/participation in parent night activities. Increased student satisfaction in their relationships with teachers as measured by the yearly school climate survey.	School Climate Surveys, volunteer hours logged, and parent night participation data will be compared to prior year.

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
Staff Beliefs	All Staff	Principal	All Staff	8/2012 – Pre-Planning	Posting of staff beliefs and inclusion in staff bulletins.	Principal/Leadership 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 School Community Connection Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science Night	Materials for Projects/Activities	Internal Accounts/ Supply Account	$200.00
Attendance	Provide attendance incentives/awards for students who have either good attendance or improve their attendance	Attendance Incentives/Awards	Internal Accounts	$250.00
Parent Involvement	Parent Night Activities		Title 1 PIP Budget	$4,000.00
				Subtotal: $4,450.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Scholastic Math Inventory	Scholastic Math Inventory	Title 1 Supply Monies	$1,500.00
				Subtotal: $1,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $5,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

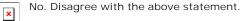| ⌐n Priority	⌐n Focus	⌐n Prevent	⌐n NA

Are you a reward school: ⌐n Yes ⌐n No

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

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

   No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
25-Book Reading Celebration for students who have met the standard.	$250.00

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

The SAC will work to improve parent and community relations with the school.
The SAC will lobby city officials to improve side-walk safety for our students.
The SAC will be instrumental in developing and reviewing the School Improvement Plan and the Parent Involvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
JOHN LOVE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	53%	38%	30%	158	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	37%	74%			111	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?	30% (NO)	77% (YES)			107	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					376	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested

Duval School District
JOHN LOVE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	67%	82%	8%	206	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	59%	81%			140	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?	60% (YES)	84% (YES)			144	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					490	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested