

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CHARLES DREW ELEMENTARY SCHOOL

District Name: Broward

Principal: Angeline H. Flowers

SAC Chair: Camille Orrr

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
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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	Angeline H. Flowers	Masters Degree in Educational Leadership	5	10	<p>Charles Drew Elementary Magnet School 2011-2012 Grade: C Reading Mastery: 41% Math Mastery: 39% Science Mastery: 33% Writing Mastery: 79.5% AYP:</p> <p>Charles Drew Elementary Magnet School 2010-2011 Grade: C Reading Mastery: 57% Math Mastery: 54% Science Mastery: 33% Writing Mastery: 82% AYP: 61% in Reading and 59% in Math</p> <p>Charles Drew Elementary Magnet School 2009-2010 Grade: C Reading Mastery: 47% Math Mastery: 54% Science Mastery: 36%</p>

					<p>Writing Mastery: 88% AYP: 60% in Reading and 57% in Math</p> <p>Charles Drew Elementary 2008-2009 Grade: C Reading Mastery- 54% Math Mastery- 58% Science- 36% Writing- 94% AYP: 58% (Reading), 62%(Math)</p> <p>2007-2008 Charles Drew Elementary Reading Mastery- 52% Math Mastery- 52% Science-25% Writing- 92% AYP: Reading-63% Math -59%</p>
Assis Principal	Carla D. Hart	Masters Degree in Educational Leadership	2	2	<p>Charles Drew Elementary Magnet School 2011-2012 Grade: C Reading Mastery: 41% Math Mastery: 39% Science Mastery: 33% Writing Mastery: 79.5%</p> <p>Charles Drew Elementary Magnet School 2010-2011 Grade: C Reading Mastery: 57% Math Mastery: 54% Science Mastery: 33% Writing Mastery: 82% AYP: 61% in Reading and 59% in Math</p> <p>Discovery Elementary 2009-2010 Grade: A Reading Mastery: 74% Math Mastery: 80% Science- 51% Writing: 96% AYP: Lowest 25% in Reading (72%) and Math (67%)</p> <p>2008-2009- District Trainer HRD</p> <p>2007-2008- District Trainer HRD</p> <p>2007</p>

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	LaTanya Brown	Bachelors Degree in Elementary Education K-5	10	4	<p>Charles Drew Elementary Magnet School 2011-2012 Grade: C Reading Mastery: 41% Math Mastery: 39% Science Mastery: 33% Writing Mastery: 79.5%</p> <p>2010-2011 School Grade: C %of Students Meeting High Standards in Math: 54% % of Students Making Learning gains in Math: 59% % of lowest 25% Making Learning Gains in Math: 64%</p> <p>2009-2010 School Grade: C</p>

					% of Students Meeting High Standards In Math: 54% % of Students Making Learning Gains in Math: 61% AYP for Lowest 25% - Yes/57%
Reading	Aquilla McDaniel	Masters Degree in Reading Bachelors Degree in Elementary Education K-5	8	4	Charles Drew Elementary Magnet School 2011-2012 Grade: C Reading Mastery: 41% Math Mastery: 39% Science Mastery: 33% Writing Mastery: 79.5% 2010-2011 % of Students Meeting High Standards in Reading: 57% % of Students Making Learning Gains in Reading: 61% %of Lowest 25% Making Learning gains in Reading: 58% 2009-2010 School Grade: C % of Students Meeting High Standards in Reading: 47% % of Students Making Learning Gains in Reading: 55% AYP for Lowest 25%- Yes/60%
Reading	Anitra Fleming	Masters Degree in Reading Bachelors Degree in Elementary Education K-5	8	3	Charles Drew Elementary Magnet School 2011-2012 Grade: C Reading Mastery: 41% Math Mastery: 39% Science Mastery: 33% Writing Mastery: 79.5% 2010-2011 % of Students Meeting High Standards in Reading: 57% % of Students Making Learning Gains in Reading: 61% %of Lowest 25% Making Learning gains in Reading: 58% 2009-2010 School Grade: C % of Students Meeting High Standards in Reading: 47% % of Students Making Learning Gains in Reading: 55% AYP for Lowest 25%- Yes/60%

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	Regular meetings with Principal and New Teachers	Angeline Flowers/Principal	Ongoing	
2	Partner teachers lacking experience in a particular content area with a veteran teacher with proven results in that area.	Carla Hart/Assistant Principal	Ongoing	
3	Partnering all teachers with less than 3 years of experience with an experienced teacher	Angeline Flowers/ Principal Carla Hart/ Assistant Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
44	2.3%(1)	6.8%(3)	75.0%(33)	15.9%(7)	75.0%(33)	100.0%(44)	6.8%(3)	20.5%(9)	100.0%(44)

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
Anitra Fleming	Ms. Wilks (Kindergarten teacher)	Ms. Fleming previously taught kindergarten for 5 years before she became the school's reading coach.	Weekly support meetings with Mentee to discuss questions/concerns. Pre/Post observation conferences. Classroom observations

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 funds are used for teacher salaries parental involvement and professional development activities. Additional salaries will be provided for teachers to assist students during the instructional day. In addition parental activities are planned that will assist parents in helping their child improve his/her academic skills.

Title I, Part C- Migrant

Five migrant students have been identified. Collaboration with community agencies will take place to ensure that needed services such as health and nutrition are provided. Remediation and tutoring services will be provided as needed.

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer

leadership and curriculum workshops are supported with district Title I funds.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide before and after school tutoring for additional instructional support.

Violence Prevention Programs

The School Board of Broward County approved an Anti-Bullying Policy. The District's Office of Prevention Programs and Student Support Services designed this policy, under the Safe Schools Healthy Students Grant initiative. This policy sets forth guidelines for the identification and reporting of bullying – as the overall goal of the initiative is the protection of students and their increased feelings of safety and belonging. Charles R. Drew's teachers and staff utilize a variety of prevention and intervention activities and include tools and resources that create an environment of safety and respect. The school participates in Anti-Bullying activities that consists of Announcements, Wall of Peace, and CHAMPS (School and Classroom Management Strategies). The school has selected a Prevention Liaison. This person will represent the school at District Trainings will share prevention issues throughout the year, with anti-bullying being one subject.

Nutrition Programs

Eligible students receive free or reduced price under the National School Lunch and Breakfast Programs. Commit 2 B Fit TM program is a children wellness initiative designed to encourage better nutrition and increased physical activity. This initiative is coordinated by the District's Physical Education Department. Charles R. Drew Elementary School also participates in the Fresh Fruit and Vegetable Program (FFVP).

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RTI Leadership Team consists of the administrators (Principal and Assistant Principal), Teacher of the student referred to the Collaborative Problem Solving (CPS) team, school counselor, school psychologist, school social worker, ESE Specialist, reading coach (for all cases involving reading problems), math coach (for all cases involving math problems) and parents.

Supplemental Members: Behavior Specialist, Speech/Language Pathologist, Zone Support Personnel, ESOL contact, student (when developmentally appropriate).

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 RTI Leadership Team meets on a weekly basis in order to debrief and evaluate the effectiveness of classroom instruction, and design/modify instruction to meet students' needs, review data from Ongoing Progress Monitoring (OPM), and monitor the progress of AYP subgroups.

This team has functioned as the Collaborative Problem Solving Team *CPST, based on the Broward School District's 10 year model.

Additional members may include other medical, professional, and student services personnel.

Meetings are coordinated and facilitated by administration. Each member of the team may be assigned the role of case manager. For students who are exhibiting behavioral difficulties, the school social worker serves as the case manager. The case manager for students who exhibit reading difficulties will be either the primary or intermediate reading coach. The case manager for students exhibiting math difficulty will be the math coach. The case manager for students who are referred for a psycho educational evaluation will be the ESE specialist.

The Charles R. Drew RTI Team will conduct weekly meetings to improve service efficiency for students who are experiencing academic and behavioral difficulties.

They will focus their meetings around meeting the needs of struggling students.

The RTI Leadership Team will include the following processes in weekly meetings:

- Step 1: Assess Teacher Concerns
- Step 2: Inventory Student Strengths and Talents
- Step 3: Review Background/Baseline Data
- Step 4: Select Target Teacher Concerns
- Step 5: Set Academic or Behavioral Goals
- Step 6: Design an Intervention Plan
- Step 7: Select Method for Progress Monitoring
- Step 8: Plan How to Share Information with the Student, Parent(s), and Teacher
- Step 9: Review the Intervention and Monitoring Plans

The Charles R. Drew RTI Leadership Team roles/functions may include, but not limited to the following:

Develop annual RTI objectives

Assign and monitor work being done by core team members, assuring all time frames are met.

Provide parents with notice of referral and request for a comprehensive evaluation if a disability is suspected.

Determine the intensity of the support that a student needs in order to be successful.

Review student results and make decisions about which individual students or classes might need further assistance to figure out how to improve student performance.

Collect and analyze academic, social, behavioral or attitudinal outcomes (Include Data Comparisons).

Monitor student outcomes in the intervention to examine trends for progress monitoring, and AYP accountability

Write goals and monitor those who need intensive instructional services

Develop quick process for reporting outcomes to determine response to intervention

Monitor all students who have not reached benchmark and evaluate the effectiveness of instructional changes

Train teachers in administering assessments and provide refreshers on scoring procedures

Consolidate data and quickly provide reports for evaluation and determine tier placement

Quickly identify and intervene in the education of struggling learners

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

The RTI Leadership Team met with the Principal and the School Advisory Council (SAC) in order to develop adequate objectives.

When developing and implementing the school improvement plan the Charles R. Drew RTI Team must:

Involve all staff in the process

Motivate the staff by demonstrating how this initiative will help students

Collaborate with staff to enhance RTI implementation

Establish a set of processes and procedures to make decisions about students based on the data

Plan and attend professional development activities

Participate actively in data analysis meetings

Evaluate the effectiveness of the tiers instruction

MTSS Implementation

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

Baseline Data:

Progress Monitoring and Reporting Network (PMRN)

BAT 1 and 2 (for Reading, Math, Science)

Florida Comprehensive Assessment (FCAT)

Acaletics, Stars and Compass

WRITE Score (Science)

DRA (Developmental Reading Assessment - Grades K-2)

GO MATH Prerequisite Assessment

DAR (Diagnostic Reading Assessment - Grades 3-5)

Midyear Assessment:

Florida Assessments for Instruction in Reading (FAIR)

Diagnostic Assessment for Reading (DAR)

WRITE Score Science

DRA (Developmental Reading Assessment - Grades K-2)

End of Year

FAIR, FCAT, WRITE Score

Data Chats: Twice per month for data analysis.

For tiers 2 and 3- Intervention records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Professional development will be provided during teacher planning days at the beginning of the school year. The school psychologist, social worker and ESE specialist will meet with each grade level to review appropriate interventions focusing on student needs. These trainings will occur throughout the school year during team meetings as needed.

Professional Development will be facilitated by the school psychologist, school social worker and district staff (program specialist as needed). The reading and math coaches will also facilitate trainings.

Trainings will focus on differentiating and implementing Tier 1, Tier 2 and Tier 3 interventions. They will also include how to graph data from interventions.

Trainings will be held on one Early Release Day and once a month as a Professional Learning Community (PLC).

Data Chats: twice a month for data analysis

Charles R. Drew will use the Broward School District Data Warehouse Internet Site to assist with summarizing tiered data:

A. Virtual Counselor Reports

BAT Reports (Graphed and Charted - Benchmark Assessment Test for Reading and Math; School and Teacher Reports by Strand/Cluster Level Summary; Benchmark Level Summary)

Two year teacher reports

Student Information – Assessment, Attendance

B. Data Warehouse Reports:

4 year Strand Report (student by student)

FCAT Demographics

School Accountability

FCAT 2010 Reading Level 1

2009 - 2010 Membership

AYP Roster
AYP BAT FCAT Math and Reading

BAT School and Teacher Summary for Reading and Math (Tests 1 and 2)
Student Progress Monitoring Plan Letters (for parents)

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Angeline Flowers

Ms. Flowers is the school's instructional leader. She monitors practices through regular formal and informal classroom visits, one-on-one meetings with students and teachers to review assessment results, and ensures that all stakeholders are contributing adequately to the full development of our children.

Assistant Principal – Carla D. Hart

Mrs. Hart assists with monitoring the implementation of the school's instructional program. She also monitors student discipline. She utilizes the Discipline Management System on the Virtual Counselor database to monitor student referrals, and assesses the need for further review by the Behavior Core Team/Threat Assessment Team.

Reading Coaches – Aquilla McDaniel (Intermediate), Anitra Fleming (Primary Reading Coach)

Mrs. McDaniel works collaboratively with the principal to guide the Literacy leadership Team. She monitors the reading assessment results for our students in grades K-5. She also provides teachers with instructional support and coaching. She also conducts small group remediation for specific students in order to raise achievement levels in reading.

ESE Specialist – Camille Orr

Ms. Orr monitors the assessment results for our exceptional student population (students with disabilities and gifted students). She facilitates the Collaborative Problem Solving Team (CPST) process to identify and assess the individual needs of our students.

ESOL/Student Support Coordinator – Zulay-Gayle Mendoza

Ms. Mendoza works closely with the faculty, staff, parents and other stakeholders. She provides the support and services needed to contribute to our students' academic, social and emotional development and stability. She facilitates the assessments for our English Language Learners (ELL) and provides personalized instruction to improve their academic performance.

Math Coach – LaTonya Brown

Mrs. Brown monitors the math assessment results for our students in grades K-5. She provides teachers with instructional support and coaching, and she conducts small group remediation sessions for targeted students. Additionally, she analyzes the data collected from Ongoing Progress Monitoring (OPM) in order to provide adequate support to teachers.

Behavior Specialist – Jerome Washington

Mr. Washington collects and records data regarding student discipline. He works closely with the faculty and staff to promote a safe, orderly, supportive environment conducive to learning. Additionally, he monitors attendance and serves as the Broward Truancy Intervention Program (BTIP) liaison.

Marissa Singer-Orr - 5th Grade Teacher/Representative

Philippe Wells - Curriculum Council School Representative/5th Grade Teacher

Dorothy Mathis - 1st Grade Teacher/Representative

Ramona Tate -Integrated Reading Specials Teacher

Kaila Gillings - 3rd Grade teacher and In-Service coordinator

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

The principal, the assistant principal and the reading coach together guide the Literacy Leadership Team (LLT). The school based LLT will meet every Monday to address curriculum concerns, review and disaggregate data and monitor AYP subgroups.

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

The major initiatives of the Literacy Leadership Team for the 2011-2012 school year are:

1. The development of primary and intermediate model classrooms for reading and math.
2. Training teachers on how to use data to analyze the effectiveness of instruction and how to redesign instruction and resources to meet student learning needs.
3. Leading and supporting Professional Learning Communities (PLC's).
4. Ensure that the core curriculum are implemented to fidelity.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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



PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring level 3 or higher on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (54)of students in grades 3-5 scored a level 3 in reading.	By May 2013,26% (73) of students will score at achievement level 3 on the 2013 administration of FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining high levels of performance	<p>Teachers will create and maintain student portfolios to chart student progress.</p> <p>Teachers will use student portfolios to set goals for students and review these goals in individual student conferences</p> <p>Administration will implement school wide incentive program for those students who score at high levels on monthly check point assessments.</p> <p>Teachers will use item specifications, question stems and higher order question starters.</p>	Administration Reading Coaches	<p>- Classroom Walk Throughs (daily) looking for the implementation of effective instructional practices.</p> <p>Coaches will meet weekly with administration to analyze the data from classroom walk throughs).</p> <p>- Data Chats between teacher and administration</p> <p>- FCIM</p>	<p>Mini BATs</p> <p>BAT 1&2</p> <p>FAIR</p> <p>Accelerated Reader</p> <p>In House Progress Monitoring Tools</p> <p>Basal Unit Tests</p> <p>Monthly Check Point Assessments</p>
2	Lack of Vocabulary Development	<p>Teachers will utilize vocabulary piece from the core reading program (Treasures)daily.</p> <p>Teachers will infuse research based vocabulary building activities in center rotations (grades 3-5 FCAT vocabulary/Grades K thru 2 - sight words).</p> <p>Vocabulary activities will be implemented through collaborative lesson planning</p> <p>Teachers will give interest surveys in order</p>	Administration Reading Coach Team Leaders	<p>Daily Classroom Walk Throughs- looking for the implementation of vocabulary building strategies and activities that were discussed in lesson planning as well as strategies, questions and processes that the teachers put in their lesson plans (Coaches will meet weekly with administration to analyze the data from walk throughs).</p> <p>Data Chats between administration and teachers</p>	<p>BAT 1 & BAT 2</p> <p>FAIR</p> <p>Accelerated Reader</p> <p>In House Progress Monitoring Tools</p> <p>Treasures Unit Tests</p> <p>Monthly Check Point Assessments</p>

		to provide high interest literature for classroom libraries to help students develop a desire to read for pleasure and better develop their vocabulary through reading Teachers will plan collaboratively to align center activities with student assessment data weekly.			
3	Lack of Oral Reading Fluency	Teachers will implement fluency piece of core reading program (Treasures). Six Minute Solution will be utilized as part of center rotations. Teachers will plan collaboratively to align center activities with student assessment data weekly.	Grade Level Chairperson Reading Coach Administration	Daily Classroom Walk Throughs- looking for the implementation of six minute solution as center activity (Coaches will meet weekly with administration to analyze the data from classroom walk throughs). Data Chats between administration and teachers and between teachers and students FCIM	Timed Fluency Assessments Individual graphs of student progress.
4	Identifying trends in data and individual student needs.	Teachers will analyze student data to determine student strengths/weaknesses and/or students who are at risk of falling a level on FCAT to evaluate and restructure instruction to meet student needs.	Administration; Grade Chairperson Reading Coach	Classroom Walk Throughs Weekly LLT data meetings FCIM	BAT 1&2 FAIR Accelerated Reader In House Progress Monitoring Tools Basal Unit Tests Monthly Check Point 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:	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 reading. Reading Goal #2a:	The percentage of students scoring level 4 or higher on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
19.8% (50) of students tested on the 2012 FCAT reading scored at or above level 4.	By May 2013, 24% (68)of students in grades 3-5 will score a level 4 or higher on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation	School wide incentive program for students who score 85% or higher on monthly checkpoint assessments. Incorporate curriculum instructional strategies (project based learning activities, group projects)	Instructional Coaches Administration	FCIM	Checkpoint Assessments BAT/Mini BAT Ongoing Progress Monitoring
2	Lack of application of reading strands in high complexity questioning.	Utilize high complexity questioning strategies during whole and small group instruction in the areas of main idea, comparisons, informational texts/research process - Collaborative lesson planning - PLC's will be held to discuss strategies for implementing higher order thinking questions	Administration Reading Coach	Classroom Walkthroughs (weekly) looking for the implementation of strategies/questions/processes that teachers put in their lesson plans FCIM Data chats with teacher and administration	Mini Benchmarks BAT 1 and 2 Checkpoint Assessments Monthly Checkpoint Assessments
3	Lack of exposure to various genres such as non fiction and poetry.	Through collaborative lesson planning, Instructional Focus Calendar, and Professional Learning Communities teachers will facilitate students reading and analyzing various genres through literature and integrate content materials as part of the reading program. - Project based learning infused through centers	Administration Reading Coach	Collaborative lesson planning in each grade level. Teacher modeling of high yield strategies. Classroom Walk Throughs (Weekly) looking for the implementation of strategies/questions/processes that the teachers put in their lesson plans Data Chats with administration, support staff, teachers and students FCIM	Mini Benchmarks BAT 1 and 2 Checkpoint Assessments
4	FCAT format/Lack of Test Taking Strategies.	Practice test taking strategies in a stamina building environment. - Collaborative lesson planning in each grade level. Teacher modeling of high yield strategies.	Administration Reading Coach	Classroom Walk Throughs (weekly) looking for the implementation of strategies/questions/processes that the teachers put in their lesson plans Data Chats with administration, support staff, teachers and students FCIM Simulated, mock FCAT assessments	Mini Benchmarks BAT 1 and 2 Checkpoint Assessments Mock FCAT
	Lack of ownership	Individual students conferences between counselors and student, teacher and student, and coaches and administration and student to develop	Administration Reading Coach Student support personnel	Data analysis to include intervention program assessments. FCIM	Mini Benchmarks BAT 1 and 2 Checkpoint Assessments

5	individual goals - Increase student motivation through the implementation of academic game room and academic incentives: - AR challenge - Checkpoint Assessments			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 percentage of students making learning gains on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (115) of students made learning gains on the 2012 administration of the FCAT Reading.	By May 2013, 73%(129) of students in grades 4-5 will make learning gains on the 2013 administration of FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New teachers lack expertise in reading programs	Teachers will attend district workshops and professional learning communities on small group reading instruction, literacy centers and the core reading program. Develop an Instructional Focus Calendar (IFC) for Reading.	Grade Chairperson, Reading Coach, Principal.	classroom observations FCIM Data chats	Mini-BAT BAT 1 and 2 Compass, Accelerated Reader Technology Reports (Compass, Accelerated Reader) Check Point Assessments

2	Lack of instructional time over and above the 90 minute reading block	Implementation of RTI process: Analyze historical individual student data to determine problem in measurable terms. Implement evidenced based interventions for specific individual needs. Monitor and evaluate effectiveness of specific intervention (s) through evidence of student performance.	Administration RTI Team Reading Coach	Administration Reading Coach Teachers	Mini-BAT River Deep, Compass, Accelerated Reader, Technology Reports
3	The number of students in the guided reading small groups is too high.	The classroom teacher will use the DAR and DRA to organize their small group instruction. PUSH In/Pull Out intervention groups	Reading Coach Assistant Principal	Monthly data Chats with teacher and administration to effectively move students between groups as needed.	Mini BAT's Checkpoint Assessments (reading) Weekly core reader assessments BAT 1 and BAT 2

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading 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
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:	By May 2013, 75% () of students in the lowest quartile will make learning gains on the 2013 administration of FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (32) of students in the lowest quartile made learning gains on the 2012 administration of FCAT reading.	By May 2013, 75% () of students in the lowest quartile will make learning gains on the 2013 administration of FCAT reading.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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			Monitoring		
1	New teachers lack expertise in reading programs	New teachers as well as targeted teachers will attend district trainings on small group reading instruction, literacy centers. New teachers and targeted teachers will attend professional learning communities on core reading series, centers, fluency and vocabulary building.	Administrators Reading Coach	Weekly Classroom Walk Throughs looking for implementation of strategies/questions/processes that teachers put in their lesson plans FCIM Data Chats	Benchmark Assessments and Mini Benchmark Assessments Check Point Assessments Classroom Walkthrough Tool
2	Additional instructional time	Students will be strategically grouped by levels and identified skills. Develop and implement instructional focus calendar. Schedule will allow for support via double dose of reading instruction.	Administration Reading coach	Weekly Classroom Walk Throughs looking for implementation of strategies/questions/processes that teachers put in their lesson plans FCIM Data Chats	Benchmark Assessments and Mini Benchmark Assessments Check Point Assessments
3	The number of students in the guided reading small groups is too high.	The classroom teacher will use the DAR and DRA to organize their small group instruction.	Reading Coach	Monthly data Chats with teacher and administration to effectively move students between groups as needed.	Mini BAT's Checkpoint Assessments (reading) Weekly core reader assessments BAT 1 and BAT 2

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 # In order to reduce the achievement gap, the percentage of students achieving proficiency on FCAT 2.0 Reading will increase by 5% over the next 6 years. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40%	45%	50%	55%	60%	

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:	The percentage of students making satisfactory progress on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The % of students proficient on 2011-2012 FCAT: White students: 42%(3) Black students: 39% (96) Hispanic students: 42% (49) English Language Learners Students: 37% Students With Disabilities: 15% Free and Reduced Lunch: 40%	By June 2013, the percentage of students in the following subgroups will demonstrate proficiency on the 2012-2013 FCAT: White students: 42%(3) Black students: 43% (96) Hispanic students: 47% (49) English Language Learners Students: 33% Students With Disabilities: 29% Free and Reduced Lunch: 44%
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	Identifying individual student reading needs (phonemic awareness, phonics, fluency, vocabulary, comprehension)	All students will be given the DAR, results will be analyzed by the Literacy leadership team to ensure proper identification of intervention programs according to the struggling reader chart.	ESOL Support Coordinator Classroom Teacher Administration Reading Coach	Ongoing Progress Monitoring Data; Weekly Classroom Walkthroughs; RTI Meetings.	Mini-BATS BAT 1 and 2 Check Point Assessments
2	Limited vocabulary skills	Direct instruction in vocabulary both in context and isolation. Black and Hispanic students scoring a Level 1 and 2 will receive PUSH In and PUSH OUT support	ESOL Support Coordinator Classroom Teacher Administration Reading Coach	Ongoing Progress Monitoring Data; Weekly Classroom Walk throughs; RTI Meetings	Mini-BATS BAT 1 and 2 Check Point Assessments
3	Lack of homework completion	Inform parents and students of homework assistance programs on line and in the community.	ESOL Support Coordinator Classroom Teacher Administration	Ongoing Progress Monitoring Data; Weekly Classroom Walk throughs; RTI Meetings.	Data collection and analysis of percentage of students turning in homework assignments.

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:	The percentage of ELL students making satisfactory progress on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (48) of English Language Learners did not make satisfactory progress in reading.	By May 2013, the percentage of ELL students not making satisfactory progress in reading will decrease from 69% (48) to 65% (44).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of academic vocabulary	Increase use of audio texts from core reading program. Increase use of graphic organizers and thinking maps. Implement a Word of the Day and infuse it across all content areas. Implement Elements of Reading Vocabulary Teach students how to effectively use bilingual dictionaries Students identified as A1-B2 will use audio learning system (language learning master) to build vocabulary	ESOL Support Coordinator Reading Coach Administrator	- Classroom Walk Throughs (weekly) to look for utilization of vocabulary strategies and to see if teachers and students are using the bilingual dictionaries, Sundance English Language Learners Library and the audio learning system. - FCIM for progress monitoring - Data Chats (monthly) between teacher and administration and between teacher and students; reading groups will be adjusted based on data	Mini BAT Assessments (vocabulary) BAT 1 and 2 Check Point Reading Assessments
	Lack of reading comprehension skills due	Increase use of reading strategies such as	ESOL support Coordinator	- Classroom Walk Throughs (weekly) to	Mini BAT Assessments (main

2	to language barrier	<p>graphic organizers. PUSH OUT support from ESOL program aide (Sundance English Language Learners Library and Bilingual Dictionaries).</p> <p>Teach students how to effectively use bilingual dictionaries</p> <p>Students identified as A1-B2 will use audio learning system (language learning master) to build vocabulary</p> <p>Utilize the Sundance English Language Learner Library.</p>	Reading Coach Administration	<p>look for use of graphic organizers and to see if teachers and students are using the bilingual dictionaries, Sundance English Language Learners Library and the audio learning system.</p> <p>- Data Chats (monthly) between teacher and administration and between teacher and students; reading groups will be adjusted based on data</p> <p>- Analysis of data from RTI team.</p>	<p>idea, plot development, compare and contrast, making inferences, cause and effect, reference and research) BAT 1 and 2 Check Point Reading Assessments Teacher observations</p>
3	Differentiation between language versus disability	<p>Analyze individual student data to ensure that all ELL students are receiving Response to Intervention Strategies that are aligned with the ESOL Instructional Matrix and that teachers are using the matrix to meet individual student needs and move through the Collaborative Problem Solving process if necessary</p> <p>Utilize the Sundance English Language Learner Library.</p>	Principal ESOL Support Coordinator RTI Team	<p>- Classroom Walk Throughs (weekly) looking for utilization of ESOL matrix and ELL strategies and to see if teachers and students are using the bilingual dictionaries, Sundance English Language Learners Library and the audio learning system.</p> <p>- Data Chats (monthly) between teacher and administration and between teacher and students; reading groups will be adjusted based on data</p> <p>- Analysis of data from RTI and LLT teams.</p>	Check Point Reading Assessments Teacher observations)

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>The percentage of students with disabilities making satisfactory progress on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>84% (33) students did not make satisfactory progress in reading on the 2012 FCAT.</p>	<p>By May 2013, the percentage of students who did not make satisfactory progress in reading will decrease from 84% (33) to 80% (26).</p>

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	Motivation	<p>Implementation of resource room and school wide incentive program.</p> <p>Individual student goal sheets.</p> <p>Individual student conferences.</p>	ESE Specialist Grade chair Reading Coach	Data Chats Classroom Walkthroughs	<p>Check Point Assessments</p> <p>Mini Bats</p> <p>BATS</p> <p>OPM</p>

2	Limited vocabulary skills	Direct instruction in vocabulary both in context and in isolation.	ESE Specialist Grade chair Reading Coach	Data Chats Classroom Walkthroughs	Check Point Assessments Mini Bats BATS OPM
3	Lack of homework completion	Inform parents of homework assistance programs on line and in the community.	ESE Specialist Grade chair Reading Coach SAC Chairperson	Data Chats Classroom Walkthroughs RTI	IEP Progress Report

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 percentage of economically disadvantaged students making satisfactory progress on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (33) of Economically Disadvantaged students did not make satisfactory progress in reading.	By May 2013, the percentage of economically disadvantaged students not making satisfactory progress in reading will decrease from 84% (33) to 80% (26).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of academic language/vocabulary	Content area workshops (district and professional learning communities) for all teachers on teaching content area vocabulary. Teachers will share best practices and co-plan during weekly team meetings, PLC's and Staff Development	Administration Reading Coach	FCIM Classroom Walk throughs Data Chats	Mini BAT Assessments BAT 1 and 2
2	Lack of literacy rich environment at home	Teachers will provide a literacy rich environment in the classroom and classroom libraries Classes will utilize open media center rotations so that students have access to literacy materials to borrow and take home. Accelerated Reader rewards will be given for those students who reach certain levels (points) identified by the classroom teacher	Classroom Teachers Reading Coach	Accelerated Reader Reports Reading Logs	Accelerated Reader Tests Mini Benchmark Assessments

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
Common Core Standards (Introduction/Overview)	All Grades K-5	Anitra Fleming Aquilla McDaniel	School Wide	One time per month after school.	Classroom Observation Teacher feedback	Reading Coaches Administration
Common Core Standards (Text Complexity)	All Grades K-5	Anitra Fleming Aquilla McDaniel	School Wide	One time per month after school	Classroom Observation Teacher feedback Progress Monitoring of student data	Reading Coaches Administration
Common Core Standards (What is Rigor?)	All Grades K-5	Anitra Fleming Aquilla McDaniel	School Wide	One time per month after school	Classroom Observation Teacher feedback Progress Monitoring of student data	Reading Coaches Administration
Common Core Standards (Literacy Shifts)	All Grades K-5	Anitra Fleming Aquilla McDaniel	School Wide	One time per month after school	Classroom Observation Teacher feedback Progress Monitoring of student data	Reading Coaches Administration
Small Group Instruction	Reading	Anitra Fleming Aquilla McDaniel	Kindergarten and Third Grade	September, October (2 day institute)	Classroom Observation	Reading Coaches Administration
Common Core Standards What's Next?: Addressing the PARCC Assessment	All Grades K-5	Anitra Fleming Aquilla McDaniel	School Wide	One time per month after school	Classroom Observation Teacher feedback Progress Monitoring of student data	Reading Coaches Administration
Treasure Training	Reading	Anitra Fleming Aquilla McDaniel	K-3	October (1 day training)	Classroom Observation Teacher feedback Progress Monitoring of student data	Reading Coaches Administration
CCSS Institute	Reading	Anitra Fleming Aquilla McDaniel	Kindergarten, First, Second Grade	October-December (2 day institute)	Classroom Observation Teacher feedback Progress Monitoring of student data	Reading Coaches Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Super QAR Phonics for Reading			

Words Their Way Wilson Foundations Leveled Literacy Intervention Reading	Supplemental Reading Programs	General Fund, Grants	\$15,000.00
			Subtotal: \$15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Renaissance Learning	On line Reading Assessment Program (Accelerated Reader and STAR)		\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities on how to use supplemental reading programs and Renaissance Learning.	Supplemental Reading programs	Title I	\$3,500.00
			Subtotal: \$3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$22,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By June 2013, 40% of ELL students will score at a proficient level in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012, 35% of ELL students scored 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
1	Lack of academic vocabulary	Increase use of audio texts from core reading program. Increase use of graphic organizers and thinking maps. Implement a Word of the Day and infuse it across all content areas. Implement Elements of Reading Vocabulary Teach students how to effectively use bilingual	ESOL Contact Reading Coach Administration	Data Chats Classroom Observations	Mini BAT Assessments BAT 1 and 2 Monthly Checkpoint Assessments

		<p>dictionaries</p> <p>Students identified as A1-B2 will use audio learning system (language learning master) to build vocabulary</p>			
2	Lack of reading comprehension skills due to language barrier	<p>Increase use of reading strategies such as graphic organizers. PUSH OUT support from ESOL program aide (Sundance English Language Learners Library and Bilingual Dictionaries).</p> <p>Teach students how to effectively use bilingual dictionaries</p> <p>Students identified as A1-B2 will use audio learning system (language learning master) to build vocabulary</p> <p>Utilize the Sundance English Language Learner Library.</p>	ESOL Contact Reading Coach Administration	Data Chats Classroom Observations	<p>Mini BAT Assessments</p> <p>BAT 1 and 2</p> <p>Monthly Checkpoint Assessments</p>

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:			By May 2013, 45% of ELL students will score at a proficient level in reading.		
2012 Current Percent of Students Proficient in reading:					
38% of ELL students are 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
1	Lack of reading comprehension skills due to language barrier	<p>Increase use of reading strategies such as graphic organizers. PUSH OUT support from ESOL program aide (Sundance English Language Learners Library and Bilingual Dictionaries).</p> <p>Teach students how to effectively use bilingual dictionaries</p> <p>Students identified as A1-B2 will use audio learning system (language learning master) to build vocabulary</p>	ESOL Contact Reading Coach Administration	Classroom Walk Throughs	<p>Mini BAT Assessments</p> <p>BAT 1 and 2</p> <p>Monthly Checkpoint Assessments</p>

	Utilize the Sundance English Language Learner Library.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	By May 2013 48% of ELL students will score at a proficient level in writing.
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2012 Current Percent of Students Proficient in writing:

In 2012, 38% of ELL students are 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
1	Limited ability to express self in 2nd language when writing	Peer Tutor School wide writing period. Teachers will use ELL strategies to introduce writing technique. Students will be able to use ELL dictionaries. Individual student conferences. Graphic Organizers during writing lessons Writing seminars once per month	Writing Coach Grade Level Chairperson ESOL Contact	Weekly writing samples Classroom Walkthroughs	Writing rubric Mock FCAT Writes Write Score
2	Limited Language Acquisition	Peer Tutor School wide writing period. Teachers will use ELL strategies to introduce writing technique. Students will be able to use ELL dictionaries. Individual student conferences. Teachers will use Graphic Organizers during writing lessons Writing seminars once per month	Writing Coach Grade Level Chairperson ESOL Contact	Weekly writing samples Classroom Walkthroughs	Writing rubric Mock FCAT Writes Write Score

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 percentage of students scoring level 3 or higher on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping) utilizing differentiated instruction, and school wide math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 3-5 22.7% (57) of students tested achieved proficiency level 3 on the 2012 FCAT Math.	By May 2013, 27% (76) students will score at achievement level 3 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Number Sense: Students are not going into the next grade level with the basic skills they need to know.	<ul style="list-style-type: none"> - School Wide Monthly Math Enrichment Day - All classrooms will incorporate morning math assignments into their daily routine. - Teachers will attend weekly math PLC's. - Teachers will attend district math staff developments. - Each grade level will participate in monthly Math Bowls (Math Jeopardy). - Morning math will be incorporated into daily instructional schedule. - After school math club to assist students with maintaining prior math skills. 	Math Coach Administration	<ul style="list-style-type: none"> - Classroom Walk Throughs - FCIM - Bi weekly review of mini benchmark assessments (and change math ability groups as needed) 	<ul style="list-style-type: none"> - BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Rubric for Math Enrichment Day - Pre Requisite Assessment
3	Motivation	<ul style="list-style-type: none"> School wide incentive program for students who score 85% or higher on monthly checkpoint assessments. incorporate curriculum instructional strategies (project based learning activities, group projects) 	Math Coach Administration	<ul style="list-style-type: none"> Classroom Walk Throughs - FCIM - Bi weekly review of mini benchmark assessments (and change math ability groups as needed) 	<ul style="list-style-type: none"> BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Rubric for Math Enrichment Day - Pre Requisite Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 mathematics. Mathematics Goal #2a:	The percentage of students scoring level 4 or higher on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping) utilizing differentiated instruction, and school wide math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (40)of students in grades 3,4, and 5 scored at or above achievement level 4 in mathematics.	By May 2013, 20% (46) students will score at or above achievement level 4 in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation	School wide incentive program for students who score 85% or higher on monthly checkpoint assessments. Incorporate curriculum instructional strategies (project based learning activities, group projects)	Instructional Coaches Administration	FCIM	Checkpoint Assessments BAT/Mini BAT Ongoing Progress Monitoring
2	Keeping instruction rigorous and challenging for high achieving students	- Teachers will incorporate enrichment activities into daily instruction - Morning Math Club for high achieving students focusing on solving complex problems through project based learning - Teachers will utilize higher order thinking questions into daily math instruction.	Math Coach Administration	- Classroom Walk Throughs - Mini Benchmark Assessments	BAT 1 and 2 Enrichment Project Rubric Checkpoint Assessment

3	Proper placement of students in math ability groups due to inconsistencies from the math prerequisite test.	Portfolio of students assessment history that will be used for placement of students. Ongoing assessments to determine proper placement of students in math ability groups. Diagnostic Math Assessments	Math Coach Administration	- Mini Benchmark assessment reviews - Data Chats with teachers and administration for the Portfolio assessment folder	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Assessment Folder - Checkpoint Assessment **Change math ability groups as needed
4	Maintaining current student achievement levels	Allot time for teachers to review stems, differentiated groups and data	Administration	- Daily Classroom Walk Throughs to ensure teachers are using higher order skills/questions - Reviews with students and teachers - Bi-Weekly review of Mini Benchmark assessments	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Mini BAT Assessments - Acaletics Assessments **Change math ability groups as needed
5					
6					
7					
8					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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 mathematics. Mathematics Goal #3a:	The percentage of students making learning gains on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping) utilizing differentiated instruction, and school wide math strategies.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (103) of students made learning gains in mathematics	By May 2013, 66% (187) students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students in the lower math ability group is too high.	The number of students in the lower math ability groups will be reduced so that the class size is smaller. (Adjust sub groups)	Math Coach Administration	- Mini Benchmark assessment reviews - Data Chats: Administration will meet with teachers monthly to discuss the ability groups	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Monitor class roster
2	Lower level students have difficulty working independently	Preplanning based on students ability - Work will be differentiated so students can work independently - Centers will be adjusted to meet the needs of the students	Math Coach Administration	- Classroom Observations (daily) - Mini Benchmark assessment reviews	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
3	Lack of use of manipulatives	Manipulatives will be incorporated into instruction	Math Coach Administration	- Classroom Walk Throughs (daily) - Mini Benchmark assessment reviews	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
4	Lack of basic math facts	- Calendar Math - Homework will be based on student ability (math facts) - Math Lab - Destination Success	Math Coach Administration	Classroom Walk throughs (daily) FCIM - progress monitoring Data Chats with Administration	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
5	Transitions for ability groups (grades 1-5)	- Schedules will be adjusted for ability groups so that transition times do not affect instruction time - Start dates for ability groups in first grade will be adjusted.	Administration	Classroom Observations (daily)	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
6	Lack of differentiated homework	Homework will be differentiated based on student needs.	Math Coach	- Classroom Observations (daily) - Mini Benchmark assessment reviews	- BAT 1 and BAT 2 Assessments - GO Math Series 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:

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
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 mathematics. Mathematics Goal #4:	The percentage of students in the lowest quartile making learning gains on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping)utilizing differentiated instruction, and school wide math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 58% (26) of the students in the lowest 25%, made learning gains on the 2012 FCAT Mathematics.	By May 2013, 63% (34) of students in the lowest 25% will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students in the lower math ability group is too high	The number of students in the lower level math ability groups will be reduced. - Adjust sub groups	Math Coach Administration	- Mini Benchmark assessment reviews - Meet with teachers monthly to discuss the ability groups	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Monitor class roster
2	Lack of the use of manipulatives	Manipulatives will be incorporated into instruction	Math Coach	- Classroom Observations (daily) - Mini Benchmark assessment reviews	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
3	Lack of utilizing math strategies	PLC for math strategies	Math Coach	- Classroom Observations (daily) - Mini Benchmark assessment reviews - Data Chats between administration and teacher	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
4	Lack of basic math skills	Incentives will be given to students for mastering basic math skills – school wide	Math Coach Administration	- Classroom Observations (daily) - Mini Benchmark assessment reviews	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
5	Lack of math vocabulary	Incentives for mastering vocabulary	Administration	- Math Journals - Mini Benchmark assessment reviews	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Math Journal Rubric
6	Teacher and student ownership	- Quarterly student conferences - Math PLC's -Data Chats	Math Coach Administration	- Mini Benchmark Assessments - Data Chats between students and teachers	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

By May 2016, in order to close the achievement gap in mathematics the number of students proficient in mathematics will increase by 3% over the next 6 years.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39%	42%	45%	48%	51%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of student subgroups making learning gains on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping) utilizing differentiated instruction, and school wide math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (96) of Black students 63% (53)of Hispanic students 71% (5) of White students did not make satisfactory progress in mathematics.	By May 2013, the percentage of students not making satisfactory progress will decrease by 5%. 55% (86) of Black students 58% (48)of Hispanic students 66% (4) of White students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Utilize the Parent Home Connection from the Go Math Series	Math Coach	Parent Conferencing	- Go Math Assessments - BAT 1 and 2 Assessments - Conference Forms
2	Lack of math vocabulary	- Math Night (teach parents strategies they can use at home to increase student achievement) - Parent Home Connection from Go Math Series - Hands on activities (manipulatives)	Math Coach Administration	Classroom Observations to look at small groups and the effectiveness of the centers	- Go Math Assessments - BAT 1 and 2 assessments - Classroom Walkthrough forms - Mini Benchmark Assessments
3	Lack of ownership of achievement levels	Student conferences	Math Coach Administration	Mini Benchmark assessment reviews between teacher and student	- Go Math Assessments - BAT 1 and 2 assessments
4	Not utilizing "I do, We do, you do".	Math PLC to help teachers incorporate "I do, we do, you do" strategy into classrooms	Math Coach Administration	- Classroom Observations (monthly) looking for strategies taught at the math PLC's - Mini Benchmark assessment reviews	- Go Math Assessments - BAT 1 and 2 assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students making satisfactory progress on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping) utilizing differentiated instruction, and school wide math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5, 72% (49) of English Language Learners (ELL) did not make satisfactory progress in mathematics.

By May 2013, the percentage of ELL students in grades 3-5, not making satisfactory progress in mathematics will decrease from 72% (49 students) to 67% (45 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	- Utilize the Parent Home Connection from the Go Math Series - ELL Parent Seminars	Math Coach	Mini Benchmark Assessment Reviews	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
2	Lack of math vocabulary	- Math Night - Parent Home Connection from Go Math Series - Hands on activities - Implement ESOL strategies into instruction	Math Coach Administration	- Classroom Walk Throughs (monthly) - Mini Benchmark assessment reviews	- Classroom Walkthrough Checklist - BAT 1 and 2 Assessments - GO Math Series Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

The percentage of students with disabilities making satisfactory progress on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping) utilizing differentiated instruction, and school wide math strategies.

Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

75% (24) of students with disabilities did not make satisfactory progress in mathematics.

By May 2013, the percentage of students with disabilities not making satisfactory progress in mathematics will decrease from 75% (24) to 70% (22).

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 Math Vocabulary	- Math Night - Parent Home Connection from Go Math Series - Hands on activities	Math Coach ESE Specialist Administration	Classroom Walkthrough	Min BAT BAT 1 and 2 Checkpoint Assessments Go Math Assessments
2	Lack of basic math skills	Calendar Math - Homework will be based on student ability (math facts) - Math Lab - Destination Success	Math Coach ESE Specialist Administration	Classroom Walkthroughs Data Chats	Min BAT BAT 1 and 2 Checkpoint Assessments Go Math Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

The percentage of economically disadvantaged students making making satisfactory progress on the FCAT Math 2.0 will increase through the participation of a sixty minute uninterrupted math block (ability grouping) utilizing differentiated instruction, and school wide math strategies.

Mathematics Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

In grades 3-5, 62% (151) of Economically Disadvantaged Students did not make satisfactory progress in mathematics.

By May 2013, the percentage of students not making satisfactory progress in mathematics will decrease from 62% (151) to 57% (137) students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of math vocabulary	- Math Night (teach parents strategies they can use at home to increase student achievement) - Parent Home Connection from Go Math Series - Hands on activities (manipulatives)	Math Coach Administration	Classroom Walk Throughs - look at small groups and centers	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments
2	Difficulty with homework	- Incentives for homework completion - Planning for differentiated homework assignments - Immediate feedback	Math Coach	- Classroom Walk Throughs (monthly) - FCIM - progress monitoring - Mini Benchmark reviews - Charting homework - Lesson plans	- BAT 1 and BAT 2 Assessments - GO Math Series Assessments - Homework Chart

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
Math Blended CCSS	Math	District Staff	K-5	January	Classroom Observation Teacher Feedback	Administration Math Coach
8 Standards for Mathematical Practice	Math	Math Coach	K-5	1x per month	Classroom Observation Teacher Feedback	Administration Math Coach
Go Math Intervention	Math	Math Coach	K-5	2x per year	Classroom Observation Teacher Feedback	Administration Math Coach
Effective Math Centers	Math	Math Coach	K, 3, 4	December	Classroom Observation Teacher Feedback	Administration Math Coach

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
Provide practice in basic math skills	Touch Math, Go Math Intervention	School Accountability	\$500.00
			Subtotal: \$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: \$500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The percentage of students scoring at achievement level 3 on the FCAT Science 2.0 will increase through the participation of a sixty minute uninterrupted science block.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grade 5, 23% (21) of students scored at achievement level 3 on the 2012 FCAT Science.		By May 2013, 28% (25) of students in grades 3-5 will score at achievement level 3 in science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	How to implement the new science series to fidelity.	<ul style="list-style-type: none"> Teachers will participate in professional development on integration of Florida Science Fusion, the Broward County Hands-On Science Kits, the 5E model of instruction, the Instructional Focus Calendar and BEEP lesson plans Teachers will also adjust the calendar to meet the needs of students Teachers will incorporate use of Science journals 	Administration	<ul style="list-style-type: none"> Classroom Walk Throughs focusing on utilization of science strategies (weekly walk throughs and weekly feedback from administration) Data Chats with Administration and teachers 	<ul style="list-style-type: none"> Science Mini-BATs (bi-weekly) Write Score Science (6 tests between September and March) BAT 1 and BAT 2 Assessments

		- Teachers will implement Think Central (online) into daily lessons			
2	Students have limited background knowledge of vocabulary	- Science Enrichment Days (hands on activities to teach the benchmarks - Primary and Intermediate grades will utilize hands on activities in the hands on science kits and BEEP lessons as detailed in the IFC - Science Alive videos to increase background knowledge - Interactive Science word walls - Science Journals	Administration	- Classroom Walk Throughs - weekly - Data chats between administration and teachers - Ongoing Progress Monitoring	- Science Mini-BATs. - Write Score Science (6 tests between September and March) - BAT 1 and BAT 2 Assessments - Science Journal Rubric
3	Science kits are unorganized and missing items in 5th grade	- Organize kits and take inventory	Administration	Weekly Classroom Walk Throughs	Science Kit Inventory
4	Teacher knowledge of science strands	- Allot time for planning - Science trainings/PLC's on strategies to integrate in the classroom and using the BEEP online lessons	Administration	Weekly Classroom Walk Throughs - weekly looking for implementation of the 5E model Lesson Plan Checks	Lesson Plan Checklist
5	Lack of use of technology	Use of the following technology will increase student interest and therefore increase student achievement - Discovery Education - Powerpoint Presentations - Science Alive - Destination Success **Will all be incorporated into classroom instruction - 5 E model of instruction from the BEEP lesson plans - Think Central online lab	Administration	- Weekly Classroom Walk Throughs looking for use of technology - FCIM	- Summative Observation form

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

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 percentage of students scoring at achievement level 4 on the FCAT Science will increase through the participation of a sixty minute uninterrupted science block.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 15% (14 students) of students scored at or above achievement level 5 in science.	By May 2013, 25% of students in grade 5 will score at or above achievement level 4 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Properly identifying level 4's and 5's (high achieving students).	Early administration of Mini Benchmark Assessments and use BAT 1 and 2 to identify the high achieving students	Administration	Data Chats between administration and teachers to review Mini Benchmark Assessments as well as BAT 1 and 2 data	Mini Benchmark Assessments BAT 1 and 2
2	Implementation of the new science series	Science Fusion summer training (for the follow up, teachers who attended the training will train the rest of the faculty during a science PLC)	Administratiion	Classroom Walk Throughs (weekly) looking for implementation of Science Fusion	BAT 1 and BAT 2 Write Score Science Assessment
3	Additional opportunities to challenge high achieving students (levels 4 and 5) need to be given	Project based learning (School Wide Science Fair) Science Enrichment Day	Administration	Classroom Walk Throughs looking for project based learning	- BAT 1 and 2 Assessments - Mini Benchmark 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:

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
How to organize and use science journals	Science	5th Grade Team Leader STEM Teacher	3-5 Grade Teachers	Quarterly PLC's	Classroom Observations	STEM Teacher Administrator
How to incorporate CCSS in Science instruction	Science	5th Grade Team Leader STEM Teacher Instructional Coaches	K-5	Quarterly PLC's	Classroom Observations	STEM Teacher Administrator Instructional Coaches

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Science Kits	Replacement of science kit materials	Internal	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer	BEEP	No funding needed	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Double dose of science instruction	Academic Camp	Title I	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$4,500.00

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 percentage of students scoring at achievement level 3 or higher on the FCAT Writing will increase through the participation of a sixty minute uninterrupted writing block.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 4, 79% (62 students) scored at or above a level 3.0 in writing	By May 2013, 84% of students in grade 4 will score at achievement level 3 or higher on 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
1	Scheduling Student Conferences	Teachers will utilize student portfolios individually and schedule small group instruction within the writing block.	Administration	Teachers will schedule individual student conferences to analyze students writing samples using rubric then develop a plan to increase writing proficiency in future prompts..	Expository and Narrative Prompts; Writing Rubric; FCAT Writes
2	Lack of teacher knowledge of District's Writing Curriculum.	- Implement K-5 progress monitoring plan that aligns with the IFC - student conferences - student literacy portfolios	Administration Writing Coach	-Analyze student portfolios (expository and narrative prompts) Writing coach will meet weekly with teachers to review CWT data and results of student writing samples.	- Expository and Narrative Prompts - Writing Rubric - Mock FCAT Writes - FCAT Writes

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:	
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
Implementation of Common Core	Writing	Writing Coach	K-5	On going	School Wide Writing Assessments	Writing Coach Administration

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
Use technology to publish writing, compare anchor samples	Wireless carts, Smartboards, Document Cameras	Internal	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
6 Traits	Monthly writing seminars	none needed	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive Writing Workshop	Academic Camp	Title I	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$5,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	During the 2010- 2011 school year the average daily attendance rate was 95.1% which is above the district's average daily rate of 93.5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average daily attendance rate is 95.1.	By June 2013, the average daily attendance rate will increase from 95.1% to 98.0%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

77 students had 10 or more absences during the 2011-2012 school year.	By June 2013 the number of students with excessive absences will decrease from 77 students to 39 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
77 students had 10 or more tardies during the 2011-2012 school year.	By June 2013 the number of excessive tardies will decrease from 77 students to 40 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' tardiness	Parent Conference with administration	Administration	Attendance record review	Compared to previous school year: look for a reduction in the number of days tardy and a reduction in the number of tardy minutes
2	Parents bring students to school late.	Teachers will implement morning glory (an incentive award program) for students who arrive on time for school.	Classroom Teacher Administration	Monitor attendance/TERMS for tardies.	Daily Attendance and Tardy Logs
3	Buses are consistently late	Bus liaison/administration will report consistently late buses to transportation	Bus Liaison Administration	Bus log reviews	Bus logs

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

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

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

Attendance Budget:

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

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

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:		13 students were referred to the internal suspension program during the 2010-2011 school year.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
During the 2010-2011 school year, 13 students were referred to the in school suspension program.		By June 2012 the number of students referred for in school suspension will decrease by 50% (7 students).			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
During the 2010-2011 school year, 11 students were referred to the in school suspension program.		By June 2012 the number of students referred for in school suspension will decrease by 50% (6 students).			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2011, 12 student received an out-of-school suspension.		By June 2012, the total number of out-of-school suspensions will drop to 6 (50%).			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2011, 11 student received an out-of-school suspension.		By June 2012, the total number of out-of-school suspensions will drop to 6 (50%).			
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	Disruptive classroom behaviors resulting in student removal from class.	Implement CHAMPS	Assistant Principal Student Support Coordinator	Classroom walk Throughs Discipline Data	CHAMPS Rubric Basic Five Classroom Walk Through Checklist
2	Teachers not using CHAMPS to fidelity.	Classroom observations	Assistant Principal Student Support Coordinator	Classroom walk Throughs Discipline Data	Observations

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						

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>65% (372 parents)of parents participated in school activities (Open House, SAC , PTA, Report Card Night in the 2011-2012 school year.</p>

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
65% (372 parents) of parents participated in school activities (Open House, SAC , PTA, Report Card Night in the 2011-2012 school year.	By June 2013, there will be a 5% (427 parents) increase in parent involvement in school activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents aren't fully aware of materials available to them that support learning of their children	Invite the Title 1 mobile to a Parent Night activity.	Administration Title I Liaison	Administrative meetings with parents (SAC/PTA)	Title I Parent Surveys
2	Language barrier for the parents who are limited English proficient.	Provide translators to speak at parent meetings; Send flyers and notices home in student language when applicable.	Administration	Attendance sheets at parent meetings (SAC/PTA)	Parent Participation at monthly meetings

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

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

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

Parent Involvement Budget:

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

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:			To increase the learning gains of all students through the integration of technology, engineering and mathematic innovative initiatives.		
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 upgraded technology school wide to ensure each classroom equipped to support STEM initiatives (SMART).	Administration will apply for Annberg Grant to secure updated technology to support STEM initiatives.	Administration	Improved academic programs/resources	Science Check Point Assessments Math Check Point Assessments
2	Lack of teacher knowledge on how to utilize technology as a teaching tool and how to integrate STEM in the disciplines.	Technology PLC's PLC's on how to integrate STEM across the curriculum to improve student achievement.	Administration Reading Coaches Technology Specialist	Classroom Observations Technology Reports	Science Check Point Assessments Math Check Point Assessments Reading Check Points BAT 1 and 2 Mini BATs.
3					
4	Teaching 21 st century skills	STEM Soiree (students will make and create projects through collaboration and problem solving) Utilize technology as a teaching tool	Administration Reading Coaches Technology Specialist	Classroom Observations Technology Reports Project Based Learning	Rubrics Science Check Point Assessments Math Check Point Assessments Reading Check Points BAT 1 and 2 Mini BATs.

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
STEM clubs	Robotics, SECME	Magnet	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teaching 21st century skills	E Journals, Incorporating hands on exploration activities	Grant	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Super QAR Phonics for Reading Words Their Way Wilson Foundations Leveled Literacy Intervention Reading	Supplemental Reading Programs	General Fund, Grants	\$15,000.00
Science	Use of Science Kits	Replacement of science kit materials	Internal	\$500.00
				Subtotal: \$15,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Learning	On line Reading Assessment Program (Accelerated Reader and STAR)		\$4,000.00
Mathematics	Provide practice in basic math skills	Touch Math, Go Math Intervention	School Accountability	\$500.00
Writing	Use technology to publish writing, compare anchor samples	Wireless carts, Smartboards, Document Cameras	Internal	\$1,500.00
STEM	STEM clubs	Robotics, SECME	Magnet	\$3,000.00
				Subtotal: \$9,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Communities on how to use supplemental reading programs and Renaissance Learning.	Supplemental Reading programs	Title I	\$3,500.00
Science	FCAT Explorer	BEEP	No funding needed	\$0.00
Writing	6 Traits	Monthly writing seminars	none needed	\$0.00
STEM	Teaching 21st century skills	E Journals, Incorporating hands on exploration activities	Grant	\$500.00
				Subtotal: \$4,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Double dose of science instruction	Academic Camp	Title I	\$4,000.00
Writing	Intensive Writing Workshop	Academic Camp	Title I	\$4,000.00
				Subtotal: \$8,000.00
				Grand Total: \$36,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



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

Projected use of SAC Funds	Amount
SAC funds will be used to purchase and replace supplemental reading, math and science materials.	\$1,500.00

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District CHARLES DREW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	54%	82%	33%	226	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	61%	59%			120	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?	58% (YES)	64% (YES)			122	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					468	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District CHARLES DREW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	54%	88%	36%	225	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	55%	61%			116	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)	57% (YES)			117	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					458	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested