

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MIAMI SPRINGS ELEMENTARY SCHOOL

District Name: Dade

Principal: Sally M. Hutchings

SAC Chair: Mercedes Pacheco

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/15/2012

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

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K-12 Public Schools  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Sally M. Hutchings	Bachelor of Science in Elementary Education, Master of Science in Educational Leadership ESOL Endorsement	6	20	'12 '11 '10 '09 '08 School Grades A A A A A High Standards- Rdg. 65 83 80 81 80 High Standards Math 58 78 78 82 81 Lrng Gains-Rdg. 76 72 74 76 69 Lrng Gains-Math 57 68 65 71 73 Gains-Rdg-25% 70 64 58 72 61 Gains-Math-25% 56 63 65 68 70 AMA0
Assis Principal	Naomi P. Simon	Bachelor of Science in Elementary Education, Master of Science in Educational Leadership ESOL Endorsement	7	7	'12 '11 '10 '09 '08 School Grades A A A A A High Standards- Rdg. 65 83 80 81 80 High Standards Math 58 78 78 82 81 Lrng Gains-Rdg. 76 72 74 76 69 Lrng Gains-Math 57 68 65 71 73 Gains-Rdg-25% 70 64 58 72 61 Gains-Math-25% 56 63 65 68 70 AMA0

### 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)
Reading	Phil A. Mato	Bachelor of Arts in Elementary Education, Bachelor of Arts in Psychology, ESOL Endorsement, Reading Endorsement	10	4	'12 '11 '10 '09 '08 School Grades A A A A High Standards- Rdg. 65 83 80 81 80 High Standards Math 58 78 78 82 81 Lrng Gains-Rdg. 76 72 74 76 69 Lrng Gains-Math 57 68 65 71 73 Gains-Rdg-25% 70 64 58 72 61 Gains-Math-25% 56 63 65 68 70 AMAO

## 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	Partnering new teachers with veteran teachers	Assistant Principal	Ongoing	
2	Assign local university student interns to clinical education ceMTSS/RtIfied teachers	Assistant Principal	August 2012 June 2013	
3	Miami-Dade County Job Fair	Principal	April 2013	
4	Regularly scheduled meetings of new teachers with Principal	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
Out-of-Field: 1 Non-effective: 0	In order to assist the staff members who are out-of-field the following strategies are being implemented: 1. Assign professional development in assigned subject area. 2. Assign as a co-teacher to work alongside an experienced teacher. 3. Assign a mentor teacher.

## 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
40	0.0%(0)	0.0%(0)	55.0%(22)	45.0%(18)	37.5%(15)	100.0%(40)	17.5%(7)	17.5%(7)	72.5%(29)

## 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
Lucia Suarez, MINT Trained			
Jill Tombley, MINT Trained			
Cristina Durr, MINT Trained			

## 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

Miami Springs Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. A Reading Coach develops, leads, and evaluates school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Along with the administration, the Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

#### Title I, Part C- Migrant

Miami Springs Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

N/A

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials(K-12)

#### Title X- Homeless

o Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

o The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

o Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

o The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

o Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

o Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

o The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

o Miami Springs Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

N/A

#### Violence Prevention Programs

Miami Springs Elementary will implement the district's anti-bullying and harassment policy by providing awareness to students, teachers and parents through classroom lessons, parent workshops, and staff meetings. Also, the school will implement the Safe and Drug-Free Schools Program to addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the school counselor.

#### Nutrition Programs

Miami Springs Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Miami Springs Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their

rights under No Child Left Behind and other referral services.

Miami Springs Elementary will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and repoMTSS/RtIing requirements.

Miami Springs Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

At Miami Springs Elementary School, the MTSS/RtI team will be composed of the following members:

- Administrator(s)
- Teacher(s) and Coach(es)
- Grade group chairpersons
- Special education personnel
- ESOL Teachers
- School guidance counselor
- School psychologist
- School social worker
- Speech Language Pathologist
- Technology Specialist
- Community stakeholders

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

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

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's MTSS/RtI Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

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

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to

enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

#### MTSS Implementation

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

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

##### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports

- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

#### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The LLT consists of the principal, assistant principal, reading coach, mentor reading teachers, and content area teachers:

Sally M. Hutchings, Principal  
 Naomi P. Simon, Assistant Principal  
 Phil Mato, Reading Coach  
 Donna Smith, Primary Reading Teacher

Eloisa Alfonso, Special Education Teacher  
Nilda Serrano, Math Teacher  
Cristina Durr, Science Teacher

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

The purpose of the Literacy Leadership Team (LLT) is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all LLT meetings and activities. The principal will provide necessary resources to the LLT. The reading coach will share his expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the LLT to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the LLT Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. Meetings will be held monthly at convenient times for all members. Master Plan Points (MPP) will be provided and team building activities for members will be provided to ensure commitment and participation. The LLT will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected daily via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students.

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

During the 2012-2013 the Literacy Leadership Team's initiatives will include the implementation and usage of the Accelerated Reader and Reading Plus programs. The Reading Coach will assist teachers in setting individual student goals and progress monitoring student comprehension. The Assistant Principal will create incentive programs and challenges for the consistent utilization of the Reading Plus program. Additionally, members of the LLT will assist with the progress monitoring of the Tier 2 Voyager intervention program.

## 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.

In order to assist our preschool students in the transition from the early childhood to the elementary school program we collaborate with neighboring preschools. Parents and students are invited to visit our school and teachers to learn about our Kindergarten program. Both a Pre-Kindergarten and Kindergarten orientation are held to present expectations and program components to entering families.

Students housed within our school-site Pre-Kindergarten program are monitored by their teachers. Teachers complete checklists and observations to determine Kindergarten readiness for each student and provide parents with information regarding their child's development. The Florida Kindergarten Readiness Screening (FLKRS) and Florida Assessments for Instruction in Reading (FAIR) will be given to each student upon entering Kindergarten to assess readiness and any need for remediation.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportMTSS/Rtlve adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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



N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 25% of students attained Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by five percentage points to 30%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

25% (90)

30% (108)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. The average performance on these tasks for students in grade 3 was 65%. Students demonstrate difficulty identifying causal relationships and comparing/ contrasting elements of text.	1a.1. Students will utilize grade-level appropriate texts to identify text structures such as cause/effect and compare/contrast.	1a.1. MTSS/RtI Leadership Team	1a.1. Interim assessments focusing on students' ability to identify causal relationships embedded in text and comparing/contrasting elements of text.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	1a.1. Formative: Interim Assessments, Edusoft Reports  Summative: 2013 FCAT 2.0 Assessment
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis: Fiction/non-Fiction. The average performance on these tasks for students in grade 4 was 62%.	1a.2. Students will utilize grade-level appropriate texts to identify and interpret elements of story structure within and across texts.	1a.2. MTSS/RtI Leadership Team	1a.2. Interim assessments focusing on students' ability to  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	1a.2. Formative: Interim Assessments, Edusoft Reports  Summative: 2013 FCAT 2.0 Assessment
	1a.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading	1a.3. Students will utilize how-to articles, brochures, fliers and other real-world	1a.3. MTSS/RtI Leadership Team	1a.3. Interim assessments focusing on students' ability to	1a.3. Formative: Interim Assessments, Edusoft Reports

3	Test was Reporting Category 4, Informational Text/Research Process. The average performance on these tasks for students in grade 5 was 64%.	documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.	Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	Summative: 2013 FCAT 2.0 Assessment
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading 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				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 38% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by two percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (138)	40% (144)

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
	2a.1.The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. The average performance on these tasks for students in grade 3 was	2a.1.Students will utilize grade-level appropriate texts to identify text structures such as cause/effect and compare/contrast.  Utilize graphic organizers that further enhance and enrich student	2a.1.MTSS/RtI Leadership Team	2a.1.Interim assessments focusing on students' ability to identify causal relationships embedded in text and comparing/contrasting elements of text.  Utilizing the Florida	2a.1.Formativ: Interim Assessments, Edusoft Reports  Summative: 2013 FCAT 2.0 Assessment

1	65%. Students demonstrate difficulty identifying causal relationships and comparing/ contrasting elements of text.	understanding of text structures.		Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	
2	2a.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis: Fiction/non-Fiction. The average performance on these tasks for students in grade 4 was 62%.	2a.2. Students will utilize grade-level appropriate texts to identify and interpret elements of story structure within and across texts.  Utilize higher-order questioning to expand student understanding of story structure.	2a.2. MTSS/RtI Leadership Team	2a.2. Interim assessments focusing on students' ability to identify and interpret elements of story structure.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	2a.2. Formative: Interim Assessments, Edusoft Reports  Summative: 2013 FCAT 2.0 Assessment
3	2a.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text/Research Process. The average performance on these tasks for students in grade 5 was 64%.	2a.3. Students will utilize how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.  Integrate the use of Social Science and Science textbooks during Reading instruction to enrich and expose students to various levels of complexity.	2a.3. MTSS/RtI Leadership Team	2a.3. Interim assessments focusing on students' ability to identify text features.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	2a.3. Formative: Interim Assessments, Edusoft Reports  Summative: 2013 FCAT 2.0 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading 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				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 76% of students made learning gains.  Our goal for 2012-2013 school year is to increase the percent of students achieving learning gains by five percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (173)	81% (184)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. The results of the 2012 FCAT Reading Test indicate the percent of students making learning gains increased by four percentage points as compared to the 2011 FCAT Reading Test.  An increase in student gains can be attributed to the utilization of the Reading Plus, Accelerated Reader and SuccessMaker programs.	3a.1. Utilize SuccessMaker daily for 20 minutes and Reading Plus two times per week to improve performance on benchmarks aligned to all FCAT 2.0 Reporting Categories in grades 3-5.  Utilize Accelerated Reader daily by having students work toward achieving individual quarterly goals.	3a.1. MTSS/RtI Leadership Team	3a.1. Review Reading Plus, Accelerated Reader, and SuccessMaker quarterly reports.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	3a.1. Formative: Reading Plus, Accelerated Reader and SuccessMaker reports.  Summative: 2013 FCAT 2.0 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:

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

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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 70% of students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to increase the percent of students in the lowest 25% achieving learning gains by five percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (44)	75% (47)

**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	4a.1. The results of the 2012 FCAT 2.0 Reading Test indicate the percent of students in the lowest 25% making learning gains increased by 6 percentage points as compared to the 2011 FCAT Reading Test.  The increase can be attributed to effective interventions, however, improvement in progress monitoring is needed.	4a.1. Implement Voyager Passport intervention program 5 times per week in grades 3-5 and monitor student progress.	4a.1. MTSS/RtI Leadership Team	4a.1. Review Reading Plus, Accelerated Reader, and SuccessMaker quarterly reports.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	4a.1. Formative: Biweekly Data reports, Voyager Progress monitoring  Summative: 2013 FCAT 2.0 Assessment

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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.	The results of the 2012 FCAT 2.0 Reading Test indicate that 64% of the Hispanic subgroup achieved proficiency.  Our goal for the 2012-2013 school year is to increase
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Reading Goal #5B:	student proficiency in the Hispanic subgroup by nine percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 81%(30) Black: 44%(15) Hispanic: 64% (182) Asian: NA American Indian: NA	White: 83% (31) Black: 46% (16) Hispanic: 73% (208) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Hispanic:  As noted on the administration of the 2012 FCAT 2.0 Reading Test, only 64% of the Hispanic subgroup achieved proficiency.  The lack of proficiency by the Hispanic subgroup can be attributed to a need for greater emphasis on vocabulary acquisition lessons.	5B.1. Identify students in grades 3-5 from this subgroup based on instructional needs.  Students will receive targeted vocabulary lessons through the core Reading program and SuccessMaker.	5B.1.MTSS/RtI Leadership Team	5B.1. Review lesson plans and SuccessMaker quarterly reports.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	5B.1. Formative: Interim assessments, Edusoft reports  Summative: 2013 FCAT 2.0 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 subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 31% of the Students with Disabilities (SWD) subgroup achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency in the SWD subgroup by seven percentage points to 38%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (11)	38% (13)

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	<p>5D.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, only 31% of the SWD subgroup achieved proficiency.</p> <p>The lack of proficiency by the SWD subgroup can be attributed to a need for greater emphasis on reading comprehension lessons.</p>	<p>5D.1. Identify students in grades 3-5 from this subgroup based on instructional needs.</p> <p>Students will receive targeted reading comprehension lessons through the core Reading program and SuccessMaker.</p>	5D.1. MTSS/RtI Leadership Team	<p>5D.1. Review lesson plans and SuccessMaker quarterly reports.</p> <p>Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.</p>	<p>5D.1. Formative: Interim assessments, Edusoft reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 58% of the Economically Disadvantaged (ED) subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency in the ED subgroup by nine percentage points to 67%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (11)	67% (13)

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	<p>5E.1.</p> <p>As noted on the administration of the 2012 FCAT 2.0 Reading Test, only 58% of the ED subgroup achieved proficiency.</p> <p>The lack of proficiency by the ED subgroup can be attributed to a need for greater emphasis on reading comprehension and vocabulary lessons.</p>	<p>5E.1. Identify students in grades 3-5 from this subgroup based on instructional needs.</p> <p>Students will receive targeted reading comprehension and vocabulary lessons through the core Reading program and SuccessMaker.</p>	5E.1. MTSS/RtI Leadership Team	<p>5E.1. Review lesson plans and SuccessMaker quarterly reports.</p> <p>Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.</p>	<p>5E.1. Formative: Interim assessments, Edusoft reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>



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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Skills: Vocabulary, Reading Application, Informational Text	K-5 Reading	Assistant Principal	K-5th Grade Teachers	November 6, 2012	Classroom observation checklist, interim assessments	MTSS/Rtl Leadership Team
Reading Plus Implementation and Monitoring	2-5 Reading	Reading Coach	2nd – 5th Grade Teachers	November 6, 2012	Classroom observation checklist, interim assessments	MTSS/Rtl Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After-school tutoring Technology	Hourly rates for tutors	School	\$3,000.00
Accelerated Reader School	Accelerated Reader books	PTA	\$1,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Accelerated Reader books and incentives	SAC	\$1,000.00
			Subtotal: \$1,000.00
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
Reading Plus	Incentive program	PTA	\$500.00
			Subtotal: \$500.00
			Grand Total: \$5,500.00

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.	The results of the 2012 CELLA indicate that

CELLA Goal #1: 54% of students attained proficiency on the Listening/Speaking subtest.

2012 Current Percent of Students Proficient in listening/speaking:

54% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student proficiency levels on the Listening/Speaking subtests as noted on the 2012 administration of the CELLA was hindered by limited language practice and vocabulary acquisition.	1.1. Implement a vocabulary acquisition and meaningful language program in grades K-5 by utilizing a variety of authentic materials and activities to enhance meaningful listening and language learning.	1.1. MTSS/RtI Leadership Team	1.1. Review quarterly vocabulary and language tests to ensure progress is being made and adjust as needed.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	1.1 Formative: vocabulary and language acquisition tests.  Summative: 2013 CELLA Listening/Speaking subtest.
2	1.2. Student proficiency levels on the Listening/Speaking subtests as noted on the 2012 administration of the CELLA was hindered by limited opportunities in the classroom setting to practice language acquisition.	1.2. Implement a language program in grades K-5 with emphasis on providing students opportunities to utilize language acquired in authentic settings and situations.	1.2. MTSS/RtI Leadership Team	1.2. Review quarterly vocabulary and language tests to ensure progress is being made and adjust as needed.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	1.2 Formative: vocabulary and language acquisition tests.  Summative: 2013 CELLA Listening/Speaking subtest.

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: The results of the 2012 CELLA indicate that 30% of students attained proficiency on the Reading subtest.

2012 Current Percent of Students Proficient in reading:

30% (49)

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	2.1. Student proficiency levels on the Reading subtest as noted on the 2012 administration of the CELLA were hindered by limited comprehension and understanding of story elements/structure.	2.1. Utilize story retelling as an instructional strategy to help students focus on the importance of summarizing, attending to details and understanding story elements.	2.1.MTSS/RtI Leadership Team	2.1. Interim assessments focusing on story structure, main idea and details. Disaggregation of data using Edusoft Reports.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	2.1 Formative: Interim Assessments, Edusoft Reports Summative: 2013 CELLA Reading subtest

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2012 CELLA indicate that 29% of students attained proficiency on the Reading subtest.

2012 Current Percent of Students Proficient in writing:

29% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Student proficiency levels on the Writing subtests as noted on the 2012 administration of the CELLA was hindered by students limited utilization of graphic organizers to plan for writing.	3.1.Utilize graphic organizers during the writing instructional block in grades K-5 to assist students in preparing and planning for writing.	3.1. MTSS/RtI Leadership Team	3.1. Ongoing classroom observations and monitoring of monthly writing prompts and samples.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	3.1 Formative: Monthly writing prompts. Summative: 2013 CELLA Writing subtest.

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 results of the 2012 FCAT Mathematics test indicate that 32% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 students proficiency by seven percentage points to 39%
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (115)	39% (141)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number: Fractions.  The average performance on these tasks for students in grade 3 was 60%.  Students demonstrate difficulty ordering and comparing fractions, as well as equivalent fractions.	1a.1. Provide contexts for mathematical exploration and the development of student understanding of fractions by utilizing manipulatives and hands-on opportunities for practice.  Utilize SuccessMaker, GIZMOS and Think Central targeted lessons on fractions.	1a.1. MTSS/RtI Leadership Team	1a.1. Interim assessments focusing on students' understanding of numerical concepts and operations.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	1a.1. Formative: Interim Assessments, Edusoft Reports  Summative: 2013 FCAT 2.0 Assessment
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.  The average performance on these tasks for students in grade 4 was 67%.  Students demonstrate difficulty area, classifying angles and transformations.	1a.2. Provide contexts for mathematical exploration and the development of student understanding of area, angles and transformations by utilizing manipulatives and hands-on opportunities for practice.  Utilize SuccessMaker, GIZMOS and Think Central targeted lessons on area, angles and transformations.	1a.2. MTSS/RtI Leadership Team	1a.2. Interim assessments focusing on students' understanding of numerical concepts and operations.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	1a.2. Formative: Interim Assessments, Edusoft Reports  Summative: 2013 FCAT 2.0 Assessment
	1a.3. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was fractions.	1a.3. Provide contexts for mathematical exploration and the development of student understanding of fractions by utilizing	1a.3. MTSS/RtI Leadership Team	1a.3. Interim assessments focusing on students' understanding of numerical concepts and operations.	1a.3. Formative: Interim Assessments, Edusoft Reports  Summative: 2013

3	<p>The average performance on these tasks for students in grade 5 was 55%.</p> <p>Students demonstrate difficulty area, classifying angles and transformations.</p>	<p>manipulatives and hands-on opportunities for practice.</p> <p>Utilize SuccessMaker and GIZMOS for targeted lessons on fractions.</p>	<p>Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.</p>	<p>FCAT 2.0 Assessment</p>
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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:

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal # 2a:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics test indicate that 24% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by three percentage points to 27%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>24% (88)</p>	<p>27% (97)</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
	<p>2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number: Fractions.</p> <p>The average performance</p>	<p>2a.1. Provide contexts for mathematical exploration by utilizing manipulatives, hands-on opportunities for practice, real-life examples and project-based activities to further expand and enrich</p>	<p>2a.1. MTSS/RtI Leadership Team</p>	<p>2a.1. Interim assessments focusing on students' understanding of numerical concepts and operations.</p> <p>Utilizing the Florida Continuous Improvement</p>	<p>2a.1. Formative: Interim Assessments, Edusoft Reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

1	<p>on these tasks for students in grade 3 was 60%.</p> <p>Students demonstrate difficulty ordering and comparing fractions, as well as equivalent fractions.</p>	<p>student understanding of fractions.</p> <p>Utilize SuccessMaker, GIZMOS and Think Central enrichment lessons on fractions.</p>		<p>Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.</p>	
2	<p>2a.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.</p> <p>The average performance on these tasks for students in grade 4 was 67%.</p> <p>Students demonstrate difficulty area, classifying angles and transformations.</p>	<p>2a.2. Provide contexts for mathematical exploration by utilizing manipulatives, hands-on opportunities for practice, real-life examples and project-based activities to further expand and enrich student understanding of area, angles and transformations. .</p> <p>Utilize SuccessMaker, GIZMOS and Think Central enrichment lessons on area, angles and transformations.</p>	2a.2. MTSS/RtI Leadership Team	<p>2a.2. Interim assessments focusing on students' understanding of numerical concepts and operations.</p> <p>Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.</p>	<p>2a.2. Formative: Interim Assessments, Edusoft Reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p> <p>2a.2. Formative: Interim Assessments, Edusoft Reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>
3	<p>2a.3. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was fractions.</p> <p>The average performance on these tasks for students in grade 5 was 55%.</p> <p>Students demonstrate difficulty area, classifying angles and transformations.</p>	<p>2a.3. Provide contexts for mathematical exploration by utilizing manipulatives, hands-on opportunities for practice, real-life examples and project-based activities to further expand and enrich student understanding of fractions.</p> <p>Utilize SuccessMaker, GIZMOS and Think Central enrichment lessons on fractions.</p>	2a.3. MTSS/RtI Leadership Team	<p>2a.3. Interim assessments focusing on students' understanding of numerical concepts and operations.</p> <p>Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.</p>	<p>2a.3. Formative: Interim Assessments, Edusoft Reports</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 57% of students made learning gains.  Our goal for 2012-2013 school year is to increase the percent of students achieving learning gains by ten percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (129)	67% (152)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. The results of the 2012 FCAT 2.0 Mathematics Test indicate the percent of students making learning gains decreased by eleven percentage points as compared to the 2011 FCAT Mathematics Test. The decrease in gains can be attributed to the average performance of students in grades 3 and 5 on Fractions and grade 4 on Geometry and Measurement.	3a.1. Utilize Gizmos weekly and SuccessMaker daily for 20 minutes to target lessons that will help students develop understanding of fractions and geometric and spatial sense.	3a.1. MTSS/RtI Leadership Team	3a.1. Interim assessments focusing on students' ability to identify fractions and solve geometric and spatial concepts.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	3a.1. Formative: Interim Assessments, Edusoft Reports, SuccessMaker Reports  Summative: 2013 FCAT 2.0 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:

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

Problem-Solving Process to Increase Student Achievement



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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT Mathematics 2.0 Test indicates that 56% of students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to increase the percent of students in the lowest 25% achieving learning gains by ten percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (33)	66% (39)

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	4a.1. The results of the 2012 FCAT 2.0 Mathematics Test indicate the percent of students in the lowest 25% making learning gains decreased by seven percentage points as compared to the 2011 FCAT Mathematics Test.  The decrease can be attributed to difficulty in providing effective interventions.	4a.1. Provide Tier 2 or Tier 3 interventions aligned to the district pacing guide utilizing Success Maker daily for 20 minutes and the Soar to Success online program daily on selected lessons from the newly adopted "Go Math" series.	4a.1. MTSS/RtI Leadership Team	4a.1. Review Soar to Success data reports and interim assessments to ensure progress is being made and adjust intervention as needed  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	4a.1. Formative: Interim Assessments, Soar to Success data reports  Summative: 2013 FCAT 2.0 Math Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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 results of the 2012 FCAT 2.0 Mathematics Test indicate that 60% of the Hispanic subgroup achieved proficiency and 25% of the Black subgroup achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup by nine percentage points to 69% and the Black subgroup by ten percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% (24) Black: 25% (9) Hispanic: 60% (171) Asian: NA American Indian: NA	White: 68% (25) Black: 35% (12) Hispanic: 69% (197) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian:  As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only 60% of the Hispanic subgroup achieved proficiency and 25% of the Black subgroup achieved proficiency.  The lack of proficiency by the Hispanic and Black subgroup can be attributed to below average performance on fractions.	5B.1. Implement differentiated instruction during the Mathematics block by utilizing Think Central, GIZMOS and SuccessMaker to improve student performance on fractions.	5B.1. MTSS/RtI Leadership Team	5B.1. Interim assessments focusing on students' ability to identify fractions.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	

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 results of the 2012 FCAT 2.0 Mathematics Test indicate that 47% of the ELL subgroup achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by seven percentage points to 54% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (35)	54% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only	5C.1. Implement and monitor progress and attendance in an after school tutoring program 3	5C.1. MTSS/RtI Leadership Team	5C.1. Review biweekly SuccessMaker reports and attendance records for the after school	5C.1. Formative: Interim Assessments, SuccessMaker

1	47% of the ELL subgroup achieved proficiency.  The lack of proficiency by the ELL subgroup can be attributed to insufficient participation in after school tutoring sessions.	times per week utilizing SuccessMaker lessons and strategies.	tutoring program.	data reports
			Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	Summative: 2013 FCAT 2.0 Math 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 22% of the Students with Disabilities (SWD) subgroup achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency in the SWD subgroup by 27 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (7)	49% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only 22% of the SWD subgroup achieved proficiency.  The lack of proficiency by the SWD subgroup can be attributed to difficulty with Number and Operations.	5D.1. Provide opportunities for students to participate in grade-level appropriate hands-on learning utilizing manipulatives in whole/small group settings where students can create equivalent representation of given numbers, model place-value and properties of operations to represent mathematical operations making connections to real-world context and utilize strategies such as Addition/Subtraction Attack, Multiplication/Division Attack, and Math Talk in order to increase conceptual understanding of Number and Operations.	5D.1. MTSS/RtI Leadership Team	5D.1. Interim assessments focusing on students' performance on Number and Operations.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	5D.1. Formative: Interim Assessments, Edusoft reports  Summative: 2013 FCAT 2.0 Math 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 50% of the Economically Disadvantaged subgroup achieved proficiency.
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Mathematics Goal #5E:	Our goal for the 2012-2013 school year is to increase student proficiency in the ED subgroup by 12 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (137)	62% (170)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, only 50% of the ED subgroup achieved proficiency.  The lack of proficiency by the ED subgroup can be attributed to difficulty with fractions and number and operations.	5E.1. Identify students in the ED subgroup and implement differentiated instruction during the Mathematics block by utilizing Think Central, GIZMOS and SuccessMaker to improve student performance on targeted skills.	5E.1. MTSS/RtI Leadership Team	5E.1. Interim assessments focusing on students' performance on fractions and number and operations Usage reports for GIZMOS, ThinkCentral and SuccessMaker.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	5E.1. Formative: Interim Assessments  Summative: 2013 FCAT 2.0 Math Assessment

*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
Go Math & Technology For Intervention (SuccessMaker, GIZMO, Destination Math)	K-5 Teachers	Assistant Principal	K-5th Grade Teachers	August 17, 2012	Classroom observation checklists, Utilization Reports	MTSS/RTI Leadership Team

Mathematics Budget:

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

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

*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 results of the 2012 FCAT 2.0 Science Test indicate that 36% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 students proficiency by three percentage points to 39%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
36% (42)		39% (46)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Physical Sciences.  The average performance on these was 63%.  Students had difficulty with tasks related to energy, force and motion.	1a.1. Ensure that instruction includes teacher-demonstrated, technology based (Gizmos, BrainPOP) as well as student-centered laboratory activities that apply, analyze, and explain concepts related to energy, force, and motion.	1a.1. MTSS/RtI Leadership Team	1a.1. Ongoing classroom observations and student scientific journals. Administration will review Gizmos and BrainPop reports and adjust instruction as needed.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign	1a.1. Formative: Interim assessments  Summative: 2013 FCAT 2.0 Science Assessment

				instruction and modify strategy as needed.	
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science 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				

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 results of the 2012 FCAT 2.0 Science Test indicate that 18% of students achieved Levels 4 or 5 proficiency.  Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by one percentage points to 19%
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (21)	19% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Physical Science.  The average performance 63%.  Students had difficulty with tasks related to energy, force and motion.	2a.1. Enrich student understanding of tasks related to energy, force and motion by integrating project-based activities, field trips and cross-curricular lessons that aim to address all levels of complexity and enhance conceptual understanding.	2a.1. MTSS/RtI Leadership Team	2a.1. Ongoing classroom observations and student scientific journals. Administration will review Gizmos and BrainPop reports and adjust instruction as needed.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure	2a.1. Formative: Interim assessments  Summative: 2013 FCAT 2.0 Science Assessment

				effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.
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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 science.  Science Goal #2b:	
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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
Explore Learning GIZMO & BrainPop	3rd-5th Science	Science Leader	3rd – 5th Grade Science Teachers	August 17, 2012	Classroom observation checklists, teacher lesson plans.	MTSS/RTI Leadership Team

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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 results of the 2012 FCAT 2.0 Writing Test indicate that 85% of students scored at or above Level 3.0.  Our goal for the 2012-2013 school year is to increase the percentage of students performing at or above Level 3.0 by two percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (108)	87% (110)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test and monthly writing samples is utilization of the writing process including planning, drafting and editing.	1a.1. Teachers will conduct mini-lessons focusing on planning, drafting and editing.  Utilization of weekly writing workshops focused on the writing process.	1a.1. MTSS/RtI Leadership Team	1a.1. Ongoing classroom observations and monitoring of monthly writing samples.  Student work and writing folders.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to realign instruction and modify strategy as needed.	1a.1. Formative: Monthly writing prompts.  Summative: 2013 FCAT 2.0 Writing 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 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
Conventions of Writing	3rd and 4th Language Arts	Assistant Principal, Reading Coach	3rd and 4th Grade Teachers	November 6, 2012	Monitoring writing portfolios and monthly writing prompts	MTSS/RTI Leadership Team

Writing Budget:

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

## 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:	Our goal for this year is to increase attendance to 96.68% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.18% (656)	96.68% (659)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
171	162
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
106	101

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Truancy increased by .42% from previous year due to a significant rise in illnesses, i.e. Swine Flu	1.1. Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	1.1. Principal, Assistant Principal	1.1. Weekly updates to the TCST and to entire faculty during faculty meetings.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RTI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to modify strategy as needed.	1.1. TCST logs and attendance rosters
	1.2. Illnesses – excused absences have increased by 5% from previous year.	1.2. Maintain a clean environmental throughout the school. Teach and emulate healthy choices and prevention strategies.	1.2. Principal, Assistant Principal	1.2. Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	1.2. Attendance rosters

2				Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to modify strategy as needed.	
3	1.3. Our goal is to decrease tardies by 5% from the previous year.	1.3. Identify and refer students who may be developing a pattern of tardies to the Truancy Child Study Team (TCST) for intervention services.	1.3. Principal, Assistant Principal	1.3. Weekly updates to the TCST and to entire faculty during faculty meetings.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to modify strategy as needed.	1.3. TCST logs and attendance rosters

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
Truancy Prevention	K-5 Attendance	Staff from Attendance Services & counselor	All teachers, counselor and attendance clerk	September 17, 2012 January 18, 2013	A Truancy Intervention Program will be developed during the PD. The assistant principal will monitor the implementation of this program by teachers and staff.	Assistant Principal and Counselor
School representatives will attend professional development sessions offered by the Alliance for a Healthier Generation	K-5 Wellness	Staff from Alliance for a Healthier Generation	Physical education coach, professional development liaison, and cafeteria manager	September 17, 2012 January 18, 2013	The school will create a wellness council committee in order to monitor the implementation of Policy and Systems recommended by the Alliance for a Healthier Generation, the American Heart Association	Administrators and the wellness council

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Award students during honor roll assemblies for having perfect attendance.	Principal's discretionary account.	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of 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:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
19	17
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School	of-School				
13	12				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor and outdoor suspensions increased during the 2011-2012 school year. There are not enough opportunities to recognize students for positive behavior.	1.1. Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary SPOT Success Recognition program.	1.1. Principal, Assistant Principal	1.1. Monitor SPOT success report by grade level and monitor COGNOS report on student outdoor suspension rate  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to modify strategy as needed.	1.1. Participation log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report
2	1.2. The total number of outdoor suspensions increased to 19 during the 2011-2012 school year.  Parents are unfamiliar with the Student Code of Conduct and are unaware of the reasons for their child's suspensions.	1.2. The school's guidance counselor and the Title I Community Involvement Specialist will contact parents of students who have been placed on outdoor suspension.  Parents will be provided with training on building an understanding of the Student Code of Conduct.	1.2. Guidance counselor, Title I Community Involvement Specialist	1.2. Monitor Parent Contact Log for evidences of communication with parents of students who have been placed on outdoor suspension.  Utilizing the Florida Continuous Improvement Model (FCIM), data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy. Results of data analysis will be used to modify strategy as needed.	1.2. Parent Contact Log. Parent Sign-In Log/Parental Involvement Monthly School Report.

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
					Utilize classroom walkthroughs	

The Student Code of Conduct	Grades K-5	Principal	School-wide	September 17, 2012	to monitor teachers' enforcement of the Student Code of Conduct. Monitor SPOT Success monthly report.	MTSS/RTI Leadership Team
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school's guidance counselor and the Title I Community Involvement Specialist will contact parents of students who have been placed on outdoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	Title I	\$50.00
			Subtotal: \$50.00
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: \$50.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A - Title I school, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I school, see PIP	N/A - Title I school, see PIP
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
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
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:		Our goal for the 2012-2013 is to increase student participation in the annual Science Fair to achieve 95% participation in grade 5.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student participation in the Science Fair is hindered by limited understanding of the scientific process.	1.1. Implement a weekly course after-school available to grade 5 students and their parents to enhance understanding of the scientific process.	1.1. MTSS/RtI Leadership Team	1.1. Ongoing classroom observations and student scientific journals.  Data will be analyzed by the MTSS/RtI Leadership Team on a quarterly basis to measure effectiveness of strategy.  Results of data analysis will be used to realign instruction and modify strategy as needed.	1.1. Formative: Scientific journals  Summative: Science Fair participation log

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
After school care science course	Weekly funding for after school science course	School	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			



Strategy	Description of Resources	Funding Source	Available Amount
After school care science course	Materials for science experiments	School	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$1,000.00</b>

*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	After-school tutoring Technology	Hourly rates for tutors	School	\$3,000.00
Reading	Accelerated Reader School	Accelerated Reader books	PTA	\$1,000.00
Attendance	Truancy Prevention	Award students during honor roll assemblies for having perfect attendance.	Principal's discretionary account.	\$200.00
Suspension	The school's guidance counselor and the Title I Community Involvement Specialist will contact parents of students who have been placed on outdoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	Title I	\$50.00
STEM	After school care science course	Weekly funding for after school science course	School	\$500.00
				Subtotal: \$4,750.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Accelerated Reader books and incentives	SAC	\$1,000.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Incentive program	PTA	\$500.00
STEM	After school care science course	Materials for science experiments	School	\$500.00
				Subtotal: \$1,000.00
				Grand Total: \$6,750.00

## 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.

No Attachment (Uploaded on 10/18/2012)

# School Advisory Council

## School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase of BrainPop Jr. subscription Purchase of incentives for Accelerated Reader program Purchase of test prep materials.	\$2,896.00

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

The School Advisory Council's activities for the upcoming year will include recruitment of SAC members, SAC elections, and appointment of the SAC chairperson. It will review the School Improvement Plan and make recommendations. The SAC will assist with continuous monitoring of the School Improvement Plan throughout the school year to make budgetary recommendations based on need for improvement. The SAC will assist with the purchasing of technology, test preparation and Accelerated Reader materials.

# 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

Dade School District MIAMI SPRINGS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	78%	83%	73%	317	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	72%	68%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	63% (YES)			127	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					584	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI SPRINGS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	78%	93%	58%	309	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	74%	65%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	65% (YES)			123	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					571	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested