

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SWEETWATER ELEMENTARY SCHOOL

District Name: Volusia

Principal: Patricia Miller

SAC Chair: Cynthia Hollis

Superintendent: Margaret Smith

Date of School Board Approval: pending school board approval on
Decembe 11, 2012

Last Modified on: 10/17/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia Miller	M.Ed. Reading K-12 Early Childhood Certificate Elementary Education Certificate Middle Grades Mathematics Certificate School Principal Certificate	20	24	2012 - A School 2011 - A School, AYP 95% (91%R/94% M/73%R/60%M/73%R/65%M) 2010-A School, AYP100%(88%R/94% M; 70%R/74%M; 68%R/65%M) 2009-A School, AYP 97%(92%/R95% M; 76%R/71%M; 64%R/65%M) 2008-ASchool, AYP97%(91%R/93%M; 70% R/78%M; 57%R/62%M) 2007-A School, AYP 100%(90%R/88% M; 81%R/68%M; 80%R/71%M) 2006-A School, AYP 95%(87%/R/85% M; 69%R/70%M; 69%R)
					2012-Deltona HS, Score still pending 2011-Deltona HS, B School, AYP79%(43% R/69%M; 50%R/68%M; 47%R/68%M) 2010-Creekside Middle, A School, AYP90% (82%R/79%M; 66%R/73%M; 60%R/66%M) 2009-Creekside Middle, A School, AYP95% (82%R/78%M; 71%R/71%M; 68%R/66%M)

Assis Principal	Tamara Hopkins	M.Ed. Leadership Elementary Education Certificate School Principal Certificate	16	2008-Creekside Middle, A School, AYP95% (81%R/78%M; 68%R/76%M; 57%R/70%M) 2007-Hinson Middle, A School, AYP92%(77%R/75%M; 60%R/72%M; 56%R/68%M) 2006-Hinson Middle, A School, AYP92%(77%R/74%M; 68%r/70%M; 72%R/NA%M) 2005-Villages Charter School, A School, AYP97%(90%R/90%M; 75%R/72%M; 74%R/NA%M) 2004-Villages Charter School, A School, AYP100%(90%R/89%M; 84%R/78%M; 78%R/NA%M) 2003-Villages Charter School, A School, AYPNA%(87%R/84%M; 83%R/88&M; 81%R/NA%M) 2002-Villages Charter School, B School, AYPNA%(77%R/64%M; 60R/72%M; 60%R/NA%M) 2001-Harbour View Elementary no data available
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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)
We do not have instructional coaches.	NA	NA			NA

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	New teacher programs (Mentors, peer classroom visits, E3 (Empowering Educations for Excellence - Teacher Induction Program)	Administration Peer teacher New teacher	June 2013	
2	Student showcase/acknowledgement	Administration	June 2013	
3	Professional Development	Administration Grade Level	June 2013	
4	Leadership Opportunities	Administration	June 2013	
5	PLC Activities	Administration Grade Level	June 2013	
6	Celebrations/Teacher Recognition	Administration	June 2013	
7	Promotion of school (Brochures, Advertisement)	Administration	June 2013	

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
We have no staff in this category.	

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
42	0.0%(0)	9.5%(4)	28.6%(12)	66.7%(28)	42.9%(18)	100.0%(42)	4.8%(2)	28.6%(12)	19.0%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
We do not have any teachers requiring a PAR teacher	NA	We do not have any E3 teachers this year.	NA

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Instructional Measurement System (VIMS). Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings. School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

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

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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 school's RtI Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's

PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) How will we respond when they already know it?". The team meets regularly to engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are not at risk, enrichment activities are in place to ensure acceleration of learning.

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

The Problem Solving/RtI Leadership Team met with the principal to help develop the School Improvement Plan (SIP). The team provided data on: Tier 1, 2 and 3 targets; academic, behavioral and social/emotional areas that needed to be address; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT simulation

Midyear: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of Year: FAIR, FCAT

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultation in order to scale up understanding of PD/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

School based support of MTSS will be provided by the District MTSS Leadership Team. In turn, the school based MTSS leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching that guides the work of our school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Instructional Measurement System (VIMS). Ensures adequate professional development is scheduled for faculty. Provides opportunities for advancement of research-based strategy implementation for student achievement.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

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

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

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

The school's LLT functions as a natural extension of the school's Problem Solving Team (PST). The team meets regularly to address school literacy material needs, review progress monitoring information, discuss professional development needs, and to determine best practices to increase student achievement. The team offers support and guidance to new teachers as well as to experienced teachers in the areas of formative assessment and differentiated instruction by way of leveled grouping and learning stations. Reading research is reviewed and ideas and strategies for remediation, intervention, and enrichment are shared and implemented.

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

The major initiative of the LLT for 2012 - 2013 will be: to provide material and technical support to increase student achievement in reading and language arts; to address strengths and weaknesses of all student populations; to provide material and technical support to address student literacy needs. In addition, to assist with the implementation of the Anchor Literacy Strategies for Common Core.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

NA

*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?

NA

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?

NA

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](#)

NA

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:	Students achieving proficiency (FCAT Level 3) in reading will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (97) Students scoring at a level 3	29% of students scoring at a level 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who exhibit behaviors which may impede their learning	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Administration	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Insufficient funds for extra remediation	Research funds from SAC/PTA	Administration	Review benchmark data and FAIR data to assess strengths and weaknesses in order to drive instruction	Printout of Benchmark assessments, and FAIR data
3	Time for teacher collaboration as a follow up to professional development	Provided for uninterrupted teacher collaboration during planning times and faculty meetings as needed	Administration	Ongoing monitoring	Student outcomes
4	Time for formative assessments and limited classroom space	Implement leveled reading centers and literacy groups	Administration and classroom teachers	Ongoing monitoring	Student outcomes
5	Additional time necessary for one-on-one with remediation students	Use of specialized instructional materials, i.e., Spiral Up/Build Up, Quick Phonics	Administration and Classroom teachers	Ongoing monitoring	Student outcomes
6	Limited computer time and access. Single computer lab in Media Center. Two student computers in classrooms	Use of technology resources, i.e., Scantron, Safari Montage, Reading Counts, FCAT Explorer	Administration, Classroom Teachers, Media Specialist	Ongoing monitoring	Student outcomes
7	Teachers are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administration	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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

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

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:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 1% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (168) Students scoring level 4 or above	50% Students scoring level 4 or above

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	Inadequate funds to purchase advanced reading materials	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Administration	Observe increased student achievement and implementation of strategies in the delivery of instruction	District assessments and FCAT results
2	Limited computer access	Use of technology resources, i.e., Reading Counts, Scantron, FCAT Explorer	Administration, Classroom teachers, Media Specialist	Ongoing monitoring	Student outcomes
3	Time required for formative assessments, limited classroom space for individual grouping	Implement leveled reading groups and literacy centers	Administration and Classroom teachers	Ongoing Monitoring	Student outcomes
4	Amount of time taken to administer FAIR resulting in time taken away from instruction	Use FAIR data to plan instruction and monitor programs	Administration and Classroom teachers	Ongoing monitoring	Student outcomes
5	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in Professional 2.5 Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	District Instructional Support TOAs Administrator Classroom teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
	More rigorous instruction	Professional development	Administration	Ratio of higher-level	Walk-throughs

6	is needed, with more opportunities for higher-level thinking skills	on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Grade Level Chairs Common Core Leads	questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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:	Students making learning gains in reading will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (143)students making learning gains	71% making learning gains

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	Challenges of working with students who exhibit behaviors which may impede their learning	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Administration	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Time available for one-on-one/small group remediation	Use of specialized instructional materials, i.e., Direct Instruction, Triumphs, Spiral Up/Build Up, Quick Phonics	Administration and Classroom teachers	Ongoing monitoring by way of classroom observations	Student outcomes
3	Time available for additional formative assessments/limited classroom space for grouping students	Implement leveled reading centers and literacy groups	Administration and Classroom teachers	Ongoing monitoring	Student outcomes

4	Time taken to administer FAIR resulting in time away from instruction	Use FAIR data to plan instruction and monitor progress	Administration and Classroom teachers	Ongoing monitoring	Student outcomes
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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:

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

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:	Students in the lowest 25% making learning gains will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (32) Students in lowest 25% making learning gains.	59% Students in the lowest 25% making learning gains.

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	Challenges of working with students who exhibit behaviors which may impede their learning	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Administration	Ongoing monitoring of formative assessments and teacher observations by administration	District assessments and FCAT results
2	Funds for tutoring	Apply for SAC/PTA funds	Administration	Receiving the funds	Consistent participation of students
3	Time available for additional formative assessments/limited classroom space for grouping students	Implement leveled reading centers and literacy groups	Administration and Classroom Teachers	Ongoing monitoring	Student Outcomes
4	Technical difficulties with FAIR resulting in time away from instruction	Use FAIR data to plan instruction and monitor progress	Administration and Classroom Teachers	Ongoing monitoring	Student Outcomes
	Adequate time for teachers to review data, plan differentiated	Teams will meet weekly in Professional Learning Communities to work	District Instructional Support TOAs	Ongoing monitoring of formative and summative assessment data	Reading assessment data, FAIR data, Science

5	instruction, and deliver the instruction within the school day.	collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Administrator Classroom teachers	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	assessment data, FCAT results
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (77% proficient)				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		77%	79%	81%	84%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black, White, and Hispanic Subgroups are not reported because the 2012 AMO target was met.	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	Funds to purchase remedial reading materials	Ensure that all teachers receive professional development opportunities	Administration	Ongoing monitoring of formative assessments by teacher observation and administration	District Assessments and FCAT results
2	White NA Black NA Hispanic NA Asian NA American Indian NA	Implement Benchmark Assessments and the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress	Administration and Classroom Teachers	Review Benchmark Assessments and FAIR data to assess strengths and weaknesses in a timely manner	Printout of the Benchmark data and FAIR data

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	Although 100% of our ELL's were tested, the subgroup was not large enough for measurement.	Ensure that all teachers receive professional development opportunities related to instructional strategies for ELL's, as needed.	Administration	Ongoing monitoring of ELL data	Student outcomes

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:	In 2012-2013, the achievement gap for SWD students will be reduced by increasing our proficiency score to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Although 100% of our SWD's were tested, the subgroup was not large enough for measurement.	Ensure that all teachers receive professional development opportunities related to effective.	Administration	Ongoing monitoring of formative assessments and teacher.	District assessments and FCAT results.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Subgroup is not reported because the 2012 AMO target was met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective strategies in reading for low SES students. Implementation of the strategies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results

2	Time available for one-on-one/small group remediation	Implement Benchmark Assessments and the Florida Assessment for Instruction in Reading (FAIR) to monitor progress	Administration and Classroom Teachers	Review Benchmark Assessments and FAIR data to assess strengths and weaknesses in a timely manner	Printout of the Benchmark and FAIR data
3	Time available for additional formative assessment/limited amount of classroom space for grouping of students	Implement leveled reading centers and literacy groups	Administration and Classroom Teachers	Ongoing monitoring	Student outcomes
4	Technical difficulties with FAIR results in loss of teaching time	Use FAIR data to plan instruction and monitor progress	Administration and Classroom Teachers	Ongoing monitoring	Student outcomes

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Anchor Strategies	K-5 ESE	Administrators and Common Core Contact Teachers	K-5 Teachers ESE Teachers	Early Release Days-1 per month	Walk Throughs Observations PLC meetings	Administrators Common Core Contact Teachers
Deliberate Practice	K-5 ESE	Administrators	K-5 Teachers ESE Teachers	September 21	Conferences between administrators and teachers	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Common Core Literacy Anchor Strategies	Common Core Contacts-specific teachers will prepare for training by having a sub in their classroom for a half day.	School substitute funds	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:			CELLA students speak English and understand spoken English at grade level in a manner similar to non-ELL students.		
2012 Current Percent of Students Proficient in listening/speaking:					
100% (3)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners.	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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 students scoring proficient in reading will remain the same.		
2012 Current Percent of Students Proficient in reading:					
67% (2)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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 percentage of students scoring proficient on the CELLA Writing portion will increase by 1%.		

2012 Current Percent of Students Proficient in writing:

67% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (112) Students scoring at a level 3 in math.	34% Students scoring at a level 3 in math.

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	Time for teacher collaboration as a follow up to professional development	Provided for uninterrupted teacher collaboration during planning times and faculty meetings as needed	Administration	Ongoing monitoring	Student outcomes
2	Time necessary for effective data analysis	Implement item analysis to target student remediation and enrichment needs	Administration	Ongoing monitoring	Student outcomes
3	Challenges of working with students who exhibit behaviors which may impede their learning	Ensure that all teachers receive professional development opportunities related to effective instructional strategies in mathematics	Administration	Ongoing monitoring of formative assessments and teacher observations by administration	District Assessments and FCAT
4	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (Levels 4 and 5) in mathematics will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (171) Students at or above a level 4 in math.	51% Students at or above a level 4 in math.

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	Challenges of working with students who exhibit behaviors which may impede their learning	Ensure that all teachers receive professional development opportunities related to effective instructional strategies in mathematics	Administration	Ongoing monitoring of formative assessments and teacher observations by administration	District Assessments and FCAT results
2	Time necessary for effective data analysis	Implement item analysis to target student remediation and enrichment needs	Administration	Ongoing monitoring	Student outcomes
3	Limited computer access	Use of technology such as FASTMATH and FCAT Explorer	Administration; Classroom Teachers	Ongoing monitoring	Student outcomes

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

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:	Students making learning gains in mathematics will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (143) making learning gains in mathematics	71% making learning gains in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who exhibit behaviors which may impede their learning	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics	Administration	Ongoing monitoring of formative assessments and teacher observations by administration	District Assessments and FCAT results
2	Limited computer access	Use of technology resources such as FASTMATH and FCAT Explorer	Administration	Ongoing monitoring of formative assessments and teacher observations by administration	District Assessments and FCAT results
3	Time necessary for effective data analysis	Implement item/data analysis to target student remediation and enrichment needs	Administration	Ongoing monitoring	Ongoing monitoring

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

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:	Students in lowest 25% making learning gains will increase by 1%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (28) making learning gains in mathematics	69% making learning gains in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds for tutoring	Apply for SAC/PTA funds	Administration	Receiving the funds	Consistent participation of students
2	Time for teacher collaboration as a follow up to data analysis	Provide for uninterrupted teacher collaboration during planning times and faculty meetings as needed	Administration	Ongoing monitoring	Student outcomes

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 #					
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (81% proficient)					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		81%	83%	85%	87%	

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:	Subgroups are not reported because the 2012 AMO target was met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	Funds to purchase remedial reading materials	Ensure that all teachers receive professional development opportunities	Administration	Ongoing monitoring of formative assessments by teacher observation and administration	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to data analysis	Provide for uninterrupted teacher collaboration during planning times and faculty meetings as needed	Administration	Ongoing monitoring	District Assessments and FCAT results
3	Limited computer access	Use of technology such as FASTMATH and FCAT Explorer	Administration	Ongoing monitoring	District Assessments and FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Subgroup is not large enough to be reported.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	Although 100% of our ELL's were tested, the subgroup was not large enough for measurement.	Ensure that all teachers receive professional development opportunities related to instructional strategies for ELL's, as needed.	Administration	Ongoing monitoring of ELL data	Student outcomes
2	Challenges working with ELL students who have backgrounds with significant gaps in vocabulary	Provide high-quality vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Teachers	Ongoing monitoring of formative assessments and teacher observations by administration	District assessments and FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the Safe Harbour.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%	44%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Although 100% of our SWD's were tested, the subgroup was not large enough for measurement.	Ensure that all teachers receive professional development opportunities related to effective.	Administration	Ongoing monitoring of formative assessments and teacher.	District assessments and FCAT results.
2	Although 100% of our SWD's were tested, the subgroup was not large enough for measurement	Ensure that all teachers receive professional development opportunities related to	Administration	Ongoing monitoring of formative assessments and teacher observations by administration	District Assessments and FCAT results

	effective instructional strategies in mathematics for SWD's, 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Subgroup is not reported because the 2012 AMO target was met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective strategies in reading for low SES students. Implementation of the strategies within the classroom will be monitored.	Administration	Ongoing monitoring of formative assessment and teacher observation by administration	District assessments and FCAT results
2	Time for teacher collaboration as a follow up to data analysis	Provide for uninterrupted teacher collaboration during planning times and faculty meetings, as needed	Administration	Ongoing monitoring of formative assessments teacher observations by administration	District Assessments and FCAT results
3	Knowledge of RtI	Provide training in RtI	Guidance Counselor; School Psychologist	Ongoing monitoring of IEP's, formative assessments and teacher lesson plans	District Assessments and FCAT results
4					
5	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies	Administration Teachers	Classroom Walkthrough Ongoing monitoring of diagnostic/formative/summative assessments	VSET Observations Domain 3 FSA/SSA/District Interims FCAT

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
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Training on Common Core Standards for Mathematics	K-5 Teachers ESE Teachers	Administrators Grade Level Chairs Common Core Contacts	K-5 Teachers and ESE Teachers	PLC time after school and early release once a month.	Walk Throughs Observations	Administrators Grade Level Chairs
Deliberate Practice	K-5 ESE	Administrators	K-5 Teachers ESE Teachers	September 21	Conferences between administrators and teachers	Administrators

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
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Students achieving proficiency (FCAT Level 3) in science will increase by 1%			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (47) Students scoring a level 3.		39% Students scoring a level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time for teacher collaboration as a	Provided for uninterrupted teacher	Administration	Ongoing monitoring	Student outcomes

1	follow up to professional development	collaboration during planning times and faculty meetings as needed			
2	Challenges of working with SWD's and ED students	Ensure that all teachers receive professional development opportunities in science	Administration	Ongoing monitoring of lesson plans and classroom observations	Student outcomes
3	New Science Series requires additional professional development opportunities	Ensure that all teachers receive professional development opportunities in science	Administration	Ongoing monitoring	Student outcomes
4	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Grade Level Chairs	Monitor usage and implementation through: ISN (Interactive Student Notebooks)	District Interim Assessments

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

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

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:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (57) making above proficiency (FCAT Levels 4 and 5) in science	47% making above proficiency (FCAT Levels 4 and 5) in science

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New Science Series requires additional professional development opportunities	Ensure that all teachers receive professional development opportunities in science	Administration	Ongoing monitoring	FCAT results
2	Time available for one-on-one/small group remediation in science	Use of alternate science materials, i.e., 'Leveled Science Readers, Sciencosaurius', Lab Kits, to address different learning styles in science	Classroom Teachers	Ongoing monitoring	FCAT results
3	Limited time outside of the regular curriculum for project guidance	Provide opportunities for students to participate in content area fairs and competitions	Administration and Classroom Teachers	Ongoing monitoring	FCAT results

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Anchor Strategies	K-5 ESE	Administrators and Common Core Contact Teachers	K-5 Teachers ESE Teachers	Early Release Days-1 per month	Walk Throughs Observations PLC meetings	Administrators Common Core Contact Teachers

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
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 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:		Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing will be maintained			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
98% (95) Students achieving FCAT Level 3.0 and higher		98% Students will maintain FCAT Level 3.0 and higher percentage rate.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining 98% FCAT Level 3.0 and higher in writing	Continue use of Kathryn Robinson Writing on a daily basis	Administration	Monitor Daily Quick Writes and District Writing Prompts	FCAT Writing

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:	NA

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

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						

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:	The number of students with excessive absences and tardies will decrease by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% of students attend school regularly	96% of students will attend school regularly
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
126 of students have 10 or more absences	114 of students have 10 or more absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
104 of students have 10 or more tardies	94 of students have 10 or more tardies

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	Inconsistent enforcement of tardies at classroom door	Instruct teachers on proper procedures and clearly communicate policies to parents and students	Administration	Visible decrease in number of tardies	Attendance/tardy report
2	Repeat offenders	Continue to make daily contact with parents for unexcused absences and tardies; continue to mail 10-day letters to parents and copy them to Social Worker and PST Chairman	Data Input Clerk and Administration	Maintenance of our high attendance rate	Future printouts of absences and tardies

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of in-school and out-of-school suspensions will decrease by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
17 days of in-school suspension were served	12 days of in-school suspension served
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
13 students served in-school suspensions	10 students serve in-school suspensions
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
22 days of out-of-school suspension were served	20 days of out-of-school suspension served
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
13 students served out-of-school suspension	11 students serve out-of-school suspensions

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	EBD students serve the majority of suspensions. Their behaviors sometimes prohibit them from staying in the classroom.	Use behavior modification and frequent parent contacts	Classroom teachers	Note fewer suspensions	Suspension 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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To maintain our 5 Star School status by continuing consistent parent involvement at all school functions and parent/teacher conferences
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Current 5 Star School	Maintain 5 Star School status

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	A large number of working parents unable to attend functions	Maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communications to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children	Administration	Climate Survey 2011	5 Star School Status
2	Ability to provide activities that parents and business partners can participate in actively	Provide opportunities for parents and business partners to participate in bike rallies and runs to aid funding for tutoring	PTA	Funds raised	Funds raised

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
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			The participation of 5th grade students in Science Fair will increase by 10%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and/or interest in STEM areas.	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices, at extracurricular STEM such as Science Fair to excite interest in STEM activities.	District STEM TOA 5th Grade Teachers Administration	Monitor usage and implementation data of STEM modules	Usage data

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

EBD Behavioral Incentives Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. EBD Behavioral Incentives Goal EBD Behavioral Incentives Goal #1:		To improve behavior on the bus by 10% by implementing an incentive program sponsored by the PTA.			
2012 Current level:		2013 Expected level:			
25 Bus Referrals		22 Bus Referrals			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the EBD program traditionally have a difficult time riding the school bus and being confined for extended periods of time	Incorporate a behavior contract and reporting system with the bus drivers that will reward decreased bus referrals on an individual and group bases	EBD Teachers Administration Bus Drivers Bus Attendants	Student success on program and then lessening of bus referrals	Data from bus referrals and behavior reporting sheets

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						

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 EBD Behavioral Incentives Goal(s)

Robotics Program Goal:

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						

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of Common Core Literacy Anchor Strategies	Common Core Contacts-specific teachers will prepare for training by having a sub in their classroom for a half day.	School substitute funds	\$400.00
				Subtotal: \$400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$400.00

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 9/18/2012)

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
SAC will use these funds for workshops and subs for teachers in addition to providing materials for the classroom.	\$2,472.00

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

SAC will assist give input, review and approve the School Improvement Plan. They will also oversee the distribution of SAC funds to the teachers and school. The SAC will also assist the principal in the decision making process for school-wide issues during the school year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Volusia School District SWEETWATER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	94%	100%	88%	373	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	73%	60%			133	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?	73% (YES)	65% (YES)			138	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					644	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District SWEETWATER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	94%	94%	79%	355	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	70%	74%			144	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?	68% (YES)	65% (YES)			133	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					632	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested